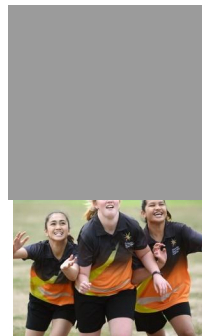




Scoresby Secondary College

Inspiring brilliance

Year 9 Handbook 2023



Scoresby Secondary College
Cavell Street, Scoresby

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Junior Leadership Team 2022

Principal:	Mrs Gail Major
Assistant Principals:	Mr Ayman Youssef Mr Mark Corrie
Head of Junior School:	Ms Emily Phibbs
Year 7 Coordinator:	Mr Sam Eddy
Year 8 Coordinator:	Mrs Sylvia Wood
Year 9 Coordinator:	Ms Su-nhi Kim
Head of Curriculum & Pedagogy:	Mr Ayman Youssef
Careers Advisor:	Mrs Bronwyn Haines
Learning Area Leader—English:	Ms Emily Phibbs
Learning Area Leader—LOTE (Chinese) and Humanities:	Ms Su-nhi Kim
Learning Area Leader—Mathematics:	Ms Michelle De Boer
Learning Area Leader—Science:	Mr John Healy
Learning Area Leader—The Arts & Technology:	Ms Suzanne Tate
Learning Area Leader—Health & Physical Education:	Mr Mark Corrie

*The 2023 Junior School Team will be confirmed in Term 4.

Common Acronyms

DET	Department of Education and Training
EAL	English as an Additional Language
MIPS	Managed Individual Pathways

A Message from the Head of Junior School

Dear Year 8 Student and Parents/Guardians,

Welcome to Year 9 in 2023. Over the next few weeks you will be making some important decisions about your learning program for next year, and to some extent, for future years. It is important that you read this guide, attend the information night and seek further information from the suggested staff.

In Year 8 students have undertaken core subjects. In Year 9, students will study core subjects with a choice of 3 electives each semester (some electives may run over the course of the year eg: Chinese)

As students enter into this last year in Junior School, they will be expected to take greater responsibility for their own learning. This starts now as they consider elective subject selections of study for 2023. The elective offerings will provide opportunities for students to explore areas of interest, and possibly provide some background for subject selection in later years.

It is for these reasons students must make wise choices, based on carefully considered information and advice from adults who are looking after their best interests. Don't, for example, choose subjects purely on the basis that your friends have chosen them. Choose subjects that you want to do, that interest you and you will therefore be more likely to be engaged and succeed. The 2023 timetable will be created from the selections that students make. It is for this reason that elective changes may **not** be possible unless there are exceptional circumstances. It is important that students take every opportunity to talk over their choices with parents, teachers and coordinators who want to advise and support individuals through this process.

Student's personal and social development is also of great importance at this time, and hopefully extra- curriculum activities such as sporting events, productions and leadership and other activities will engage students whilst at school.

I hope you enjoy taking this next step forward in facing the challenges ahead. Hopefully your time will be rewarding as you continue your education at Scoresby Secondary College.

Emily Phibbs

Head of Junior School

Year 9 Course Guidelines

At Scoresby Secondary College all year 9 students undertake a range of core subjects plus the choice of elective subjects. Core subjects are compulsory subjects. Elective subjects are a range of subjects that students can select from. Students will undertake three electives per semester. Electives at Year 9 provide an opportunity for students to explore a wide range of subjects. Year 9 electives are not prerequisites for VCE subjects. The timetable will be created from the selections that students make, it is for this reason that elective changes may not be possible unless there are exceptional circumstances. Electives may be withdrawn if the number of students selecting that unit is below the minimum numbers to run. Note, some other small classes may exist where the programs are eligible for additional external funding to resource them.

Scoresby Secondary College operates on a two week cycle of 25 periods per week (ie: 50 periods per cycle). A cycle program for a Year 9 student will comprise of:

Victorian Curriculum

The Victorian Curriculum sets out what every student should learn during their first eleven years of school (Prep-Year 10). The curriculum is the common set of knowledge and skills required by students for life-long learning, social development, and active and informed citizenship.

The Victorian Curriculum incorporates the Australian Curriculum and reflects Victorian priorities and standards. Scoresby Secondary College's curriculum reflect the Victorian Curriculum Learning Areas and Capabilities:

LEARNING AREAS	GENERAL CAPABILITIES
The Arts <ul style="list-style-type: none"> ● Dance ● Drama ● Media Arts ● Music ● Visual Arts ● Visual Communication English Health and Physical Education The Humanities <ul style="list-style-type: none"> ● Civics and Citizenship ● Economics and Business ● Geography ● History Languages Mathematics Science Technologies <ul style="list-style-type: none"> ● Design and Technologies 	Critical and Creative Thinking Ethical Capability Intercultural Capability Personal and Social Capability

Year 9 Subjects

The table below states the domain and the subjects that are offered under each domain to Year 9 students at Scoresby Secondary College. More detailed unit descriptions are outlined in the following pages.

***Final subjects offered are dependent upon student demand.**

Core Subjects

<p>English</p> <p>English</p>	<p>Mathematics</p> <p>Mathematics</p>	<p>Science</p> <p>Science</p>
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<p>Humanities</p> <p>Geography</p> <p>Civics & Citizenship</p> <p>History</p> <p>Economics</p>	<p>Health and Physical</p> <p>Education</p> <p>Health Education</p> <p>Physical Education</p>
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Elective Subjects

<p>The Arts</p> <p>Art & Visual Communication</p> <p>Drama</p> <p>Media</p> <p>Music</p>	<p>Technology</p> <p>Design Technology - Materials</p> <p>Food Studies</p> <p>Digital Technology</p> <p>Digital Coding (Robotics)</p>	<p>Project Based Learning</p> <p>Project Based Learning</p> <p>Languages</p> <p>Chinese</p>
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Empty section for additional subjects

Subject Curriculum Contributions

Year 9 Subjects

Subject	Contribution
Core Subjects	
English	\$30.00
Mathematics	\$30.00
Science	\$30.00
Humanities	\$30.00
Health Education	\$30.00
Physical Education	\$30.00
Elective Subjects	
Art & Visual Communication	\$75.00
Drama	\$35.00
Media	\$45.00
Music	\$45.00
Design Technology - Materials	\$100.00
Food Studies	\$100.00
Digital Technology	\$35.00
Digital Coding (Robotics)	\$40.00
Project Based Learning	\$50.00
Languages - Chinese	\$25.00

English (core)

Students produce, study and respond critically to spoken, written, and visual texts created for a wide range of audiences and purposes. They learn to be critical and independent users of texts and language appropriate to situations in school, in their daily lives and in the workplace.

Students read and respond to a range of classic, contemporary and popular texts. They develop a critical understanding of the contemporary media. They explore and interpret different perspectives on complex issues, analysing how different texts are likely to be interpreted by different groups.

Students use writing to explore different perspectives on complex and challenging issues. They develop their skills in writing appropriately and effectively in a range of text types for a variety of purposes and audiences. They practise writing expressively about thoughts, feelings, opinions and ideas, and constructing considered arguments to persuade others to share a point of view.

Students listen to and are provided with opportunities to produce a range of spoken texts in a variety of formal and informal situations characterised by complexity of purpose and subject matter.

In spoken, written, visual and electronic texts, students apply their skills to planning and developing formal arguments about complex issues, and use evidence systematically to justify points of view and develop logical conclusions.

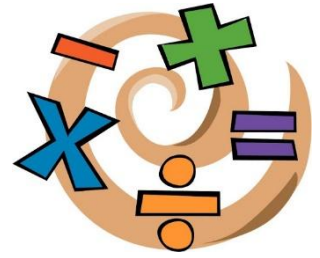
Writing tasks may include personal reflective writing such as diary entries, journal writing, personal narrative, poetry, letters, persuasive articles, short stories and essays, character profiles, alternative endings.

Oral Presentations may include debates, role-plays, reports and multimedia presentations.



Mathematics (core)

Year 9 Mathematics is a continuation of the VicVELS curriculum that is studied in years 7 and 8. It builds on the skills that have been learnt in two past years and helps students to prepare for future mathematical studies and applying their skills to real life situations.



Learning Focus

Number and algebra

Students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations. They solve problems involving simple interest. They find the distance between two points on the Cartesian plane and the gradient.

Measurement and Geometry

Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders. They relate three-dimensional objects to two-dimensional representations. Students explain the similarities of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

Statistics and Probability

Students compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types. They construct histograms and back-to-back stem-and-leaf plots. Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities. Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

Learning activities include project tasks, mathematical exercises and problem solving.

Science (core)

During Year 9, students continue to develop their understanding of important science concepts across all of the major science disciplines. During year 9, students will also be introduced to Psychology as a science for the first time. Students will examine contemporary scientific ideas to develop a richer understanding of scientific inquiry. In year 9 students will continue to develop their scientific inquiry skills and begin to write formal reports about their practical work.

The topics covered in Year 9 include:

- Investigating scientifically
- Body systems and control
- Ecosystems
- The current model of the atom
- Energy from chemical reactions
- Chemical cycles in ecosystems
- Electronics and communication
- Electricity
- Plate Tectonics
- Introduction to Psychology

Learning tasks include research, model making, poster making, student designed practical experiments, reports and a digital portfolio. Student may answer questions, give oral presentations and debate topics



Humanities (core)

Geography

This course focuses on food security on a global scale and what factors influence the unequal distribution of food around the world as well as in Australia. Students also investigate the impacts of globalisation on the individual, Australian businesses and

the world.

Topics Include:

- Food security
- Biomes
- An interconnected world

Learning activities include research projects, PowerPoint presentations, case studies and discussions.

WORLD GEOGRAPHY



History

In this course there is a focus on the Industrial Revolution and Australia's impact of major changes that have occurred during the nineteenth century. Australia played a key role in the development of our nation during World War I.

Topics Include:

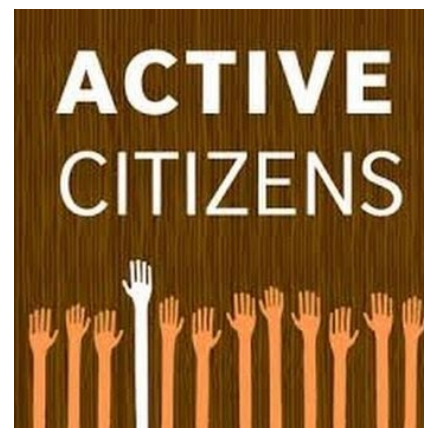
- The Industrial Revolution: how & why it came about
- Long term and short term of the Industrial Revolution
- Inventions of the Industrial Revolution and their impact on the present
- Life as a child during the Industrial Revolution
- World War I: Causes of WW1
- Australia's entry into WW1
- Warfare during WW1
- Life in the Trenches
- The Gallipoli Campaign
- Forms of Commemorations

Learning activities include discussions, research projects, excursion to the shrine of remembrance, journal entry, independent reading

Civics & Citizenship

This course focuses on understanding our responsibilities as Australians in the areas of:

- Australia's political system
- Australia's parliamentary system
- Voting
- Understanding volunteering
- Humanitarians & Social agitators
- Understanding how laws are made & why we need them
- Types of legal disputes
- The hierarchy of Australian courts



Economics

This course focuses on the Australian economy and students gradually applying 'good' financial decision-making related to:

- Credit cards - pros & cons
- AfterPay
- Savings - calculating interest rates

Budgeting

Financial risks

Scams

Health & Physical Education (core)

Health Education

Students investigate the behavioural influences of health, sexual health including the law and understanding how identity and resolve conflict. Students will also explore assumptions, stereotypes and community attitudes that can affect their health and wellbeing.

Topics include:



- Respectful relationships
- Factors that impact on wellbeing
 - nutrition, diet and disease
 - exercise
 - community health services including Medicare
 - the media
 - management of emotions
- Sexual health
- First Aid

Physical Education

Students will participate in a range of sports and activities to develop proficiency in a range of high-level movement and manipulative skills focusing on a selected sport. There is a focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They work on their ability to adapt to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context. Students will undertake a variety of roles in Team games to assume responsibility required for organising sporting competition. Students will also have the opportunity to take on a coaching role as part of the “You’re in Charge” assignment, to develop their skills in being an active member of the community.

Topic areas include:

- Net and court sports
- Target sports
- Invasion games
- Striking and fielding
- Roles and responsibilities required to organize and run any type of physical activity event.
- Fitness Testing



The Arts (electives)

Art and Visual Communication

Students develop their personal art practice by exploring a range of art materials and techniques, in response to established art movements and their personal creativity.

Students will also cover visual communication design skills, developing visual language, and producing creative solutions to design problems in areas such as product design and illustration.

Students will maintain a visual diary that documents all class notes and their use of the design process to develop their art and design works, as well as produce finished artworks and design solutions. They will also complete theory tasks covering research and analysis relating to both art and visual communication designs.



Drama

Students will explore drama as an art form through improvisation, scripted drama and non-naturalistic theatre styles. During the unit of Theatre Sports students will develop their ability to use their voice and movement to show role, character and

relationships. Through improvisation students experiment with mood, atmosphere, contrast and symbol. When exploring scripted drama students will engage with a range of performance styles and ways of presenting drama including comedy, horror and tragedy. Students will rehearse and create a non-naturalistic performance using a stimulus to guide their performance. During this elective students will build on reflective and critical thinking as they comment on the process of the creation of their own work, the work of their peers and professional performances.



Media

Media students recognise that stories are told in many different ways. From trusted print forms to new and social media platforms and apps; media students are equipped with the analytical and creative skills that will prepare them for the 21st century. Students will work collaboratively to create film, photography, animation and print products, as well as understanding the theoretical principles that underpin society's ever-growing relationship with media in its many forms.

Music

Students participate in practical music activities. Students continue developing themselves as musical artists and exploring their creative potential.

They will be required to perform live in front of an audience/s as part of a group or as a solo performer. Both original and covers works will be explored. They will continue developing their music theory knowledge before applying newly acquired techniques in writing their own original song/s. They will learn to use Music Production Software to co-write, arrange and record an original song in collaboration with another musical artist. Innovative song-writing and arranging techniques will be studied to allow for an expanded live set.

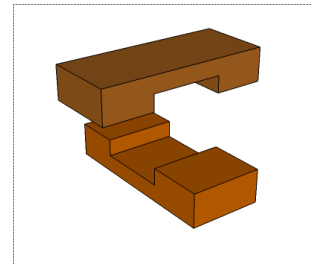


Technology (electives)

Design Technology - Materials

Through the construction of self-designed projects following the eleven steps of the design process students investigate the properties and characteristics of wood. Students study methods of joining and shaping this material. Students learn to use the appropriate tools and how to finish projects to a high standard. Central to this study is a focus on safety in the workshop.

Learning activities include practical productions and a major project.



Food Studies

The focus of the first unit is on the properties of food. Students will investigate a variety of ingredients and explore their implementation during production sessions. Students will use the design process to investigate, generate, produce, and evaluate the preparation of a product using one key ingredient to explore further - for example yeast, eggs, flour, meat. Students also investigate the influence of other cultures on Australian food habits and patterns, and undertake an in-depth investigation of one country and work in teams or individually to produce a meal typical of that country - again using the design process as the foundation for their work. Ethical issues relating to food production, in particular food miles will also be explored.



Digital Technology

Students gain skills in the use of the Game Maker software and develop a game of their own. They research social issues raised by playing computer games and produce a report. Students gain skills in the use of the application Macromedia Flash 8. They begin by creating simple animations using shapes and the drawing tool, then tackle more complex tasks using multi layers, sound and animated images.

Learning activities include: Developing a game using Game Maker software. Researching and reporting on the social issues raised by computer game playing. Tasks utilising various skills taught. Production of an animated multi-layered movie to develop an awareness of audience and purpose and to refine skills.



Digital Coding

Through the construction of simple and more complex robots, students will develop an understanding of how systems are designed and improved. Students will learn basic programming skills and write basic code that will control the movements of their robots and enable them to interact with their environment. Students will examine how modern robotics currently impact on everyday life and how the future may be affected by improvements in robotics technology.

Learning activities include Programming, Experimental investigations in Mechanical systems including gear and pulley systems, Robot construction and research investigations. Students are expected to take detailed and accurate notes and complete lengthy tasks involving a number of skills.



Students with a particular interest in pursuing pathways in STEM are encouraged to select Robotics as one of their electives.

Project Based Learning (elective)

Project Based Learning

Students will explore real-world problems or challenges and find answers through the completion of a project that is developed around their choice and voice. It is a unique opportunity for a student to work on a high interest topic, and answer driving questions to determine their project of choice.

Students will be required to meet pre planning requirements that rely on investigation, negotiation, and collaboration as they negotiate how the project will finish, as well as the end-product.

Students will develop their creativity, critical thinking, problem solving, communication and teamwork. They will be required to independently seek and provide feedback as they reflect and refine their product. The unit culminates with students presenting the products to an authentic audience including articulating the journey they undertook.



Languages - Chinese—Mandarin (elective - full year)

Students participate in general conversation; language drills, rotating pair work and role-plays to develop their oral skills. They identify information in listening and reading comprehension tasks and re-use this information to respond to questions or use it in another context. Students write letters, postcards and short texts, create posters and complete grammar exercises to demonstrate their writing skills.

Students use ICT to reinforce their language skills, research cultural knowledge and create visual presentations. They compare and contrast aspects of life in the LOTE-speaking countries with those in Australia and other countries, and identify similarities and differences.

Students learn to recognise their language proficiency and develop strategies for extending their language skills, knowledge and cultural understanding.

Students interact to exchange information and opinions on topics such as leisure and relationships. By participating in classroom discussion and by writing, students expand their knowledge of spoken and written conventions.

Students understand the cumulative nature of language learning. They are aware of the distinctive cultural, social and linguistic nature of the study of language. They understand the need to extend and reinforce their learning in a sequential and systematic way.

Students consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks. They use a range of communicative tools and ICT applications. They communicate in response to prompting and experiment with language in new contexts.

Learning activities include:

Oral performances – role-plays, conversation tasks, oral presentations. Listening comprehension tasks. Reading comprehension tasks.

Writing – personal and informative pieces. Cultural research. Vocabulary and verb building activities.





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