



Mansfield Secondary College

# Year 9 Curriculum Handbook

2022



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# GENERAL INFORMATION

## INTRODUCTION

Mansfield Secondary College is an isolated rural Secondary College with approximately 420 students across years 7-12. We are committed to all students achieving excellence in both academic and vocational streams of education and have achieved consistently strong academic outcomes.

At Mansfield Secondary College we value:

- Respect: for self, others and the environment
- Persistence: doing your best all the time
- Curiosity: an interest in the world and our learning

This booklet includes details of the subjects available for Year 9, the structure of the curriculum, support services and general school requirements.

Work at this level can be challenging – the school expects students to strive to achieve personal excellence and to make full use of the resources within the school.

Year 9 is a time for consolidation, development and preparation for Year 10. The curriculum structure at this level ensures that all students are exposed to a broad range of subjects in the electives areas thereby providing an opportunity for specialisation in areas of interest.

## IMPORTANT INFORMATION

In order to maintain a balanced curriculum and to ensure students experience a breadth of subjects, we have implemented the following subject selection guidelines:

- Every student in Year 9 is required to study the Core subjects: Maths, English, Science and Humanities for the full year, as well as Health & Human Relations
- Every student in Year 9 should study at least 2 Health or Physical Education elective unit

### PLEASE NOTE:

Students are not required to complete Language as a compulsory subject at Year 9. However, students must keep in mind that if there is ANY chance they will want to study Language at VCE level, they will need to continue to study it at Year 9 and Year 10. Students who begin Language study at Year 9 will be required to continue studying it for the full year.

## ACADEMIC EXCELLENCE

Each student is encouraged to achieve their personal best and to develop a sense of pride in themselves, the College and their community. As well as enhanced in-class learning opportunities, students have the opportunity to pursue areas of individual interest and to develop a high level of competency by participating in a range of activities provided by the College and by external providers such as tertiary institutions and professional associations.

All classes provide differentiated activities and tasks, enabling students to work at their level and to aspire to complete extension work.

### STUDENT PROGRESS AND TRACKING

The 'progressive reporting' system that is used at Mansfield Secondary College allows parents to know how their child is progressing with their studies and participate in discussions with their child and teachers about their learning. 'Progressive reporting' is a report that builds throughout the year and provides students and parents with ongoing assessment of student learning, easily accessed online. Parents are able to access results and feedback throughout the semester rather than waiting for an 'End of Semester Report' for indications on how their child is progressing.

*Note: The College is moving to the Compass portal (from XUNO) and reports will be accessible from this platform.*

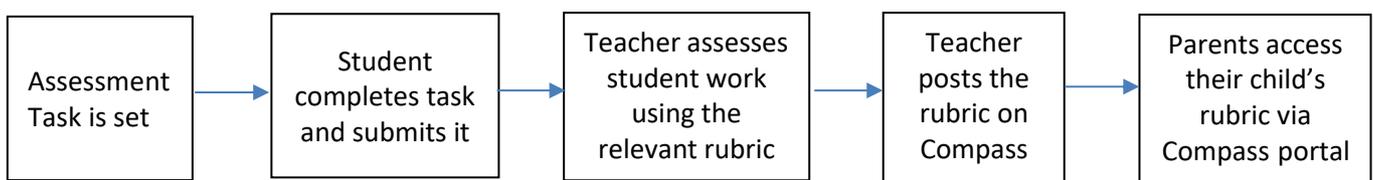
Progressive Reporting will allow the parent and the student to see:

- ✓ What they have achieved
- ✓ What they need to improve and
- ✓ Suggested paths for improvement

### **Assessment Rubrics posted throughout the semester (Years 7-10)**

Each semester parents will receive a minimum of two assessment rubrics per subject. An assessment rubric is how teachers assess a student's learning against the Victorian Curriculum. The rubric outlines a continuum of development. Students are assessed against the selected criteria and placed on the continuum. A comment accompanies the rubric that outlines what the student did well, areas for improvement, and how to achieve that improvement.

Rubrics will be posted on the Compass parent portal when they become available rather than at set times throughout the semester.



*The Assessment and Feedback Process*

### **Progress Report twice a term**

Twice a term (around every 5 weeks depending on term length), a Progress Report will be available on the Compass portal. These are a good way to monitor whether the student is completing homework regularly, meeting deadlines, putting in enough effort, and if the quality of their work is suitable.

**Summary Report at the end of each semester**

At the end of each semester a summary report of student achievement will be posted on the Compass portal.

**Parent Teacher interview sessions each semester**

Parent Teacher Interviews will be held twice a year for all students.

## STUDENT SUPPORT

### Wellbeing

Mansfield Secondary College is committed to building a secure learning environment where all students feel culturally, emotionally and physically safe. The College values of Respect, Persistence, and Curiosity are supported by both the student and teacher behavior matrix which provide a basis upon which appropriate programs and procedures are developed across the college. The School Wide Positive Behaviour Support Program (PBS) influences the implementation of all programs and procedures which are designed to: develop a culture that does not tolerate bullying and/or harassment; while providing an effective framework within to restore positive relationships.

The College has a group of experienced staff members who support students in their learning and participation in school life. These include:

- A team of Year Level Co-ordinators who monitor overall student progress and provide support to students when required
- A College Chaplain provides support to students, staff and parents of the College community and is an integral part of the counselling and support services.

### Specialist Services

To support student progress and development, Mansfield Secondary College has access to various onsite and visiting educational specialists. Your permission for referral, testing or support will be sought where a teacher considers that your child would benefit from these services. You may also request support through the class teacher if you have a specific concern regarding your child's social, emotional or educational needs.

- A Guidance Officer provides counselling and assessment support. Students and parents/guardians are welcome to access our Guidance Officer by appointment.
- An Educational Psychologist is available to support students in a range of areas.
- Learning Support Staff are engaged in designing programs of enrichment or learning support as required and working with students within classrooms and in small groups.
- Special Education Teachers will work with students who have special needs, designing Individual Education Programs and inclusive strategies to best meet individual student needs.
- Youth Health Nurse A school-based Youth Health Nurse provides general health-related information and advice to students and is available by appointment.

These specialists work in partnership with parents, classroom teachers, teacher aides and specialist agencies to ensure that we provide our students with a diverse, responsive and supportive College environment.

## MIDDLE SCHOOL SECONDARY CURRICULUM

Mansfield Secondary College's Year 9 curriculum represents a sequence of carefully planned and balanced learning experiences designed to meet the current and future needs of our students. All subjects are aligned with the Victorian Curriculum.

Students will participate in four core subjects; English, Mathematics, Science and Humanities, as well as Careers & Living, which runs for two periods every Wednesday. They will choose three other subjects from a range of electives that cover the areas of Health, Physical Education, Arts, Technology and LOTE (either French or Indonesian) or they can also enrol in the two trans-disciplinary subjects; Agribusiness and Adventure Challenge.

### CO-CURRICULA ACTIVITIES

Mansfield Secondary College provides a number of different avenues for students to pursue interests outside of the formal classroom. The College provides a range of camps and leadership programs, such as:

- Student exchange programs
- School for Student Leadership China program
- Bi-annual trip to Venilale in East Timor
- School trip to Central Australia

We have embedded programs that utilize community partnerships to extend the learning environment and experiences beyond school grounds. Programs include:

- Australian School Based Apprenticeships (ASBA)
- Agribusiness program that has a large farm placement component
- Project 109, which is an enterprise/business course that relies on students working with local businesses to achieve set targets
- Year 10 Work Experience program
- Year 10 mock interviews with local employers

Our strong sporting tradition is supported by our involvement in:

- Mt Buller Annex during Term 3
- Snowsports program during Term 3
- Interschools Snowsports competition
- Round Robin sports during Terms 1, 2 & 3
- Adventure Challenge (Years 9 & 10) & Outdoor & Environmental Studies (Years 11 & 12)

# CORE SUBJECT INFORMATION

## ENGLISH

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 4 periods per week

**Brief Description / Outline:**

In the Year 9 English course, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online environments to create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Students engage with a variety of texts for enjoyment and learning. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students also develop critical understanding of the contemporary media, and the differences between media texts.

Compared to previous years, text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images. In order to ensure student engagement, the course and assessment tasks are differentiated to enable students of varying ability to engage with the curriculum.

**Brief Course and Assessment outline:**

	Course Outline	Assessment Summary
Semester 1	Text Studies Presentation Skills Language Analysis	Differentiated Text Response Classwork Writing folio Oral Presentation
Semester 2	Text studies Essay Writing Language Analysis	Differentiated Text Response Classwork Writing folio Oral Presentation

**Materials:** 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side , set texts

**Future Pathways:** Middle-school English and Year 10 Literature, VCE English, VCE Literature

## MATHEMATICS

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 4 periods per week

### Brief Description:

The Year 9 Mathematics program has been developed to take into account that different students develop at different rates. The provided written work and activities cover a wide range of abilities, enabling extension opportunities for students as well as ensuring all students acquire the basic skills and concepts involved.

At the beginning of a topic, students will sit a pre-test that will determine where they need to start in the topic. The worksheets, exercises and activities will be selected so that individuals will be working at their level. A post-test will determine the progress made by the student.

The appropriate use of calculators and technology is an important skill that is necessary in Mathematics. In Year 9 it is assumed that students have access to a scientific calculator. Other technologies such as spreadsheets, geometry or statistical software may also be used, as appropriate.

### Brief Course and Assessment outline:

	Course Outline*	Assessment Summary
Term 1	Topic 1: Indices & the Index Laws Topic 2: Area & Volume	Pre & post tests
Term 2	Topic 3: Algebra Skills Topic 4: Problem solving Topic 5: Chance & Data	Pre & post test Assignment Assignment
Term 3	Topic 6: Linear Equations & Graphs Topic 7: Pythagoras & Perimeter	Pre & post tests
Term 4	Topic 8: Financial Arithmetic Topic 9: Trigonometry	Assignment Pre & post tests

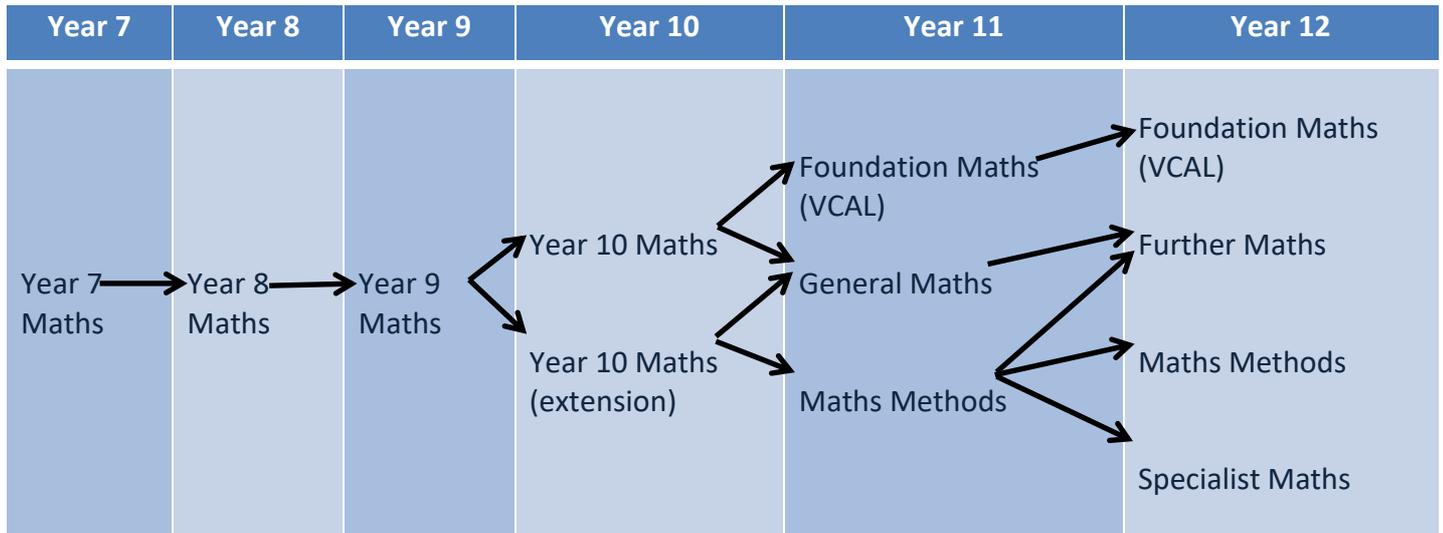
\*Order of topics can be subject to change

### Homework Program:

Weekly homework sheets are assigned in Year 9 that consolidate work covered in class as well as revising skills from past topics. The homework sheets are designed so that questions involve the same topic area every week (eg. Question 1 might always be about rounding decimals). Progress sheets indicate questions that are areas of concern and students are encouraged to seek help for these questions in class or at Maths Help.

**Materials:** 6 x 48 Page GRID Exercise/Binder Book 10mm squares with holes punched on side

**Future Pathways:**



## MATHEMATICS EXTENSION & SUPPORT

### Maths Help

Once a week, teachers volunteer their time to run Maths Help, a 1 hour session available to all students from Years 7 to 12. Students are encouraged to ask questions about work from class, get assistance with their weekly homework sheets or just use the productive environment to work on tasks.

### Australian Mathematics Competition

The AMC is for students of all standards and year levels and is conducted in Term 3. Students are asked to solve thirty problems in 75 minutes. The problems get progressively more difficult and the last few are challenging to the most gifted student.

The aims of the competition are threefold:

- To highlight the importance of mathematics as a curriculum subject
- To give students an opportunity to discover talent in mathematics, by applying their problem solving skills
- To provide resources for the classroom and to stimulate discussion about methods of solution

### Mathematics Challenge for Young Australians

The Maths Challenge targets the top 20% of secondary students and Mansfield Secondary College has been involved in this problem solving task for the last 15 years, with students achieving consistent excellent results. The Challenge (held during a consecutive 3-week period in Term 2) comprises six challenging problems.

The aims of the Challenge include:

- Encouraging students to attempt interesting and unfamiliar problems
- Fostering a greater interest in and awareness of the power of mathematics
- Allowing the discovery of the joy of solving problems in mathematics
- Identifying talented young Australians, recognising their achievements and providing support that will enable them to reach their own levels of excellence

### **Australian Informatics Competition**

Students who have achieved excellent results in the Australian Mathematics Competition can be invited to enter the Australian Informatics Competition. This involves a one hour paper which is in multiple choice and short answer format. The questions involve some mathematical ideas related to computing and determine whether a student might have a talent for designing and writing programs. No experience in computer programming is necessary.

### **Enrichment Program for Young Australians**

The Enrichment Program, written and organised by the Australian Maths Trust, is a six-month program that commences in April. It comprises comprehensive student and teacher support notes. The materials are designed to be a systematic structured course over the duration of the program and which students are intended to keep for on-going reference.

The Enrichment Program is not run in formal classes but is available to interested students who wish to study areas of mathematics outside the normal curriculum.

## SCIENCE

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One term/ 4 periods per week

**Brief Description / Outline:**

Year 9 Science involves students in physical, chemical, geological and biological sciences. Students are introduced or extend their knowledge in all of these areas through theoretical and practical experiences. Students are also involved in investigation and inquiry in class time. The use of Science in our everyday lives is highlighted through their learning.

Assessment is based on key criteria and progression through these criteria can be tracked from year to year. Knowledge and skills are demonstrated across a range of differentiated tasks. These include: topic tests, practical logbook, Scientific posters, extended investigations and oral presentations.

**Brief Course and Assessment outline:**

	Course Outline *	Assessment Summary
Topic 1	Energy transfer – magnetism, electrical circuits sound, light and colour. 10 weeks	<ul style="list-style-type: none"> <li>• Practical work</li> <li>• Topic tests</li> <li>• Project/research assignments</li> </ul>
Topic 2	Ecosystems – 8 weeks Extended investigation – Engineering design and process. 2 weeks	
Topic 3	Atoms and Chemical reactions Atoms, acids and bases, reactions and energy. 10 weeks	
Topic 4	Body coordination. The nervous system, endocrine system and immune system	

\*Order of topics can be subject to change

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side  
1 x 48 Page book with both lined and graph pages

## SCIENCE – EXTENSION & ENRICHMENT

Mansfield Secondary College provides many opportunities for high achieving students to be extended and enriched. Students at each year level are identified using our data or through teacher recommendation.

**Big Science Competition**

This international competition tests critical thinking and problem-solving skills as well as science knowledge. The competition is organised by Australian Science Innovations, a not-for-profit organisation committed to providing high quality science extension programs that inspire, challenge and raise the aspirations of students in science. The results of this competition is often used to offer students other opportunities and residential programs and camps. Information regarding registration is advertised in the Parent Bulletin.

Website: [www.asi.edu.au/site/programs\\_bigscience.php](http://www.asi.edu.au/site/programs_bigscience.php)

**Emerging Sciences Victoria (ESV)**

ESV offers a 15 week long course in Semester 1 and a different 15 week long course in semester 2. Students are online for 2 x 1-hour classes per week and the content level is aimed at Year 10 students, but if you are passionate about science and not in Year 10 students may be eligible to participate. Examples of courses offered are astrophysics, biotechnology and nanotechnology.

Website: <http://www.emsci.vic.edu.au/>

**Science Experience**

Available for Year 9 and 10 students, each program is designed to provide students who have an interest in science with an opportunity to engage in a wide range of fascinating science activities under the guidance of scientists who love their work. The program takes place in over thirty-five universities and tertiary institutions, within many different laboratories and lecture theatres. Participants perform experiments in the laboratories, meet and hear senior lecturers in the lecture theatres, attend site visits and walk around and experience what it is like to be on the campus of a university or tertiary institution. The program also provides information about further studies in science, technology and engineering. It highlights the wide range of careers that allow students to pursue their interest and abilities in the sciences. One aspect of the program often commented on by participants is the opportunity to meet and share ideas with students from different schools.

Website: <http://www.scienceexperience.com.au/about-the-program/about-the-program>

**Regioneering.**

Engineers without borders visit the school and challenge the students to think of ways to help with sustainability. Students from University are involved and take groups of students through who they are, what they do and how they help people. Includes problem solving real life issues.

## HUMANITIES

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 4 periods per week

**Brief Description / Outline:**

The Humanities curriculum addresses the Victorian Curriculum across the Learning Areas of Geography and History. This subject attempts to give both broadly sweeping views of a long period and also provide detailed studies of its more fascinating aspects and at the same time training students in the specific skills of History. In the Geography section of the course fascinating topics have been selected giving students a sequence of knowledge and Geographical skills. This unit has been designed to improve engagement in Year 9 students with a focus on a differentiated curriculum and elements of applied learning. It aims to prepare students with a range of skills for VCE Outdoor & Environmental Studies and History.

In Geography students evaluate alternative views on geographical challenges and implement alternative strategies to address this challenge, using environmental, social and economic criteria. Students undertake numerous field investigations in the local area to gather, collate, analyse and evaluate data relating to the natural environment. They collect evidence from fieldwork sites to explain and predict the effects of natural processes and human activities on the environment, including consideration of the ways people respond to change. Students apply geographic techniques to explain geographical concepts in the Mansfield region.

In History students study the making of the modern world from 1750 to 1918, including industrialisation, nationalism and imperialism, and the colonisation of Australia. Students place historical events in order to understand their links to one another and use historical language and concepts. They develop research questions, use relevant information resources and develop an understanding and opinions on different events and people's views. These skills are practised when studying the impacts of the Industrial Revolution, convict transportation and migration, and World War 1, its causes and impacts, and the ANZAC legend.

Year 9 Humanities aims to build in students the following skills on top of what would normally be expected in Humanities classes –

- Team work when collecting data and developing fieldtrip reports
- Map reading
- An ability to use draw field sketches and use photography in reports
- Fieldtrip data gathering and using this information in student work
- Fieldtrip report writing
- Gathering and analysing historical documents while on excursions and applying this in assessment tasks

**Brief Course and Assessment outline:**

	Course Outline*	Assessment Summary
Term 1	<ul style="list-style-type: none"> <li>• Biomes and food security</li> <li>• Environmental change and management</li> </ul>	<ul style="list-style-type: none"> <li>• Field work and data collection</li> <li>• Differentiated Task</li> <li>• In class assessments (written responses and activities)</li> <li>• Mini research projects</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• Biomes and food security continued</li> <li>• Environmental change and management continued</li> </ul>	<ul style="list-style-type: none"> <li>• Field work and data collection</li> <li>• Differentiated Task</li> <li>• Written Report</li> <li>• In class assessments (written responses, activities etc.)</li> <li>• Mini research projects</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• Industrial Revolution (1750 – 1914)</li> <li>• Australia and Asia (1750- 1918)</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated Task</li> <li>• In class assessments (written responses and activities)</li> <li>• Mini research projects</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>• Australia and Asia (1750- 1918) continued</li> <li>• Australia at war (1914 – 1945): World War I</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated Task</li> <li>• In class assessments (written responses and activities)</li> <li>• Mini research projects</li> </ul>

\*Order of topics can be subject to change

**Cost Applicable**

**Materials:** 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side  
Glue Stick, scissors, coloured pencils, laptop

**Future Pathways:** Geography to Victorian Curriculum Level 10 and VCE History and Outdoor & Environmental Studies

## HUMANITIES EXTENSION

**Up2Us Landcare program**, which focuses on ensuring local land is healthy and sustainably managed. Youth Leading the World program, which requires to work in teams to engage with the community to make a change; in previous years, students have worked with local shops to cut down plastic bag use, with the eventual aim of replacing plastic bags entirely.

All assessment tasks for Humanities are differentiated, meaning that students will always have an option available to them that is appropriately challenging without being overwhelming.

## HEALTH & HUMAN RELATIONS

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 2 periods per week

### Brief Description / Outline:

In this unit the following skills and knowledge are covered:

Students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify the rights and responsibilities associated with developing greater independence, as well as those related to sexual relationships. Students describe mental health issues relevant to young people, review perceptions of challenge, risk and safety, and demonstrate an understanding of appropriate assertiveness and resilience strategies. Health outcomes of personal behaviours, community actions and the products and services provided by government and non - government organisations are identified and analysed, to understand how these can be used to support the health needs of young people. Strategies that address current trends effecting food consumption in Australia are also identified.

### Brief Course and Assessment outline:

	Course Outline*	Assessment Summary
Term 1	<ul style="list-style-type: none"> <li>• Dimensions of health and development</li> <li>• Communication</li> </ul>	Film review
Term 2	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Risk taking</li> <li>• Relationships</li> </ul>	Case study critique
Term 3	<ul style="list-style-type: none"> <li>• Connecting with the environment</li> <li>• Sensibility</li> </ul>	Film review
Term 4	<ul style="list-style-type: none"> <li>• Drug education</li> <li>• Sex education</li> </ul>	Drug assignment STI's and contraception project

\*Order of topics can be subject to change

**Materials:** 1 x 96 Page Exercise/Binder Book 8mm with holes punched on side

# ELECTIVE SUBJECT INFORMATION

## ADVENTURE CHALLENGE

**Prerequisites/Special Requirements (if any):** Application form

**Length of course:** Year long / 4 periods per week

**Brief Description / Outline:**

In this unit, students participate in outdoor educational experiences, such as hiking and rock climbing at locations such as the Alpine National Park, Mount Samaria and Mount Arapiles. These experiences develop in students an understanding of sustainable and safe recreational practices while enjoying some of the best environments Victoria has to offer.

In Term 3, students participate in a community service program where they train with the CFA and complete the Wildfire Firefighter Certificate. A day at the Wangaratta CFA training facility enables students to put their training into practise and respond to a range of emergency scenarios.

Students investigate the interaction of human activities with natural environments through a study of land degradation, the Australian Alps and the local area. Students develop skills to evaluate the factors contributing to the development of environmental issues in these areas and identify strategies to address them and explore ways of managing them. Students interpret information from different types of maps and photographs and use these facts to support explanations and make predictions. They collect information gathered from fieldwork and present their findings.

Adventure Challenge aims to build in students the following skills on top of what would normally be expected in Humanities classes –

- Team work when working with the CFA and participating in outdoor education activities
- Map reading
- Camp craft
- Survival skills and first aid
- CFA qualifications
- An ability to use draw field sketches and use photography in reports
- Fieldtrip data gathering and using this information in student work
- Fieldtrip report writing
- Skills and knowledge for VCE Outdoor & Environmental Studies

Entry into this unit is through a selection process involving the completion of an application form and questions.

**Brief Course and Assessment outline:**

	Course Outline*	Assessment Summary
Term 1	<ul style="list-style-type: none"> <li>Navigation themes</li> <li>Using the environment</li> <li>Preparing for bushwalks</li> <li>Minimal impact bushwalking</li> </ul>	<ul style="list-style-type: none"> <li>An assessment task on understanding topographic maps</li> <li>An assessment task on a fieldtrip</li> <li>Classwork</li> <li>Preparation for and participation in bushwalks</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>Participating in hikes</li> <li>Land degradation/ cause and effect</li> <li>Fieldtrips</li> <li>Human interaction with the environment</li> </ul>	<ul style="list-style-type: none"> <li>An assessment task on land degradation</li> <li>Preparation for and participation in bushwalks</li> <li>Assessment on 'User groups in the Alps'</li> <li>Classwork</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>CFA program</li> </ul>	<ul style="list-style-type: none"> <li>Wangaratta training day</li> <li>Wildfire Firefighter assessment book</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>Arapiles climbing camp</li> <li>Eco tourism</li> </ul>	<ul style="list-style-type: none"> <li>Classwork</li> <li>Climbing camp</li> </ul>

\*Order of topics can be subject to change

**Cost Applicable**

**Materials:** Students must have a pair of sturdy hiking boots that can be used in snowy conditions, thermal underwear both top and bottom, water bottles, utensils, an exercise book and a laptop computer. A full range of hiking and climbing equipment can be borrowed from the College.

**Future Pathways:**

VCE Outdoor and Environmental Studies, Units 1 – 4.

## AGRIBUSINESS

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 8 periods per week

**Brief Description / Outline:**

Agribusiness is a year-long course based on all aspects of agriculture. There is a large emphasis on students undertaking practical activities in agricultural settings and there are multiple excursions to expos, training days and a wide variety of farms.

Students complete TAFE modules of the Certificate 2 in Agriculture and combine this with tasks relating to Science and Humanities. The TAFE modules relating to the Certificate 2 in Agriculture require students to demonstrate the ability to work independently through extended activities and relate to Certificate II in Agriculture, Handling and Caring for Livestock and Workplace Skills.

For the Humanities component of this subject, the following skills and knowledge are covered:

- Geography:
- i) the distinctive climates, soils, vegetation and productivity of our area
  - ii) the environmental effects of food and fibre production
  - iii) the capacity of our environment to sustainably and securely feed the projected future population
- Economics:
- i) identifying the effects of international trade in consumer products on Australian practices
  - ii) cost benefit analyses

During Semester 2, all students have work placement on a farm for 4 periods on a Thursday.

**Entry into this unit is through a selection process involving the completion of an application form and questions.**

**Materials:** 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side

## PHILOSOPHY

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline

Philosophy provides students with a unique perspective to investigate some of life's most intriguing questions in the pursuit of wisdom.

*How can one live a good life? What makes someone a good person? Does God exist? Who am I? How do the universe begin? What happens when we die?*

The subject aims to answer these questions and more, through the use of reason, logic and the analysis of established scientific and philosophical thinking. In doing so, the course combines strands from various domains including English, Humanities, Science and Personal and Social Learning.

Philosophy provides an excellent pathway into the VCE Subject as well as general humanities subjects. Importantly, Philosophy equips students with an invaluable set of skills in a world that increasingly values confident, creative and analytical thinkers.

Course Outline	Assessment Summary
Introduction to Philosophy and philosophical thinking	Projects, essays, exams Oral presentations
Research of famous philosophers and philosophical frameworks.	
Comparing modern and historical philosophy. Difference between philosophy and theology.	
Researching and looking at philosophy for young children through organisations such as P4C.	

**Materials:** 96 Page Exercise/Binder Book 8mm with holes punched on side

## PROJECT 109

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### **Brief Description / Outline:**

Students undertake four challenges:

#### **Challenge 1 – Creating a Team Identity.**

Throughout the course we will complete team building activities as well as explore strengths and weaknesses as an individual operating in a team. The group create the team's identity, explore their values and what will be their mission for the year. From this their logo is developed.

#### **Challenge 2 – The \$20 Boss Challenge.**

Students will be given a loan of \$20 each to be used to develop a business, selling a product or providing a service. They complete modules on entrepreneurs, how to come up with an idea, working out a target market, market surveys and essentials of marketing. Along with this, each business will have to maintain financial records, donate part of their profits to charity and repay, with \$1 interest, the loan.

#### **Challenge 3 – Urban Challenge**

We celebrate the team's efforts with an Urban Challenge incorporating the Amazing Race. Students will have the option of using their profits from the \$20Boss Challenge and/or borrow the money from home.

#### **Challenge 4 – Individual Challenge**

Students then have the opportunity to embark on another project that driven by and chosen by each individual student. The project is completed during Project times either at school or it can be arranged that the student works on it off campus with a mentor if needed.

Students will present at an Expo at the end of the course to celebrate achievements and to acknowledge their community partners and mentors.

**Materials:** 2 x 48 Page Exercise/Binder Book 8mm with holes punched on side

## BALL SPORTS

### Prerequisites/Special Requirements (if any):

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

Students concentrate on improving their skill level, learning about game strategy and umpiring as well as developing co-operation, teamwork, sportsmanship and safety awareness. Students will be actively involved in a range of ball games to be chosen from: water polo, volleyball, basketball, football codes, European handball, speedball, korfbal, netball and lawn bowls. Students examine factors which influence community decisions to promote and support sporting, recreation and leisure activities.

**Assessment:** Completion of work requirements – knowledge of rules and umpiring skills, completion of theory and/or project work and use of appropriate safety procedures.

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
Students complete one period of theory on the rules, strategies and history and 3 practical periods on the skills and game structure of the sports being covered each week	Class Participation
During the warmer months games such as water polo, volleyball, speedball and lawn bowls are played.	Unit Tests
During the cooler months indoor games such as the football codes, basketball, netball, European handball and korfbal are taught	Sports Project
	Uniform

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side

Sports Uniform – black shorts, black tracksuit pants, College PE top, black fleece jacket, runners (not skate shoes), suitable hat for Term 1 and Term 4.

**FIT 4 LIFE**

**Prerequisites/Special Requirements (if any):**

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

Fit4Life is an exciting subject in Physical Education. Students will be introduced to a wide range of up-to-the-minute topics covering many aspects of their health and wellbeing, including exercise performance, everyday fitness, diets and healthy eating, mind power through meditation and visualisation, and the latest in fitness gear and activity trackers. After completing this subject, students will be well prepared to complete their schooling years, and beyond, in great happiness and health!

**Brief Course and Assessment outline:**

Course Outline	Assessment Summary
<ul style="list-style-type: none"> <li>• Fitness trackers</li> <li>• Fitness testing</li> <li>• Compression garments</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Research assignments</li> <li>• Health &amp; Wellbeing project</li> </ul>
<ul style="list-style-type: none"> <li>• Meditation</li> <li>• Visualisation</li> </ul>	
<ul style="list-style-type: none"> <li>• Karate</li> <li>• Food for performance &amp; recovery</li> <li>• Pilates/Yoga/HIT training rotation</li> </ul>	

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side  
 Sports Uniform – black shorts, black tracksuit pants, College PE top, black fleece jacket, runners (not skate shoes), suitable hat for Term 1 and Term 4.

## PERSONAL TRAINING

**Prerequisites/Special Requirements (if any):**

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

Students will be introduced to a range of basic exercises and methods that can be used both within and outside the gym environment. Students develop an understanding of correct techniques, common faults, spotting procedures and gain skills in movement analysis. The subject is both theoretical and practical.

Assessment: Completion of work requirements, including an investigation/ programming assignment, written and verbal tests – application to skills development and practice exercises, and use of appropriate safety procedures.

**Brief Course and Assessment outline:**

	Course Outline	Assessment Summary
1 <sup>st</sup> Term	<ul style="list-style-type: none"> <li>• Careers in sport</li> <li>• The processes involved in personal training (screening, risks, fitness testing, PAR Q, goals)</li> <li>• Log book</li> <li>• Types of training methods (Circuit, continuous, interval, resistance, Fartlek)</li> <li>• Training Principles</li> <li>• Specificity, duration, intensity, frequency, progressive overload</li> </ul>	<ul style="list-style-type: none"> <li>• Personal fitness goals</li> <li>• Fitness Testing (pre-tests)</li> <li>• Continuous Training</li> <li>• Circuit Training</li> <li>• Resistance Training</li> <li>• Interval training/Fartlek</li> <li>• Local Gym</li> <li>• Abdominal/Swiss ball training</li> <li>• Designing a training program</li> </ul>
2 <sup>nd</sup> Term	<ul style="list-style-type: none"> <li>• Muscles– basic anatomy, types, roles and functions</li> <li>• Bones – basic anatomy, name, functions and responses to exercise</li> <li>• Levers, joints and movements</li> <li>• Injury prevention</li> <li>• Recovery methods</li> <li>• Health professionals</li> <li>• Obesity, factors affecting exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in a 6 week training program</li> <li>• Fitness Testing (post-tests)</li> </ul>

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side  
 Sports Uniform – black shorts, black tracksuit pants, College PE top, black fleece jacket, runners (not skate shoes), suitable hat for Term 1 and Term 4.

## STRIKING SPORTS

**Prerequisites/Special Requirements (if any):**

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

## YEAR 9 CURRICULUM HANDBOOK

Students concentrate on improving skill levels, showing an understanding of game strategy and umpiring as well as developing co-operation, teamwork, sportsmanship and safety awareness. Students examine factors that influence community decisions to promote and support sporting, recreation and leisure activities. Pursuits are chosen from the following areas: swimming, hockey, indoor cricket, lacrosse, baseball, softball, badminton, table tennis and tennis.

Assessment: Completion of work requirements – skills development and participation, application to team games and strategies/umpiring, completion of theory and/or project work and use of appropriate safety procedures.

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
Students complete one period of theory on the rules, strategies and history and 3 practical periods on the skills and game structure of the sports being covered each week	Class Participation in all activities
During the warmer months games such as baseball, softball, tennis, lacrosse and cricket are covered.	Unit Tests
During the cooler months indoor games such as the badminton, table tennis, indoor hockey and indoor cricket are taught.	Sports Project
	Skill development

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side  
Sports Uniform – black shorts, black tracksuit pants, College PE top, black fleece jacket, runners (not skate shoes), suitable hat for Term 1 and Term 4.

## HEALTH & FIRST AID

### Prerequisites/Special Requirements (if any):

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

The emphasis of the subject is based on First Aid and its application in an emergency and various settings. The Health aspect of the subjects is focussed on students investigating and discussing issues relating to themselves, their development and safety within the community.

This is achieved through:

- completing and being assessed for the Occupational Health and Safety Certificate (level 2)
- evaluating community programs addressing health and safety issues
- developing personal decision making skills, including alcohol and drug use.
- understanding sexual decision making and the effect of STI's
- focus on healthy lifestyle practices, nutrition and healthy eating.

**Brief Course and Assessment outline:**

Course Outline	Assessment Summary
First Aid Topics	Practical & theory
Injury & Illness	Research assignment
Health & Wellbeing	Practice & discussion
Apply First Aid qualification including CPR	Practical & theory assessment

**Cost Applicable**

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side

## RECREATIONAL PE

**Length of course: One semester / 4 periods a week**

**Pre requisites (if any): Nil**

### Brief Description / Outline

Are you thinking of doing something a bit different in Physical Education? Not keen on exhaustive games? Not keen on the competitive nature of most sports? If you're still reading, then this subject is probably what you're looking for!

The 'sports' covered in this subject have a more recreational focus and therefore are a bit more laid-back than those covered in Ball Sports and Striking Sports  
Most or all of the sports listed below will be covered:

- Lawn bowls
- Carpet bowls
- Archery
- Clay target
- Darts
- Recreational swimming
- Golf

Course Outline	Assessment Summary
Students complete one period of theory on the rules, strategies and history and 3 practical periods on the skills and game structure of the sports being covered each week	Class Participation in all activities
During the warmer months games such as lawn bowls, recreational swimming and cycling, Archery and Golf will be taught	Unit Tests
During the cooler months indoor games such as darts, clay target, carpet bowls will be taught	Sports Project

INDONESIAN

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** Year long / 4 periods per week

**Brief Description / Outline:**

**Semester 1** - Indonesian food, its history, culture and traditions is the first topic. Students cook a traditional banquet at school and eat lunch at a Melbourne Indonesian restaurant. Wild animals, their habitats, pets and farm animals are studied. Traditional stories about Indonesian animals, an excursion to Melbourne Zoo, and a written project about Indonesian animals deepens cultural understanding. Classroom activities include cooking, games, listening comprehensions, written exercises, interviews, written projects and tests.

**Semester 2** - Attending school in Indonesia is studied in detail. This leads to completion of a written project comparing school in Indonesia with students’ Australian experiences. Indonesian transport, giving and taking directions is the second topic. Classroom activities include project writing, games, listening comprehensions, written exercises, role plays, interviews, and tests.

**Brief Course and Assessment outline:**

	Course Outline	Assessment Summary
<b>Semester 1</b>	Indonesian fruit, vegetables, cuisine, likes and dislikes, the diversity of places to eat out and shop for food in Indonesia, bargaining, spices, cooking and eating Indonesian meals, excursion to Melbourne Zoo and an Indonesian restaurant, animals and their habitats, comparing animals, national parks and threatened species in Indonesia.	<ul style="list-style-type: none"> <li>• Weekly homework</li> <li>• Bargaining role play</li> <li>• Guided written project about Indonesian animals</li> <li>• Cultural knowledge tests</li> <li>• Listening tests</li> <li>• Written tests</li> </ul>
<b>Semester 2</b>	School subjects, timetables, school routines and extra-curricular activities, transport in Indonesia, destinations, giving and taking directions, arranging social outings with friends.	<ul style="list-style-type: none"> <li>• Weekly homework</li> <li>• Schooling written project</li> <li>• Guided short story in Indonesian</li> <li>• Arranging an outing role play</li> <li>• Cultural knowledge tests</li> <li>• Listening tests</li> <li>• Written tests</li> </ul>

**Materials:** 2 X 96 page exercise books, four ring binder and 20 plastic pockets

**Future Pathways:** Year 10 Indonesian

**INDONESIAN EXTENSION** – Participation in on-line language learning activities and competitions.

## 2D ART

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

Students explore a variety of media including painting, drawing, printmaking, collage, photography, and digital art forms. They are encouraged to explore a range of concepts and ideas and explore a range of techniques and processes. Students follow the artistic studio process followed by VCE level students, and this includes researching and investigating the work of other artists in contemporary and historical contexts. The use of a visual diary to record research, trials, notes, and evaluation plays a crucial role in the assessment of classwork, alongside final artworks.

**Assessment:** Folio of finished artworks, visual diary, research/analysis assignments.

**Excursions:** Possible excursions to galleries, exhibitions (extra cost involved).

**Materials:** A4 or A3 Visual Art Diary, 120 pages, HB/2B graphite pencils, coloured pencils, ruler, eraser and scissors.

**Future Pathways:** VCE Studio Arts (Units 1-4)

## 3D ART

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

Students investigate both the theoretical and practical aspects of 3D art throughout the semester building skills and knowledge. Students develop a deeper understanding of the Elements and Principals of art and how they are used to create work. Students focus on contemporary Visual Arts practices of other artists from Australia, Indigenous Australia and South-East Asia.

In the practical component of the unit students explore, develop, refine, reflect and create Artworks using a variety of 3D materials including ceramics, wire, wood, papier-mâché, found object and assemblage. These practical outcomes can be individual and collaborative.

Students use a digital platform as a journal to present ideas and record the development of their 3D practice.

**Assessment:** Digital folio, comparative essay, practical work.

**Cross-Curricular Outcomes:** Literacy, Numeracy.

**Excursions:** Excursions to major arts institutions and regional galleries, local arts studios. (Extra costs)

**Materials:** A4 or A3 Visual Art Diary, 120 pages

**Future Pathways:** VCE Studio Arts (Units 1-4)

## MEDIA

**Prerequisites/Special Requirements (if any):** Functional Laptop (BYOD)

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

This course emphasises knowledge and skills that will enable you to understand digital media communications in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of digital media works and audience responses to them, as well as creating your own digital media products, using Adobe Photoshop, Premier and Audition, you will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, listening, reading, interpreting, speaking, writing and representing in digital media formats.

Course Outline	Assessment Summary
Images – topics include memes and photography	Production of memes and photographic series.
Sound – radio production and creating pod casts	Production of a radio show / pod cast
Audio visual – Film, short film: script writing, filming, editing, producing.	Production of short film or music video

**Materials:** 1 x USB storage device and SD card.

## VISUAL COMMUNICATION DESIGN (VCD)

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

Students complete a range of tasks relating to design briefs in the three design fields of communication design, industrial design & environmental design. Students use the design process to research, explore and develop ideas. They then respond to peer and teacher feedback to further refine their ideas and create high-quality presentations. Students explore a range of traditional and digital media to realise their ideas, whilst also considering the design elements and principles as ways to improve upon their designs. The exploration of case studies allows them to see and understand the way professional design is applied beyond formal education.

### Brief Course and Assessment outline:

Assessment Tasks *		
1.	Design Process, Design Elements & Principles, Using Adobe Illustrator	Design Process, Design Elements & Principles, Using Adobe Illustrator
2.	Technical Drawing - Isometric & Third-angle Orthogonal, Design Process, Rendering textures and surfaces.	Technical Drawing - Isometric & Third-angle Orthogonal, Design Process, Rendering textures and surfaces.
3.	Technical Drawing - Scale, Floor plans, Elevations, Industry conventions.	Technical Drawing - Scale, Floor plans, Elevations, Industry conventions.

\*Order of tasks can be subject to change

**Materials:** A4 Visual Diary (120 pages), HB/2B grey lead, coloured pencils, 300mm ruler, eraser, Black .6mm fine liner.

**Future Pathways:** VCE Visual Communication Design (Units 1-4)

## DRAMA

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

In Years 9 and 10, Drama students continue to develop and apply their knowledge of Drama terminology and techniques, particularly Dramatic Elements. E.g. voice, movement, gesture, space, focus, language etc. Students will be required to research, explore, create and respond to various theatrical styles and/or cultural influences.

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The foci for students are: the development and influences of theatre throughout the ages, scripting, playmaking, performance, reflection and evaluation, with emphases on participation, co-operation and contribution. Additionally, this course introduces “Non-Naturalism”, the style of acting used in the VCE Drama course.

### Brief Course and Assessment outline:

	Course Outline *	Assessment Summary
Topic 1	The actor – “Tools of the Trade”: the body, breath, voice, & imagination	
Topic 2	History of theatre	Research and presentation task - ensemble
Topic 3	Comedic Theatre	Practical Task – individual creation and performance
Topic 4	Class Performance	Contribution to both playmaking and performance
Topic 5	Introduction to Non-Naturalism	Written comparison of Realism and Non-Naturalistic styles of acting.
	<ul style="list-style-type: none"> <li>Maintained Drama diary – class notes and playmaking ideas</li> <li>Written analysis following the completion of each performance task</li> </ul>	

\*Order of topics can be subject to change

**Materials:** 1 x 48 Page Exercise/Binder Book 8mm with holes punched on side

**Future Pathways:** Year 10 Drama (Elective), VCE Drama, VCE Theatre Studies.

## MUSIC

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

In this unit music students continue to build on their performance and technical skills with graded playing challenges. Students observe, evaluate and reflect on their own and other’s performances. Theory and aural skills are further developed as a potential pathway to VCE. Development of aural skills, including chord progressions and rhythmic transcription are continued. Analysis of varying music forms and styles are studied, particularly within the genres of rock as well as the history of music. Students explore creative composition with simple arranging and improvisation techniques.

### Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Topic	Performance and Technical skills	Practical performances

## YEAR 9 CURRICULUM HANDBOOK

<b>Topic</b>	Theory and Aural skills	Sequential assessment tasks
<b>Topic</b>	Listening and analysis	Completed listening charts
<b>Topic</b>	Creative composition	Transcribed and performed

**Materials:** 48 Page Exercise/Binder Book 8mm with holes punched on side  
 Binder Folder A4, 4 Ring 25mm spine

### Future Pathways:

Year 9	Year 10	Year 11	Year 12
Year 9 Music (elective)	Year 10 Music (elective) Unit 1&2 VCE Music	Unit 1&2 VCE Music Unit 3&4 VCE Music	Unit 3&4 VCE Music

## MUSIC TECHNOLOGY

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

In this unit you will create compositions using Music Technology and learn about live sound and set up. You will continue to build on your playing and performance skills, choosing a main instrument on which to focus. You will perform in both solo and group situations, as well as learn how to set up speakers and work a mixing desk and how to balance sound. Listening and aural skills make a great musician so we will practise these as well as increasing knowledge of music theory. You will continue to respond and evaluate different styles as well as composing music using the SoundTrap computer program. You will discuss the role of a producer and the workings of a recording studio. After completing this subject you will be a more confident musician, producer and audio engineer, with a clearer idea of what is involved taking this subject as a pathway towards V.C.E.

Year 9	Year 10	Year 11	Year 12
Year 9 Music (elective)	Year 10 Music (elective) Unit 1&2 VCE Music	Unit 1&2 VCE Music Unit 3&4 VCE Music	Unit 3&4 VCE Music

## CODING

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

Coding is an exciting brand-new subject in Information Technology. Students learn what it takes to make web applications through HTML, CSS and JavaScript. They investigate the world of app-making by learning how to get their apps onto the iTunes store and Google Play. Students become informed customers by understanding the components inside smartphones and laptops, and they investigate the latest advancements in technology from around the globe, including the people who have become billionaires through their technology ideas. Students find out how easy it is to make their own computer game and learn about the different types of computer viruses and how to protect their devices. Students who complete this subject will be well-prepared to jump into the world of digital technologies that awaits them!

### Brief Course and Assessment outline:

Course Outline	Assessment Summary
<ul style="list-style-type: none"> <li>• Drag &amp; drop programming</li> <li>• Modifying webpages</li> <li>• HTML</li> </ul>	<ul style="list-style-type: none"> <li>• Research Assignments</li> <li>• HTML modules</li> <li>• HTML tests</li> </ul>
<ul style="list-style-type: none"> <li>• Computer components</li> <li>• Emerging technologies</li> <li>• HTML – CSS</li> </ul>	
<ul style="list-style-type: none"> <li>• Smartphones</li> <li>• HTML – CSS - JavaScript</li> </ul>	
<ul style="list-style-type: none"> <li>• Python</li> <li>• Apps</li> <li>• Game maker</li> </ul>	

**Materials:** USB storage device

## ROBOTICS

**Pre requisites (if any): Nil**

**Length of course One Semester / 4 periods per week.**

### **Brief Description / Outline:**

Robotics is a new subject within Technology. With STEAM education being a major focus within education it is important that you understand how advancements in robotics will influence the world. You will learn how to program robots to complete simple and complex tasks. You will learn to build various types of robots that will complete courses, play games and respond to their environments through the programming that you will learn. This may involve team competition style lessons where you will compete against other teams within the class to demonstrate your skills in building and programming your robot. The course starts from the basics and will be limited by your interest and ability to be creative within this exciting STEAM education class.

Course Outline	Assessment Summary
<ul style="list-style-type: none"> <li>• Introduction to robotics</li> <li>• Introduction to coding languages</li> <li>• Introduction to building robots</li> </ul>	<ul style="list-style-type: none"> <li>• Research Assignments</li> <li>• Coding demonstration</li> <li>• Competition (demonstration of team work and coding proficiency)</li> </ul>
<ul style="list-style-type: none"> <li>• Robot components</li> <li>• Development of skills in coding Drop drag through to coding language</li> </ul>	
<ul style="list-style-type: none"> <li>• Building, adjustment and coding of robots</li> </ul>	
<ul style="list-style-type: none"> <li>• Competing against other teams in the robotics</li> </ul>	

**Materials: Nil**

## FOOD TECHNOLOGY A – Healthy Choices

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

This unit will enable students to learn a lot of helpful information about how to cook and eat well, as well as organize themselves in the kitchen. They will make healthy choices when planning for meals and find out how to put together great meals and snacks for friends and family. This will give students the opportunity to try spicy beef enchiladas, apple and filo parcels or making their own bread, as well as the opportunity to design and prepare their own creations.

### Brief Course and Assessment outline:

	Course Outline *	Assessment Summary
Topic 1	Exploring Food	Research
Topic 2	Healthy options	Design brief
Topic 3	Food for teenagers	Design brief, Practical observation
Topic 4	Hot topics	Portfolio

\*Order of topics can be subject to change

**Materials:** 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side  
A container bought to each practical class to take home any leftovers.

## FOOD TECHNOLOGY B – Foods of the World

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

This unit has a bit of an international flair to it. Students get to challenge their taste buds by preparing and tasting some foods they may not have tried before, as well as some old favourites. They will make meals originating from a variety of countries and design their own two-course meal from a particular country. As well as finding out great tips on setting themselves up in the kitchen and producing food efficiently, they will get an insight into how Australian Cuisine has been influenced by the world around us.

**Brief Course and Assessment outline:**

	Course Outline *	Assessment Summary
Topic 1	Food hygiene & safety	Written tasks on food handling and physical contaminants
Topic 2	An International Cuisine	Travel Blog
Topic 3	Indigenous Cuisine	Practical observation Portfolio
Topic 4	Food Fusion	Portfolio Task

\*Order of topics can be subject to change

**Materials:** 1 x 96 Page Exercise/Binder Book 8mm with holes punched on side  
A container bought to each practical class to take home any leftovers.

## FOOD TECHNOLOGY C – Food for Celebrations

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

This unit explores food for celebrations – planning for and producing a variety of finger foods, snacks and dishes that could be provided at celebratory events. Think a birthday party, a family gathering and, of course, Christmas. Students will learn about what foods are used for celebrations in other countries around the world. They will also find out how to cook in larger quantities since they may need to feed a group of people, rather than just themselves.

**Brief Course and Assessment outline:**

	Course Outline *	Assessment Summary
Topic 1	Environmental considerations when planning food celebrations	Practical observation
Topic 2	Dietary requirements for guests at celebrations	Design brief
Topic 3	International celebrations	Research project and presentation

<b>Topic 4</b>	Cooking for celebrations	Practical observation
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\*Order of topics can be subject to change

**Materials:** 2 x 96 Page Exercise/Binder Book 8mm with holes punched on side  
A container bought to each practical class to take home any leftovers.

## FOOD TECHNOLOGY D – Dietary Challenges

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

### Brief Description / Outline:

This unit is set up for students to use the knowledge and skills they have learnt over the past few years. Within this course we explore a range of dietary challenges that face members of our community, such as diabetes, dairy, nut and egg allergies. Students will explore suitable substitutes that will cater to their needs. Students' skills will be put to the test! They will learn how to perfect their kitchen organizational skills and continue applying their healthy eating knowledge.

### Brief Course and Assessment outline:

	Course Outline *	Assessment Summary
<b>Topic 1</b>	Food hygiene & safety	Practical observation
<b>Topic 2</b>	Allergies and Intolerances	Portfolio
<b>Topic 3</b>	Menu Design	Design brief
<b>Topic 4</b>	Dietary Choices	Research assignment and presentation

\*Order of topics can be subject to change

**Materials:** 1 x 96 Page Exercise/Binder Book 8mm with holes punched on side  
A container bought to each practical class to take home any leftovers.

## WOOD TECHNOLOGY

**Prerequisites/Special Requirements (if any):** Nil

**Length of course:** One semester / 4 periods per week

**Brief Description / Outline:**

This unit is an introduction to the design process as it applies to wood technology. Students gain the following skills and knowledge:

- design and research
- portfolio presentation
- use of appropriate technology language
- developing the varied techniques and finer skills needed to join and finish timber projects
- assess the safe use and skills needed for a variety of hand and power tools
- further develop the skills needed to design draw and cost out a project

**Materials:** 2 x 48 Page **GRID** Exercise/Binder Book 10mm squares with holes punched on side