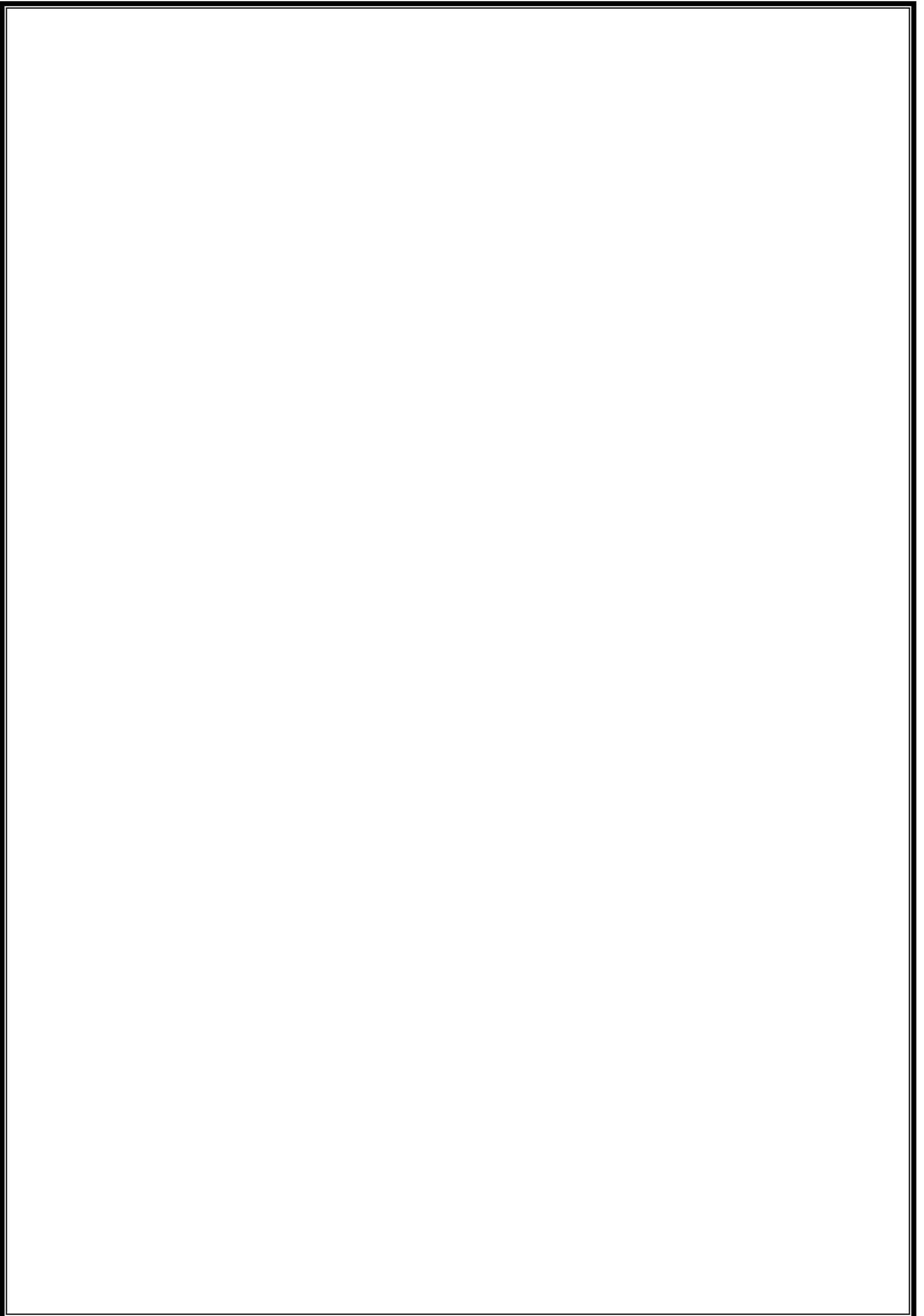


RED CLIFFS SECONDARY COLLEGE

YEAR 9 CURRICULUM HANDBOOK 2017



CURRICULUM HANDBOOK

RED CLIFFS SECONDARY COLLEGE

2017

At Red Cliffs Secondary College, students in Year 7 to 10 will be taught an Australian VELS curriculum. This is to equip students with the capabilities to:

- Manage themselves and their relations with others
- Understand the world
- Act effectively in that world

Our teaching and learning program throughout Years 7 to 10 is underpinned using the three core, interrelated strands of:

Physical, Personal and Social Learning (Knowledge, skills and behaviours in Health and Physical Education; Personal Learning; Interpersonal Development; Civics and Citizenship)

Discipline-based Learning (Knowledge, skills and behaviours in The Arts; English and Languages Other Than English; Humanities; Mathematics and Science)

Interdisciplinary Learning (Knowledge, skills and behaviours in Communication; Design, Creativity and Technology; Information and Communication Technology; Thinking processes)

The College provides comprehensive and sequential courses' from Years 7-12 in the key learning areas: English, Mathematics, Science, Technology, Studies of Society and Environment, The Arts, Health and Physical Education, and Languages (Indonesian and Chinese). At VCE / VCAL level students are able to select courses which guarantee pathways to further studies at University, TAFE, training and employment. Students who have disabilities and impairments have access to individual learning plans which cater specifically for their learning needs.

The College has a very successful Arts program involving music, drama, dance and media studies. Students have frequent opportunities to perform publicly at events such as Speech Night, and dramatic and musical productions.

There are also year level camps and excursions, which provide enrichment opportunities and promote the social development of students. Students are also given the opportunity to participate in sporting activities within and outside the college. A five day outdoor activities camp based at Portland is conducted towards the end of the year. All students are encouraged to attend this camp which focuses on surf and beach activities and short bush walks. Year 9 students can also apply to attend the School of Leadership.

The college also operates a DEAR program (Drop Everything And Read), where all students across Year 7-12 spend 16 minutes daily after lunch reading a suitable text of their choice.

YEAR 9 GENERAL INFORMATION

Year 9 students follow a common curriculum which covers the key learning areas. The chart below outlines the number of 47 minute sessions spent each week on each learning area.

NUMBER OF LESSONS PER WEEK FOR EACH SUBJECT

English	4	Humanities	4
Mathematics	4	Science	4
Health/PE/Sport	5	Extension Elective	3
Arts	3	Technology	3

All students study two subjects from the following list; (3 periods a week; one in each semester):

Extension Electives:

- Digital Photography
- Game Maker
- History Through Film
- Indonesian
- Myths and Legends
- Nursing and Health Promotion
- Red Cliffs Challenge
- The Writer's Block
- Training For Sports Excellence

Students also choose **two Arts electives** and **two Technology electives** for the year.

Arts Electives:

Art General
Ceramics
Dance
Drama
Media
Music
Visual Communication

Technology Electives:

Fashion and Design
Food
Multimedia
Pyjama Party
Wood

Please note that fees for the 2017 year have not yet been finalised. Subjects in the elective blocks which have consumable products i.e. Food, Textiles, Art etc. may have slightly higher fees associated with them. The cost for Red Cliffs Challenge in 2017 is estimated to be between \$260-\$280 dollars which includes the cost of the Red Cliffs Challenge Camp.

CORE SUBJECTS

YEAR 9 ENGLISH

Sessions per week - 4

Core Subject

COURSE STRUCTURE

At Year 9 the English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Topics covered:

- Journalism
- Persuasive texts
- Novel study
- Film study



YEAR 9 Humanities Sessions per week - 4

Core Subject

COURSE STRUCTURE

The key concepts in the core disciplines of History, Geography and Economics are continued in Humanities. These are taught mainly in an integrated manner; however effort is made throughout Year 9 to identify History, Geography, Business, Politics and Legal Studies units as examples of what those VCE studies are like, so that students can make informed choices at the appropriate time.

Topics such as the following are included:

1. Analyse the importance of examining different interpretations of the past
2. Evaluating the factors of human interaction on biomes
3. Understanding the role of savings and investment. Assessing financial risks.
4. Developing skills and strategies to transition to employment and further education



YEAR 9 Maths

Sessions per week - 4

Core Subject

COURSE STRUCTURE

The course is based on an approved text that includes routine skills exercises supplemented by practical activities, group work, outdoor activities, videos, problem solving tasks and project work. Students are expected to keep a workbook showing that work has been completed, and is well organised and correctly set out. Regular homework will be set. Students will be grouped for mathematics in year nine according to prior academic performance and attitude. Students in the higher maths groups will be encouraged to participate in the Australian Mathematics Competition and other maths challenges set by the college.

Topics Covered:

- **Number:** Use of scientific calculators, directed numbers, surds.
- **Measurement:** Right angled triangles, Pythagoras' theorem, basic trigonometry.
- **Space:** Geometric constructions, 3-D objects.
- **Algebra:** Algebraic manipulation, solving linear equations, linear graphs.
- **Chance & Data:** Variables, representative values, measures of spread.
- **Probability:** experimental and theoretical probability, probability formula, odds.



YEAR 9 Physical Education and Health Sessions per week - 5

Core Subject

COURSE STRUCTURE

The Year 9 Physical Education course aims to build on existing swimming, water safety and ball-handling skills developed in Years 7 and 8. More advanced skills are taught within the selected major ball games. Students are also introduced to korfbal, European handball, touch rugby, soft lacrosse and fitness training methods. Fitness activities remain an on-going part of all sessions.

Topics Covered:

- Cardiovascular endurance
- Speed and agility
- Strength and conditioning
- First aid
- Fitness and body systems
- Sexuality
- Drugs
- Nutrition
- Mental health



YEAR 9 Science

Sessions per week - 4

Core Subject

COURSE STRUCTURE

The Year 9 Science course is based around a text which includes experiments, activities, exercises and challenges. It gives students the opportunities to practise critical and creative thinking and problem solving. Learning activities throughout the course focus on the application and use of science; the nature and history of science, current research in science and the impact of science on the environment.

Topics covered:

- Electrical energy
- Everyday reactions
- Light
- Living with microbes
- Dynamic earth
- Using electricity
- Body balance



YEAR 9 EXTENSION ELECTIVE BLOCK

Students study **one subject per semester** from the following list:

- **Digital Photography**
- **Gamemaker**
- **History Through Film**
- **Indonesian**
- **Myths & Legends**
- **Nursing and Health Promotion**
- **Red Cliffs Challenge**
- **The Writer's Block**
- **Training For Sports Excellence**

COURSE STRUCTURE

The course looks at the ingredients that make up a good photographic image and the considerations that you make in achieving that aim. The course covers such areas as making basic image adjustments in Photoshop and understanding colour, tone, cropping and image repair. It also covers composing an image before clicking the shutter and the decisions you need to make, taking a good portrait, creating a narrative in a single image and telling a story using photographic images.

ASSESSMENT TASKS:

- Shot types
- Home
- Environmental portrait
- Digital story

**YEAR 9 Game Maker****Sessions per week - 3****Extension Block**

When studying *Gamemaker* students will explore how a computer game is developed. They will gain an understanding of event-based computer applications and general game play. By completing a series of step-by-step tutorials they will develop the technical skills needed to customise and create their own games, following the game design process. In this class you will need to demonstrate great problem solving skills and continually ask yourself the question, what makes a good game? This will prepare students for our senior computing classes and future careers in the information technology industry.

ASSESSMENT TASKS:

- Game tutorials
- Maze, Platform and 'Piano Tiles' games
- Research – History of computer game

**YEAR 9 History Through Film****Sessions per week - 3****Extension Block**

Take a journey through time as we explore how history has been represented in film. Our movie-powered time machine can stop at any time. At what time in history? It is up to you and your classmates to decide! The choices are endless and they are yours to make. In recent years students have studied films including *Robin Hood*, *Pirates of the Caribbean*, *Dracula*, *Frankenstein*, *Ned Kelly*, *The Great Gatsby*, *Austin Powers* and *Back to the Future*. Students have enjoyed researching these historical periods and demonstrating their learning in many ways, according to their own learning styles and interests.

Assessment Tasks: A combination of research and creative tasks. Tasks are negotiated based on the films and historical periods chosen for study early in this elective course.

YEAR 9 – Indonesian**Sessions per week - 3****Extension Block****COURSE STRUCTURE**

Language skills will continue to be developed alongside the integration of digital technologies such as film making and podcasting in the Indonesian language. While there will be a continuing focus on the correct use of language (grammar, oral skills), the main topics covered will be negotiated at the start of each term.

ASSESSMENT TASKS:

- The ability to converse in Indonesian
- Regular vocabulary tests
- Topic tests
- Knowledge of Indonesian culture & society



COURSE STRUCTURE

Myths and legends are stories that explore the world. They are an excellent way to explore other cultures and beliefs. Students will be able to investigate the origins of myths and legends, and will learn how these stories are affected by a country's history, location and climate.

Students will consider what exactly are myths and legends and how much they have informed and influenced lives today. The subject will draw on myths and legends from Ancient cultures such as the Greeks and Romans, the Celts and the Aboriginal Dreamtime, as well as modern myths and legends that have their founding in history (such as Harry Potter and the Philosopher's Stone).

Students will explore various myths and legends via written and film texts. Use of ICT will be incorporated in effective research skills and presentation of assignments.

ASSESSMENT TASKS:

- "Creation of the Sun" Poster/Presentation Task on how aspects of nature (such as the sun, thunder or geographical features) have ancient myths and legends that explain their creation.
- Task on how Mythology informed ancient cultures.
- Task on Modern myths & legends and their impact on cultures

**COURSE STRUCTURE**

Part 1: This elective has been developed to explore the role of nurses, occupational therapists and health promotion careers. Students will research the leading illness and disease statistics in Australia and the impact it has on individual's health. Students will research and explore conditions such as high blood pressure (hypertension), emphysema, asthma. During this course students will be involved in many hands on activities where they will learn how to use a stethoscope (heart rate/beats), spirometer (lung capacity), thermometer and sphygmomanometer (blood pressure).

Part 2: This elective has been designed to facilitate students thinking on how they feel about, view mental health issues that have an impact on their age group. Red Cliffs Secondary College has developed a partnership with the 'Go Mental' – Enactus La Trobe University. Students will work in groups to design a project on a specific mental health issue from their own perspective, the aim will be to increase awareness of the issue and problems faced specific to their age group.

Learning activities: Mindfulness – Mental health; exploring nursing and health careers; exploring illness and health related diseases; practical activities; guest speakers; Health centre visits

**Major Assessment Task:**

Students will complete a 'Go Mental' project. As a group, students will create a project on how they feel about and view, mental health issues that have an impact on their age group. To increase awareness of the issue and problems faced specific to their age group. Students will interview a health professional in an area of nursing that is of interest to them. Students will complete a research task and create a poster on a leading illness or disease of their choice and as part of the assessment they will do a presentation on their illness/disease to year 7 students.

COURSE STRUCTURE

This is a multidiscipline semester unit that will directly challenge and engage students in a range of activities that aim to build social relationships, develop teamwork and leadership skills. Students will complete community service/volunteer work as a member of an action learning team. The course culminates in an adventure camp where students apply their skills in a very practical and fun setting. There is a cost associated with the camp and this is built into the fee for the subject. **It is expected that all students who select this elective will participate in all the activities provided.**

Topics covered: Communication, teamwork, citizenship and leadership; outdoor skills: canoeing, navigation and map reading, camp cooking; team skills and leadership are practised and developed through games, challenges and group tasks.

Assessment Tasks:

- Reflective writing tasks
- Student Action Team project – report
- Volunteer log



- Participation in challenge activities, including the camp
- Monitoring team and interpersonal skills
- Outdoor Education skills

YEAR 9 The Writer's Block

Sessions per week - 3

Extension Block

COURSE STRUCTURE

“Five new couples will battle it out in the new Block; a massive ex-office building in trendy Prahran, Melbourne. And for the first time, they’ll be scoring each other!” ... That may be so but even more exciting is this new English elective!

Each fortnight a writing challenge will be set and students will vote for a winner. Scores will be tallied and at the end of the semester the overall winner will be announced!

Students will explore the conventions of, and write in a range of forms and genres, for a range of purposes and audiences. This is a must subject for the budding writer or those who enjoy exploring the written word.

ASSESSMENT TASK:

- A folio of original written work.



YEAR 9 Training for Sports Excellence

Sessions per week - 3

Extension Block

COURSE STRUCTURE

Ever wondered what training teenagers have to do to get to the top in their chosen sport? Here is your opportunity to find out. If you have a desire to improve yourself physically then this subject is for you. You will analyse the strengths and weaknesses of your fitness profile and with the guidance of your PE teacher you will write a 12 week training program that you will eventually use in class. This subject has a large practical component where you will develop your fitness profile.

The course will follow the basic timeline below:

1. The first 4-5 weeks will be spent developing your training program and studying the science behind a training program. What activities do elite performers run for training?
2. In the next 12 weeks you will participate in your training program. Each session during this period will be a practical session.
3. The last 4-5 weeks will involve evaluating the effectiveness of your training program. Did your training program achieve what you had planned?

Topics Covered:

Fitness components, Training principles, Training methods, Writing a training program, Participating in a training program, Evaluating a training program, Recovery strategies, Safety in the weights room.



YEAR 9 ARTS/TECHNOLOGY ELECTIVE BLOCKS

Students choose two **Arts Electives** and two **Technology Electives** for the year.

Arts Electives:

- Art House
- Dance
- Drama
- Media & Advertising
- Ceramics
- Music - Rock Your World
- Music Through Time
- Visual Communication

Technology Electives

- Fashion and Design

- Food
- Multimedia (Screen It)
- Pyjama Party
- Wood

YEAR 9 Art House

Sessions per week - 3

Arts

COURSE STRUCTURE

All students are encouraged to explore their artistic potential across a variety of new and traditional visual media – painting, printmaking, ceramics, photography and sculpture.

Development of an individual style and further experimental work is encouraged whilst building on the foundations learned in junior art. Emphasis is placed on decision making skills to find the most effective way to implement ideas, design, create and make art works devised from a range of stimuli.

Theoretical activities complement practical tasks by introducing students to a wide range of Artists and methodologies in both a contemporary and historical context.



YEAR 9 Ceramics

Sessions per week - 3

Arts

COURSE STRUCTURE

Students will learn various clay hand building techniques such as pinch, coil, slab and free form. They will create functional and sculptural objects. They will learn the basic chemistry of glaze techniques and bisque and glaze firing. Students will research traditional and contemporary ceramic artists, with a focus on ceramics of different cultures such as Chinese pottery.

ASSESSMENT:

- Ceramics journal / sketchbook
- Folio of ceramic work
- Research report



YEAR 9 Dance

Sessions per week - 3

Arts

COURSE STRUCTURE

Through Dance students will explore real, imaginary and abstract ideas to plan and create dance works. In the presentation of the work they will be able to contribute to the choice of appropriate spaces, materials, equipment and presentation forms and show an understanding of the concepts of purpose and audience.

Semester one and two will have a different focus for performances. Variety Night Dance will have a focus on preparing a performance for the College Variety Night, whereas Dance Two will run in Semester two and work on performing a piece for another class or assembly. Students choosing Variety Night Dance will also need to participate in the Performing Arts Camp which has a cost of approximately \$100.00.

ASSESSMENT TASKS:

- Group Devised Dance
- Small Ensemble Dance
- Overall class work, attendance and performance
- Styles of dance assignment
- Performance analysis



COURSE STRUCTURE

Drama looks at developing stagecraft elements as students prepare and present dramatic works about complex issues, ideas and feelings. A particular focus is placed on creating characters with depth and credibility. Students will critically analyse their own performances as well as the performances of others. They will explore the occupations and skills of practitioners connected to the theatre.

Topics Covered:

- Group and partner work
- Theatre through the ages
- Theatre sports
- Children's theatre
- Costuming and Makeup



When studying *Media and Advertising* students can develop technical skills and apply them to real world situations. We will start by exploring how digital media is used to persuade and to sell. Students will then learn how to use technology for a purpose, providing a great introduction for our senior media classes and future careers in occupations including graphic design and marketing. Students will work as individuals and in a marketing team to respond to their clients brief in the most creative and effective way possible. What is your pitch?

ASSESSMENT TASKS:

- Advertising analysis tasks
- Print advertisement
- Logo design
- Video advertisement



The focus of *Screen it* is the development of engaging narratives using media software, which provides a great introduction to the technical skills required for our senior media classes. With our main assessment task being based on the ACMI (Australian Centre for the Moving Image) competition, students will have the opportunity to develop a media product that can be entered in a national competition for budding animators and film makers.

ASSESSMENT TASKS:

- Event poster
- Animation portfolio
- Live action film

**COURSE STRUCTURE**

Have you ever dreamt of being a Rock Star? If you want to learn what it takes to play or sing in a rock band, this is the class for you. In this class you will learn how to play in a band and also learn the skills necessary to play the style of rock on your instrument. In this class you will also learn how to write and craft an original song for recording.

ASSESSMENTS INCLUDE:

- Practical
- Song writing and recording
- Rock history



YEAR 9 Music - Music Through Time

Sessions per week - 3

Arts

COURSE STRUCTURE

Music is all around us, even without us being aware. In this subject we will explore the world of music and its influences on our lives. This subject explores the world of music by performing, listening and analysing music from varied genres from its humble beginnings of the change all the way up to our current pop trends. This includes the music that has shaped our film and gaming world. The class will also explore the journey from notation of the middle ages right up to the standard notation of today and notation into the future.

ASSESSMENTS INCLUDE:

- Practical
- Research
- Theory and composition



YEAR 9 Visual Communication & Design

Sessions per week - 3

Arts

COURSE STRUCTURE

Students will undertake more in-depth studies in Visual Communication. The main areas studied will be symbols, introductory studies into pictorial and orthographic drawing and their particular uses; mapping and its conventions, explanatory and statistical diagrams and their uses in everyday life.

ASSESSMENT TASKS:

- Symbol Design - includes the use freehand drawing, illustration techniques and Adobe Illustrator.
- Room Design - includes the use of freehand and technical drawing techniques.
- Package Design - includes the use of freehand drawing, illustration techniques and 3D construction techniques.
- Typography Design Project - includes the use of freehand drawing and illustration techniques and Adobe Illustrator and Photoshop.
- Investigation Project - a theory task which involves assessing every day visual communications using a set of analysis questions.
- Design Project (Major Task) - involves designing a set of visual communications for an Australian event. The event may be of a cultural, sporting or festive nature.



YEAR 9 Fashion and Design

Sessions per week - 3

Technology

COURSE STRUCTURE

Students in Year 9 will continue to work on design and construction. A greater emphasis is placed on complex construction techniques. Students will complete the look with hair styling and make-up.

Students will visit retail stores to look at fashion and fabrics. Guest speakers will share hairstyle and make-up tips to look your best. Students will design and construct garments for the Murray Mallee Fashion Awards.

ASSESSMENT TASKS:

- Design Folio
- Garment construction
- Australian designer investigation
- Construction techniques folio
- Fabric identification



YEAR 9 Food

Sessions per week - 3

Technology

COURSE STRUCTURE

Food Technology is an exciting and creative area of study. Students will investigate and prepare appropriate food for a multicultural Australia. Areas of study such as factors influencing food choice and the packaging of foods form part of the course. Students will develop skills in a wide range of processing and cooking techniques to develop sound food production to support a healthy eating plan.

Topics Covered: Technology process; food safety and hygiene; nutrition; meal planning; special occasion foods, multicultural foods; design and decoration of a novelty cake.



YEAR 9 Multimedia

Sessions per week - 3

Technology

COURSE STRUCTURE

The year 9 multimedia course is designed to provide students with a variety of skills in the design and creation of multimedia products. This is done through a series of tasks looking at elements of design principles, completed with a variety of software including Photoshop, Flash and video editing.

ASSESSMENT TASKS:

- Photoshop – Event poster
- Flash: Animation portfolio
- Video project



YEAR 9 Pyjama Party

Sessions per week – 3

Technology

COURSE STRUCTURE

Design and create your own PJ's (pyjamas) using a commercial sewing pattern. You can make this garment for yourself and modify the pattern using appliqué and other decorative sewing techniques. Design and produce your own decorative toy.

ASSESSMENT TASKS:

- Design, produce and evaluate your own simple garment
- Design, produce and evaluate your own decorative toy.
- Complete all set work book activities including: design work, textile terms, techniques and fabric knowledge.



This course develops great skills for future use in garment construction, garment modification and furnishing the home.

YEAR 9 Wood

Sessions per week – 3

Technology

COURSE STRUCTURE

In this unit students design and produce two projects for the semester. These projects develop students' knowledge and application of design and production skills. Their evaluation stage develops students' ability to analyse and consequently improve their own production work. The investigation work that is undertaken is designed to improve knowledge of fasteners and adhesives along with providing an understanding of the Australian Standard for the manufacturing of toys and how it relates to their production.

ASSESSMENT TASKS:

- Research project



- Design process project
- Production project

RED CLIFFS SECONDARY COLLEGE

YEAR 9 – 2016

COURSE SELECTION

Student's Name: Form: 8.... (2015)

Elective Choice: (Students choose 2 from each list – tick the boxes)

EXTENSION (Pick 2)

- Digital Photography
- Game Maker
- History through Film
- Indonesian
- Myths and Legends
- Nursing and Health Promotion
- Red Cliffs Challenge
- The Writer's Block
- Training for Sports Excellence

ARTS (Pick 2)

- Art House
- Ceramics
- Dance
- Drama
- Media & Advertising
- Music – Rock Your World
- Music through Time
- Visual Communication & Design

TECHNOLOGY (Pick 2)

- Fashion and Design
- Food
- Multimedia (Screen It)
- Pyjama Party
- Wood

Once you have made your selections please go online to:

<http://subjects.red-cliffs-sc.vic.edu.au> and confirm your choices.

Print your choices out and return your signed copy to the box at the General Office.

