ASSUMPTION COLLEGE

SEEK THE THINGS THAT ARE ABOVE

2017 YEAR 9 PROGRAM BOOKLET
**KEY DATES FOR SUBJECT SELECTION 2017**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Thursday 19th August</td>
<td>Attend assembly for information about Year 9 electives for 2017</td>
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<tr>
<td>From 20th August to 6th September</td>
<td>Discuss subject options with teachers, parents and/or careers advisors</td>
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<td>September 7th</td>
<td>Web Preferences close</td>
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<td>September 8th</td>
<td>Print off subject selection sheet and sign</td>
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<td>Get parent/guardian signature</td>
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**ACK Year 9 Curriculum**

There has been a thorough review of the Assumption College curriculum from Year 7 to 10 and significant changes have been made to the subjects on offer and the relative time spent on core and elective subjects.

This is an exciting time for students entering Year 9 in 2017. Over the next two years there will be an increased emphasis on student choice as part of a personalised curriculum that aims to provide a program meets students needs. In 2017 there will be a doubling of the electives that students can select, with each student able to select eight electives that run over a semester each. The only elective that runs across the entire year is Italian and French, both running across the year (therefore counts as two of the eight electives). In 2018 there will be a further eight electives available for students to choose. Consequently each student will have an approximately 50% compulsory and 50% elective choices, giving students an appropriate degree of choice with their own education. This is in line with the Victorian Curriculum’s aim of providing pathways and choice for students across year 9 and 10.

In Year 9 next year the following subjects will be a core part of the curriculum;

- English
- Mathematics
- Religious Education
- Health and Physical Education
- Science
- Humanities

The rest of the booklet aims to provide a brief outline of the subjects that are offered as part of the eight electives each year 9 Assumption student can select next year! For each elective the content is specifically mapped to the Victorian curriculum.
LANGUAGES

LEARNING AREA: LANGUAGES

Why? Travel and exchange (French and Italian trips have traditionally been held every two years), cultural and intellectual enrichment, breadth, depth, thinking skills, unique learning experiences, communication skills enhancement and enjoyment.

STUDENTS HAVE A CHOICE OF EITHER FRENCH OR ITALIAN. The course must be studied over the full year and therefore both semester 1 and 2 units must be taken. It is important to plan ahead when thinking about studying Italian and French to VCE level. Continuation of language studies through to the end of Year 10 permits students to keep their options for language studies open in VCE.

Successful VCE language studies require sequential learning from Years 8-12.

The emphasis in Year 9 is on spoken language skills. However, students will also have the opportunity to further develop their reading, writing, and listening skills.

Assessment Tasks follow include:
Role-plays
Oral presentations
Comprehension tasks
Written work
**FOOD STUDIES**

**LEARNING AREA:** Technology

This subject involves looking at the influence food has on our lives and the choices that we make. Students have the opportunity to make a range of products, using various techniques and skills. Students will explore the legality of labels and packaging within Australia, looking at what influences our choices have and how they are affected by marketing. The Design aspect will look at the impact that such shows as MKR and Masterchef have had on our diets, with students designing their own cafe menu and following through to production. We will also look at the role that the senses have on our food choices.

**Assessment tasks:**

- Design Task with an emphasis on Cafe Culture
- Food Labelling assignment, producing a product and package
- Food Influences, a marketing campaign around your chosen product

**PRODUCT DESIGN - WOOD**

**LEARNING AREA:** TECHNOLOGY

Students work with wood, using colour, shape and form as important design elements to design and make a small table that is uniquely their own. This means working through the design brief to come up with design options and drawing ideas using drawing boards and computer aided design (CAD), safely using a range of different tools and machines and evaluating the finished table to see if it does the job it was designed to do. Use of creativity and innovative ideas are encouraged as well as developing an understanding of some of the environmental issues related to wood as a resource to be valued.

Students will be helped to enjoy drawing as well as the safe and confident use of tools and machines whilst they make the table that they designed.

**Assessment Tasks:**

- Design Folio/workbook - including drawings, research and evaluation related to the table design brief
- Production of a small table
**Product DESIGN (TEXTILES)**

LEARNING AREA: TECHNOLOGY

This unit offers students an exciting and engaging variety of textiles products to choose from as well as providing the opportunity to undertake design ideas of their own. Products include: A bag to suit any purpose (eg. Skateboard bag); a wall hanging; a knitted garment of choice; a simple sewn garment of choice (eg. A hoodie); jewellery made from fabrics and found objects; a recycled/upcycled product; free motion embroidery as well as a rag doll/soft toy.

The focus is on both traditional and contemporary textiles’ techniques and the opportunity to explore and experiment with many of these. The products made are evaluated for functionality, quality and appearance. The completion of a design folio/workbook that relates to the final products is a part of the course. The folio includes a number of different drawing methods.

**Assessment Tasks:**
- Design Folio/workbook - including drawings, research and evaluation related to the design briefs
- Production of a number of textiles products from this range: A bag, wall hanging, knitted garment, simple sewn garment, jewellery, upcycled product, soft toy.

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**AGRICULTURAL ENTERPRISE**

LEARNING AREA: SCIENCE (AGRICULTURE/ HORTICULTURE)

This unit is a hands-on one semester course where students have the opportunity to develop animal husbandry and plant production skills. Students will be introduced to various components that make up a farming enterprise. They will plan, implement, manage and then evaluate an enterprise project that involves raising an animal or growing a plant product. Students who enjoy working with animals or growing and caring for plants would find this course rewarding.

**Assessment Tasks:**
- Enterprise Project: assessment and analysis.
- Investigation of local agricultural/horticultural enterprises
COMMUNITY RECREATION

LEARNING AREA: HEALTH & PHYSICAL EDUCATION
Community Recreation is an elective subject designed to expose students to a number of community based recreational activities available to members of the community. The subject also explores ways which individual and groups of people can increase their involvement in physical activity other that mainstream sport (examples of recreational activities include Rock-Climbing and Raft Building at Lake Nagambie. Students also plan, implement and evaluate activities for their peers.

Assessment Tasks:
- Facebook event advertising campaign
- Activity planning and facilitation task
- Rock-climbing risk analysis
- Rock Climbing and Raft Building participation
- Rock Climbing and Raft Building practical activity reflections

INDIVIDUAL HEALTH & WELLBEING

LEARNING AREA: HEALTH & PHYSICAL EDUCATION

This ‘new’ offering at year 9 gives students opportunities to study health at a personal level. It studies the many complex factors that impact on the health and wellbeing of people as they progress through the lifespan. There is a focus on all the dimensions of health (physical, social, emotional and mental) with scope for students to investigate and analyse the different factors that impact on their health now and in the future.

Assessment Tasks:

There will be a range of assessment tasks offered with an emphasis on student choice.
ART

LEARNING AREA: VISUAL ARTS

This subject is designed to allow students to explore a wide range of art forms. Students will be encouraged to extend personal skills while exploring a wide range of media including printmaking, photo montage, collage, mixed media and computer aided design as well as the traditional oil, acrylic or watercolour painting and drawing with pastels or pencils. The course allows each participant to extend their practice in their chosen media and explore a range of techniques and processes, developing skills and understanding of creative expression. Students will be able to undertake studies in both three dimensional and two dimensional media. Students undertaking this course will be developing their personal skills through a range of art processes. They reflect on the development of different traditional and contemporary styles of art works.

Assessment Tasks:
- Visual Diary including trials, annotations and evaluations
- Folio including all finished artworks
- Art Explorations including evaluating and responding to a variety of art styles and artists
**VISUAL COMMUNICATION DESIGN**

**LEARNING AREA:** THE ARTS

This area of study focuses on Visual Communication and Design and allows students to explore their ideas in the fields of graphics, advertising, industrial, multimedia and architectural design. Students will use Computer Aided Design and manual drawing methods to express their design ideas. The Design Folio includes a range of design alternatives that are outlined in the brief and responds to the intended audience. Students are introduced to the use of Adobe Illustrator, Adobe Photoshop and Google Sketchup to create design solutions.

**Assessment Tasks:**

- Elements & Principles of Design
- Instrumental Drawing & Rendering
- Computer Aided Design

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**DANCE**

**LEARNING AREA:** PERFORMING ARTS

This course will allow students to participate, learn, develop and explore various dance styles and techniques e.g. ballet, contemporary, hip-hop, break, tap and improvisation in order to develop a greater understanding of the choreographic processes. Students will respond to these perspectives through analysis and evaluation. The course aims to provide students with an understanding of what is expected at VCE level and prepare them with beginning to analyse dance works using appropriate terminology. Students will also begin developing their dance technique and choreography which will assist them immensely in preparing for VCE.

**Assessment Tasks:**

- Practical Work/Group Composition
- Written Task
- Workbook
MEDIA

LEARNING AREA: VISUAL ARTS

In Year 9 Media students explore ways in which conventions of style and production types are used in a variety of media. They study darkroom and digital photography to produce finished photographs. Students explore and learn how to identify how films use production and story elements to convey meaning. They develop and understanding of key concepts through the preparation and implementation of their own productions during which they refine their skills by experimenting with different kinds of equipment and technologies.

Assessment Tasks:
- Darkroom & Digital Photography
- Film Analysis
- Film Production

DRAMA

LEARNING AREA: PERFORMING ARTS

Create, Make and Explore new possibilities through Drama. Work onstage as a performer as well as learn the tricks of the trade backstage. Discover different styles and ways of making an effective performance. Improve your confidence and develop skills while having fun ‘playing the fool’.

Assessment:
- Performance
- Class work (Practical and Written)
- Test
**DIGITAL TECHNOLOGIES**

**LEARNING AREA: TECHNOLOGY**

Students explore the evolving nature of technology in our society and learn to use a range of applications. In this course students will be using computational thinking to solve problems and complete challenges. At the completion of this semester students should be able to:

* Understand the basics of block based programming and object orientated programming.
* Understand how create simple web pages using html and CSS
* Gain an understanding of how data is stored as binary code and apply this to bitmap images
* Work with other students to create projects using devices such as the makey makey board

Students will also use a range of different software for presenting information. They should also develop problem-solving strategies and specifically solve problems using a programming language such as *Python*.

**Assessment:**
- Scratch maze game design
- Makey Makey board and game design
- Create a times table program using python language

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**MUSIC**

**LEARNING AREA: PERFORMING ARTS**

You will be working in small groups, performing some of the great pop and rock standards in music history. You will be learning about how to use microphones, and how operate PA equipment safely and correctly. In addition, you will be enhancing your theory and aural musicianship skills – as all good musicians should!

**Assessment:**
- Performances
- Musicianship
- Music Styles assignment
**SPECTRUM**

**LEARNING AREA:** SCIENCE (Extension)

A practical, interactive subject that utilises students interests in the Maths and Science fields to investigate and explore topics. The wide variety of hands on activities will give students opportunities to mathematically engage in concepts relating to Science, Technology Engineering and Mathematics (STEM). Students will solve complex problems that relate to these fields and critically evaluate their ideas. Activities will aim to develop creative, flexible thinking and reflective abilities.

**Assessment Tasks:**
- Practical Reports
- In-class Projects

**JOURNALISM**

**LEARNING AREA:** ENGLISH

Students explore the various aspects that encompass journalism, including looking at a diverse range of article types. The students will analyse and create feature articles, opinion pieces, letters to the editor and an interview. They will also discover the differences and similarities between various types of journalism such as news reporting and sports journalism.

**Assessment Tasks:**
- Journalism Folio
- Interview Task