FAIRHILLS
HIGH SCHOOL
KNOX

Fairhills High School

2024

Year 9/10 Curriculum Handbook

The Fairhills Way

At Fairhills High School both our core curriculum and elective program in the Middle School has been guided by our School Vision:

“Inspiring and empowering members of our school community to achieve their full potential in an inclusive and supportive environment”.

We have designed an exciting program of learning that develops young people with the skills, knowledge and values to shape their own futures, and contribute meaningfully to the world in which they live.

Our program is ambitious, requiring teachers to design challenging learning experiences that demonstrate their understanding of the Victorian Curriculum and their ability to align teaching, learning and assessment practices that maintain the curriculum’s integrity and realise its intent.

At Fairhills High School we want young people to realise and enhance their talents and we aim to make learning engaging, empowering and exciting for all students. We are a community whose positive relationships allow us to challenge ourselves and each other in a safe environment. Every student should aim to reach their full potential in this changing world we live in, which is why our programs reflect not only the School Vision but also the school’s Values. It is important therefore, for all our community members to:

Act Responsibly, Build Relationships & Show Respect

At Fairhills High School, education is based on four big ideas:

- All students are at different stages of their learning and grow and develop at different rates
- When students engage in deep learning, they can transfer what they know to new situations and to new contexts
- When students are given the opportunity to make choices in regard to their own education, and to engage in learning that is relevant and meaningful to their lives, they develop agency for their own learning
- Knowing our students and building strong student-teacher relationships is essential to successful learning

Together with our School Vision and Values, these ideas provide the basis for designing learning experiences at an appropriate level of challenge for each student.

Overview of our Curriculum Program

All students in Year 9 and 10 will complete a number of core subjects throughout the year, as well as a range of electives (three different choices each semester). The program at Years 9 and 10 leads to either the Victorian Certificate of Education (VCE) or the newly introduced VCE Vocational Major (VM). The VCE Vocational Major is a two-year vocational and applied learning program that will enable transitions into apprenticeships, traineeships, further education and training and university.

The structure of our Year 9 and 10 program can be viewed below

	Core Subjects	Electives (three per semester)
Year 9	English Mathematics Physical Education/Health CONNECT (with links to Science and Humanities)	English Mathematics Humanities Science Health/Physical Education (HPE) Languages (Japanese) The Arts Design & Technologies
Year 10	English Mathematics Science Humanities Physical Education/ Health THRIVE	

Choosing Your Electives

A complete list of elective offerings, with content outlines, is provided later in this document. In this section, the process for selecting subjects is outlined.

- Subject selections should be made in consultation with teachers and parents. You also need to keep in mind your Careers and Pathways planning
- Students must choose at least one Arts and one 'Design Technology' elective per year
- Students will need to ensure that they select a "balanced course" across the two-year program. It is expected that students will choose from different curriculum areas each semester, for example you would not be permitted to pick three Health/Physical Education (HPE) units in Semester 1 and three in Semester 2
- Students cannot repeat an elective that was taken in 2023 unless it is Basketball Academy or Japanese
- Subject contribution fees for electives as outlined in the handbook need to be paid to confirm subject selection

Course Selection Process:

1. Year 9/10 Curriculum handbook is visible on Compass for students to view over the holidays and discuss possible elective choices with parents/carers.
2. Students will attend an assembly early in Term 4 that outlines the structure of Year 9 and 10 and elective offerings.
3. Students will be given an online code early in Term 4 where they can complete their elective choices for 2024.
4. **Student elective choices will determine which electives will actually run in 2024. Therefore, it is important for students to understand that not all electives will run. Choosing reserve electives is essential.**
5. Students will be advised in early November of their elective subjects for 2024 and whether any changes need to be made.

English: Lean into Literature

Description of Subject

In this subject, students will get a chance to read, discuss and create literature. They will look at a variety of classic and modern texts. They will be able to analyse text structures and language features of literary texts and make relevant comparisons with other texts.

Students will have the opportunity to hone their skills in writing text analysis, as well as experiment with creating their own literary masterpieces.

A chance for students to develop their skills in English for VCE subjects.

Students will know:	Students will do:	Students will be:
• Text Analysis • Adapting Text Structure • Language Features • Writing for an Audience • Author's literary style • Themes	• Read and analyse literature • Write literature • Text analysis and class discussions	• Critical thinkers • Authors • Appreciative of a range of authors

Formative Assessments:

- Reading for Theme Task
- Identification of language features task
- Identification of intended audience task
- Author's style
- Text analysis paragraphs

CATs:

- Text Analysis Essay
- Creative Writing Piece

Future School Pathways:

VCE English
VCE Literature
VCE VM Literacy

Future Career Pathways:

Teacher, Journalist, Author, Editor, Content Creator, Web designer, Library Assistant, Film and Video Editor, Librarian, Policy and Planning, Speech Therapist

Maths: Maths of Art

Description of Subject

In this subject, students investigate a range of mathematical concepts to create 2 dimensional and 3 dimensional pieces of art. Students will be able to use measurement and geometric reasoning to create a scale model, design tessellations, and build projects based on their designs.

Students will know:	Students will do:	Students will be:
• The names of different shapes • Different units of measurement • Ratio and scale	• Use rulers to measure length • Convert between different units of measurement • Use a scale to enlarge or reduce the size of a drawing	• Accurate when completing measurements • Creative in thinking about designs • Coordinated in building 3D designs • Resilient when faced with different obstacles

Formative Assessment:

- Worksheets
- Drawings
- Draft designs

CATs:

- Portfolio of artworks
- Infographic of 3D art techniques

Future School Pathways: (VCE, VET, VM Subjects)

VCE Foundation Mathematics
VM Numeracy
VCE Studio Art

Future Career Pathways

Architecture, Building and Construction, Carpentry, Professional Artist, Graphic Design

Humanities: Becoming a Citizen

Description of Subject

Students will look at contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship.

They will be able to discuss challenges to and ways of sustaining a resilient democracy and cohesive society. As a part of this students will be able to discuss how and why groups, including religious groups, participate in civic life.

In this class students will examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events.

Students will know:	Students will do:	Students will be:
• Australian democracy • Major global events • Current issues impacting Australians • Current issues impacting global citizens • How Australia is governed	• Study current issues within Australian society • Discover ways in which democracy operates in Australia • Write about current events	• Critical thinkers • Informed citizens • Able to recognise reliable sources of information

Formative Assessments:

- Social Media Case Study
- Global Events Case Study
- Mock Election
- News Article Writing
- Human Rights Campaign

CATs:

- Team Debate
- Research task the work of a Non-Government Organisation (NGO)

Future School Pathways: (VCE, VET, VM Subjects)

VCE Legal Studies
VCE Politics
VCE Sociology

Future Career Pathways: Employment Perspectives/ Examples:

Law, Politics, Government Departments, Teacher, Not for Profit Organisations, Policy developer

Humanities: Laws, Crimes and Wrongs

Description of Subject

In this subject, students will be introduced to many concepts related to the law and citizenship in Australia. Students will learn about some of the key features of Australia's court system including criminal and civil laws and punishments.

Students will learn about current criminal and civil cases and be able to identify a number of the key legal systems used.

Students will have an understanding of how laws are created in Australia and the systems in place to ensure equality for all citizens.

Students will know:	Students will do:	Students will be:
• Key features of Australian Legal System • Criminal and Civil Laws • Court Hierarchy • Jurisdictions of Courts • How equality is provided though the law	• Apply key concepts to real live case studies • Analyse strengths and weaknesses • Explain key principles of the Aust justice system	• Critical thinkers • Aware of aspects of the Australian legal system • Informed Citizens

Formative Assessments:

- Article Folio
- Mock Trial Participation
- Short Answer Quiz
- Civil Law Case Study
- Criminal Law Case Study

CATs:

- Case Study Analysis
- Community Law Information Presentation

Future School Pathways:

VCE Legal Studies
VCE Politics
VCE Sociology

Future Career Pathways: Employment Perspectives/ Examples

Lawyer, Judge, Judges Associate, Police Officer, Legal Aid, Community Justice Centres, Prison Officer, Court Employee, Teacher, Paralegal, Legal Secretary and Careers in the courtroom

Humanities: Money, Work and Me

Description of Subject

In this subject, the students identify entrepreneurs and the skills and characteristics they have to enable them to achieve success. Students explore innovation in businesses and how they market their products to be competitive in the local, national and global markets.

Students will research the changing work environment and how this will implicate their future employment. Students explore skills they will need in life, the costs of moving out of home, how to vote and buy a car. The students will learn financial literacy, how to create a budget and the future taxes they will pay.

Students will know:	Students will do:	Students will be:
• Role of enterprising behaviours • Capabilities at an individual and business level • Financial literacy • Moving out of home • Budgeting • Share market	• Students will explore the nature of innovation and entrepreneurship • Students will create budgets • Students will 'buy' shares and watch the stock market to see how their investment fares.	• Able to understand how businesses work • Be able to create • Be financially literate • Have an understanding of the share market

Formative Assessment:

- Workbook responses
- Quizzes
- Worksheets
- Budgeting tasks
- Business panning

CATs:

- Research task
- Portfolio

Future School Pathways:

Business Management
VM Work Related Skills
VET Workplace Skills

Future Career Pathways:

Managers, Finance, Marketing and Advertising, Tourism and Hospitality, Human Resources, Event Management, Consultancy, Business owner

Humanities: Pathway to Geography (Biomes and Food Security)

Description of Subject

In this subject, students will examine the distribution and characteristics of biomes as regions in terms of climate, vegetation, fauna and productivity. Students also examine human alterations to biomes, especially those related to agriculture. Students look at the challenges to food production, including land and water degradation, shortage of fresh water, competing land uses and climate change, for Australia and other areas of the world.

Students will know:

- The diversity of the Earth's biomes and the impact of humans on them
- The relationship between biomes and food security
- Understand the threats to food security
- The potential for increasing food production through agricultural expansion and diversification

Students will do:

- Research biomes of personal interest
- Analyze a variety of sources and draw conclusions
- Create strategies to combat climate change
- Suggest and evaluate solutions to problems such as world hunger

Students will be:

- Inspired to understand the connections between humans and the world around them
- Empowered to develop strategies to tackle climate change and food security

Formative Assessment:

- Reading – textbook pages, internet sites etc
- Viewing and responding
- Writing – answers to questions, short paragraphs, reports
- Creating maps, charts, graphs and field reports

CATs:

- Biome Map and Graph Assessment Task
- Investigation on a food security challenge

Humanities: The World at War

Description of Subject

This subject examines the causes and course of World War I. Students study the causes of the war as well as the major campaigns, with special emphasis on Australia's involvement.

Students examine how the war affected ordinary Australians by studying the conscription debate. Students also take a close look at trench warfare and the technology associated with World War I, such as the aeroplane, gas, submarines, the machine gun and the tank.

Students will study reasons as to why the Detente powers eventually emerged victorious and the impact of the war on the world.

Students will know:	Students will do:	Students will be:
• What the causes of the war were. who was fighting • What the main battles were • What conscription was and how it affected Australia • What happened at Gallipoli and it's long term impact • What technology was used and how the war ended	• Essay writing • Conduct research • Deliver speeches	• Able to understand why the war was fought • Appreciate how the war divided Australia • Be able to identify key turning points in the war

Formative Assessments:

- Short answer questions.
- Quizzes,
- document studies,
- debates and
- research task

CATs:

- An oral presentation on whether conscription should be allowed
- A poster on the use of technology in WW I

Future School Pathways:

VCE 11 Modern History
VCE 12 revolutions
VCE 12 Australian History.

Future Career Pathways: Employment Perspectives/ Examples

Secondary School Teacher, Archivist, Researcher, Librarian, Journalist, Historian, Tour Guide, University Academic

Science: Cars of the Future

Description of Subject

This subject of study looks at the history of cars and safety features as well as how cars are changing for the future. Students will look at how combustion engines work, how to work with electronic circuits and produce a function model car using batteries and an electric motor.

Students will know:

- Basic components and functions of electric motors and combustion engines
- Components of electrical circuits
- Principals of aerodynamics, forces, and motion

Students will do:

- Read and draw basic circuit diagrams
- Identify parts of modern cars and their history
- Produce a model car using a motor and batteries

Students will be:

- Work individually and as part of a group
- Engaged in hands on learning
- Able to work safely in practical setting
- Appreciative of scientific research

Formative Assessment:

- Quizzes
- Tests
- Reports of Experiments
- Questioning
- Teacher feedback

CATs:

- Task researching different types of cars
- Model car production

Future School Pathways:

VCE Physics
VCE Product Design
VCE VET Automotive
VCE VET Electrical Industries

Future Career Pathways:

Automotive Mechanic, Electrician, Car Designer

Cost: $40

Science: Coding Technology

Description of Subject

This subject gives students the chance to work on different forms of coding including block coding and basic coding languages. They will produce functional products with their code which could include robotics, web design and app design. Students will also look at the production of AI and ethics.

Students will know:	Students will do:	Students will be:
• Basics of coding languages • Elements of design used in digital technology • Programs do exactly what they are asked without change	• Code basic programs • Produce functional digital products • Work with coding to solve problems	• Work individually and as part of group • Confident critical and creative thinkers

Formative Assessment:

- Quizzes
- Working through class
- Reports of Experiments
- Questioning
- Teacher feedback

CATs: (one per term)

- Block coding product
- Logbook of Coding

Future School Pathways:

VCE VET Information and Communications Technology
VCE Product Design and Technology
VCE Systems Engineering
VCE Algorithmics
VCE Applied Computing

Future Career Pathways:

Digital Design, Game Designer, Engineering, CGI artist

Science: Environmental Science

Description of Subject

In this subject, students will explore ways in which the human body as a system responds to its external environment and investigate the interdependencies between biotic and abiotic components of ecosystems. They will consider the recycling of atoms between organisms and within their environment both at a large and small scale. They will look at the flow of energy through living organisms.

They will examine the relationships between organisms and their environment. They will also consider the potential effects that these relationships have on individual organisms and the planet.

Students will know:	Students will do:	Students will be:
• Components of ecosystems • Cycling of energy and elements in ecosystems • Biodiversity and its importance • Impact of introduced species and human activity on ecosystems	• Analyse data to draw conclusions • Measure abiotic and biotic factors of an ecosystem • Investigate and compare different Australian ecosystems	• Appreciative of the changing nature of what we know about science due to ongoing research • Respectful of all living things • Ethical in their discussions

Formative Assessments:

- Check in test and quizzes
- Worksheets
- Data analysis tasks

CATs:

- Practical reports
- Research task

Future School Pathways:

VCE Biology
VCE Geography
VCE Environmental Science
VET Agriculture, Horticulture, Conservation and Land Management

Future Career Pathways:

Park Ranger, Landscape gardener, Farmer, Urban and Regional planner, Environmental Scientist, Horticulture Nursery Assistant

Science: Frontier Psychology & Fairhills Crime Solvers

Description of Subject

Psychology is the scientific study of human behaviour and mental processes. Students choosing this subject will explore how Psychology can be applied to personal and social situations around us. Students will investigate the methods that psychologists use to determine the links between psychological processes and behaviour.

Students will focus on Psychology as an occupation and discover the many fascinating areas of work for a Psychologist including Sports, Clinical, Neuro and Forensic Psychology.

Students will be taught the practical and theoretical science behind crime scene protocol, evidence collection, human identification and evidence analysis. Through the application of these forensic science skills and problem-solving skills to criminal case studies. They will gain in depth knowledge of how these techniques are used by forensic scientists to collect and analyse data from a crime scene, and then further used to determine the sequence, motives and context of events, narrow down suspects and ultimately solve crimes.

Students will know:	Students will do:	Students will be:
• Types of Psychologists • Research methods • The nervous system • Perception & senses • Crime scene protocol • Evidence collection and analysis • Human identification	• Analysis of types of psychologists • Experiments and science investigations • Crime scene investigations • Diagrams of the nervous system	• Critical thinkers • Reflective when developing and testing hypothesis • Active listeners when sharing different views and values of the world

Formative Assessments:

- Check in test and quizzes
- Worksheets
- Practical investigations
- Types of psychologists investigation

CATs:

- Scientific report
- Research task

Future School Pathways:

VCE Psychology

Future Career Pathways:
Psychologist, Psychiatrist, Medical Practitioner, Teacher, Social Worker

Cost: $30

Science: Introduction to VCE Chemistry

Description of Subject

This subject of study explores the structure of the atom in greater detail, including subshells and the Schrodinger model. Students will further develop skills in writing chemical formulas, balancing chemical equations and will then extend into the mathematics of Chemistry.

Students will know:	Students will do:	Students will be:
• Structure of an atom, including subshell configurations • Valency and ionic formulas • Balancing chemical equations • Molar mass & avoagdro's number • Scientific method	• Investigate and explain the law of conservation of mass • Evaluate and analyse practical investigations • Apply theoretical concepts in a practical application	• Appreciative of scientific method • Problem solvers • Able to work safely in a laboratory

Formative Assessment:

- Practical log book
- Data analysis tasks
- Check in tests

CATs:

- Practical portfolio
- Research task

Future School Pathways:

VCE Chemistry Unit 1 & 2
VET Laboratory Skills

Future Career Pathways:

- Pharmacist, Laboratory Chemist, Chemical Engineer, Nurse, Environmental Scientist

Cost: $40

Science: Things that Kill

Description of Subject

This subject is an investigation of human organs and body systems, pathogens, diseases (including cancer and genetic disease), poisons and toxins. Students will learn about the 3 lines of defence, focusing on how the immune system works and how we inherit some diseases.

Students will know:	Students will do:	Students will be:
• Key organs in each body system • Organelles in animal and plant cells • Structure & function of bacteria vs viruses • How the immune system works	• Investigations and report on the structure and function of body systems • Produce a scientific report on a practical investigation • Analyse statistics of particular diseases and evaluate the risks	• Appreciative of scientific research • Able to work safely in a laboratory

Formative Assessment:

- Check in tests
- Practical log book
- Data analysis tasks

CATs:

- Practical portfolio
- Research task

Future School Pathways:

VCE Biology Unit 1 & 2
VET Laboratory Skills

Future Career Pathways:

- Nurse, Doctor, Immunologist / Pathologist, Research Scientist

Cost: $30

Science: Robotics and Coding

Description of Subject

Science, Technology, Engineering, Arts and Mathematics (STEAM) education provides opportunities for students to engage in important life skills like teamwork, communication, and project-based organisation. Robotics is an ideal approach to acquiring these STEAM skills as students work together to solve various engineering challenges.

Students will have the opportunity to build a robot as a team. After recording their reflections of the build, students will learn about how to both configure and program the robot to move forward and reverse using VEXcode IQ Blocks. Students will discuss how robots benefit different industries in their community.

Students will know:

- Basic coding using Visual C software
- How code can control robotic devices to complete tasks
- The principles of design
- Feedback systems in coding via the use of sensors

Students will do:

- Design and build a robot to complete set tasks
- Complete a range of design tasks using the Vex IQ robotics curriculum to build and test robotics movement systems
- Use the program Visual C to design programs that control and direct a Vex IQ robot
- Use sensors to understand feedback systems in coding to control devices
- Establish 21st century soft skills such as teamwork and leadership

Students will be:

- Engaged in important life skills, such as teamwork and communication
- Working in teams to problem solve
- Reflective learners

Formative Assessment:

- Practical projects
- Class activities

CATs:

- Coding assignment
- Design brief

Future School Pathways: (VCE, VET, VM Subjects)

Applied Computing
Maths
Physics
Systems Engineering

Future Career Pathways:

Computer Programmer, Computer Systems Engineer, Software Developer, Software Engineer, Web Developer, App Developer

Cost: $50

HPE: Basketball Academy

Description of Subject

This subject runs over two semesters and needs to be completed sequentially. Students will participate in basketball activities and games, focusing on warm-up/cool down routines and breakdowns of specific basketball actions.

Throughout this subject, students participate in a range of basketball activities that they can engage in as a means to improve their overall basketball skills. Students have the opportunity to show their basketball IQ in every class in every period, whether it be in a practical class by making the right decision or play, or in a theory class by widening their knowledge of the game.

This elective runs over one year

Students will know:	Students will do:	Students will be:
• Warm-ups and cooldowns • The mechanics used in the basketball shot. • Skill acquisition • The process of running a tournament	• Create their own basketball drills • Analysis of basketball and break down the key components for a warmup, cooldown, and recovery • Develop basketball programs for peers • Skill analysis • Referee training	• Collaborative team players • Reflective of their own performance • Appreciative of basketball gameplay

Formative Assessments:

- Participation when completing warm-up and cool down tasks
- Peer feedback
- Teacher observation

CATs:

- PowerPoint presentation on warm-up, cooldown and recovery
- Skill analysis

Future School Pathways:

VCE Physical Education
VET Sport & Recreation

Future Career Pathways:

Basketball player, Athlete, Sports coach, Physical Education Teacher, Referee

Cost: Cost associated with tournaments and are approx. $20 each

HPE: Lifestyle Fitness

Description of Subject:

Students learn about the importance of staying fit and active throughout their lives and how to make exercise and physical activity a key part of their everyday life.

By working through the stages of development from childhood, young adult, adulthood, and older students are supported to explore how these age groups maintain fitness levels. This will enable students to access a range of skills and knowledge to support continued physical health and development. This elective builds on from foundational learning from Year 7/8 Health supporting students to practically apply the knowledge from Health to physical activity and choices.

Students will know:	Students will do:	Students will be:
• Stages of physical development • Fitness skills and knowledge relevant to specific age groups	• Explore experiences from childhood that supported physical development • Make connections to activities that support physical development as a young adults • Analyse physical activities specific to adulthood and older to better understand how to maintain fitness later in life • Practically apply learning to explore experiences that build physical health	• Reflective on their own physical journey and health • Respectful of others' experiences, perspectives, and cultures • Openminded when listening and observing the experiences of others • Contributing positively to class discussions

Formative Assessments:

- Measurement and tracking of Running Fitness task
- Self-reflections on participation in class discussion

CATs:

- Life Stage Game Research
- Running Fitness and Goal Setting

Future School Pathways:

VCE Physical Education
VCE Health & Human Development
VET Sport & Recreation

Future Career Pathways:

Personal Trainer, Sports Coach, Strength & Conditioning Coach, Health Sciences, Health Promotion

Cost: $160

HPE: Minor Games

Description of Subject:

In this subject, students develop skills involved in, and participate in, a wide range of sports and games. Students learn and create tactics and strategies to enhance team performance and general 'game IQ'. Students are provided with the opportunity to develop their own game.

Students will know:	Students will do:	Students will be:
• Key vocabulary (e.g. creating space, cutting, defending) • Different scoring systems and rules for a variety of minor games • Requirements of game creation	• Participate in minor games • Practice and apply personal and social skills when working in a team • Modify rules and scoring systems to allow for fair play and skill development	• Modifying minor games to increase inclusion • Creating original games to show the class • Working collaboratively to design aspects of games

Formative Assessments:

- Rule modification tasks
- Teacher observations of skills development

CATs:

- Student reflection on impact of engagement in games
- Creation of an original game.

Future School Pathways:

VCE Physical Education
VET Sports & Recreation

Future Career Pathways:

Physical Education Teacher, Sports Coach, Referee

HPE: Outdoor Education

Description of Subject:

Students participate in several outdoor activities, developing skills of equipment used and the sustainable practices involved in protecting the environment.

Students will participate in outdoor recreation activities and understanding the importance of minimal impact strategies in the outdoors.

Students will know:	Students will do:	Students will be:
• Risks vs hazards • How to use safety equipment • What older equipment used to look and operate like • Sustainable practices	• Conduct a risk assessment • Compare old vs new equipment • Demonstrate how to use outdoor equipment • Use the environment in a sustainable manner • Participate in a range of activities	• Resilient in practicing and performing tasks that support outdoor activities and exploration • Openminded and willing to try new things and test their personal strength

Formative Assessments:

- Written tasks
- Class discussions
- Check-in tasks

CATs:

- Comparison of technology.
- Diaries and reflections.

Future School Pathways:

VET Sport & Recreation
VCE Physical Education

Future Career Pathways:

Camp Coordinator, Parks Ranger, Conservationist, Adventure Guide

Cost: Approx. $400

HPE: Your Health

Description of Subject:

Students understand what health and wellbeing is made up of, and how internal and external factors can influence their personal health and wellbeing.

Students will learn about a range of drugs, both legal and illegal, including alcohol, prescription, energy drinks, etc. They will be supported to understand how their decisions can impact their health both positively and negatively.

Students will be empowered to take personal responsibility for their own choices and know that these choices have an impact on their personal wellbeing.

Students will know:	Students will do:	Students will be:
• Various definitions of health and wellbeing • Variations in perspectives of and priorities relating to health and wellbeing • Effects of various drugs on the human body • Dangers related to drug use • Safe and unsafe practices relating to personal health	• Describe a range of influences on the perspectives and priorities of health and wellbeing • Minimise risk related to drug use	• Understanding potential risks and consequences related to drug use • Planning, implementing and critiquing strategies to enhance the health, safety and wellbeing of their communities

Formative Assessments:

- Class Discussions
- Practical Work
- Written tasks

CATs:

- Health Profile.
- Impact Report.

Future School Pathways:

VCE Physical Education
VCE Health & Human Development

Future Career Pathways:

Health sciences, Health Promotion, Youth Work, Accessible services, Teacher, Nutritionist, Dietician, Social Work, Health Information & Management

Languages: Japanese

Description of Subject:

Students acquire communication skills in Japanese. They develop a n understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

This elective runs over the year.

Students will know:	Students will do:	Students will be:
Students will learn how to express themselves in written and spoken form, and understand what others have written and said. Topics covered include: • Transport • Your skills • Hobbies • Your spare time • Talking about your daily life • Describing people/characters • Samurai and ninja • Manga and anime	• Read and write in Japanese • Listen and speak in Japan • Research an element of Intercultural Capability	• a written and verbal communicator of Japanese language • a confident user of Japanese • appreciative of Japanese culture

Formative Assessments:

- Education Perfect tasks
- Reading and writing tasks
- Listening and speaking tasks
- Digital platform assessments
- Check in tests

CATs:

- Reading and writing
- Speaking and listening

Future School Pathways:

VCE Languages (Japanese)

Future Career Pathways:

Hospitality, Retail, Teaching, Technology, Science, International Relations, Tour Guide, Travel Agent, Events Manager

Cost: $15

The Arts (Art): Creative Industries
Creative Skills and Careers

Description of Subject:

Students will learn creative skills which are transferable to many creative industries. Students create artworks and learn about visual language and the importance of thinking creatively for problem solving and understanding. Students will look at photography, design, painting, printmaking and more. Students will explore how these skills link to many careers as well as the creative industry overall.

Students follow a process for design and explore art forms, materials, and techniques that many creative industries draw on. This includes exploring the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Art engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Students will know:	Students will do:	Students will be:
• The role of art in shaping our view of our world • The connections between creative skills and the industries they are utilised within	• Explore careers that work with different art forms • Practice a range of mediums and explore specific techniques • Better understand the role of the artist	• Thinking creatively • Problem-solving • Openminded when seeking to understand the intentions of diverse artists

Formative Assessments:

- Peer, self, and teacher feedback based on class tasks across a range of mediums
- Reflection on exhibitions and artwork development

CATs:

- Making Artworks
- Creativity in our World

Future School Pathways:

VCE Media
VCE Art Making and Exhibiting
VCE Visual Communication and Design
VM Personal Development Skills

Future Career Pathways:

Artist/Photographer, Painter and Decorator, Graphic/Fashion Designer, Teacher, Visual, Merchandiser, Museum or gallery officer/curator/conservator, Architectural drafter
Web designer/developer

The Arts (Art): Digital Art and Design

Description of Subject

Students will focus on digital art techniques using computers, tablets and printed media. They will explore the uses of a range of digital applications including the adobe suite (or equivalent). Students explore how artists manipulate materials, techniques, technologies and processes to develop and express their ideas in art work. They manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs.

Students will know:	Students will do:	Students will be:
• Design process • Design & arts elements/principles • Digital art skills • Digital design skills • A brief history of digital design technology and artists	• Use digital technology to create art and design • Follow a design process to create their own artworks • Analyse and evaluate digital technologies and contemporary practices	• Appreciative of digital art and design • Exploring new and familiar technologies when creating • Producing visual pieces that convey an idea or message

Formative Assessment:

- Digital art making tasks
- Design process design task
- Digital editing skills task
- Exploration of existing arts and designs task
- Exploration of ideas (class discussions)

CATs:

- Folio: Art techniques and pieces
- Folio: Design techniques and pieces

Future School Pathways:

- VCE Media
- VCE Art Making and Exhibiting
- VCE Visual Communication and Design
- VM Personal Development Skills

Future Career Pathways:

Illustrator, Video Editor, Web Designer, Communication Manager, Art Director Product / Industrial Designer, Architecture, Graphic Designer, Fashion/ textile Designer, Interior Architecture, Landscape architecture, Game designer, Advertising, Character Design

The Arts (Art): Drawing and Painting

Description of Subject

Students will learn about materials and techniques of painting and drawing to create their own artworks.
They will learn new skills for painting in many different materials including acrylic paint, watercolour, and inks. Students will explore techniques and processes for manipulating materials to express their own ideas with a focus on different styles and use of visual language.

Students follow a process for design and explore art forms, materials, and techniques. Along with painting and drawing they will look at various methods of art such as printmaking and drawing. Learning in Visual Arts involves students making and responding to artworks, drawing on the
world as a source of ideas.

Students will know:	Students will do:	Students will be:
• Materials and techniques for producing artworks. • Manipulating visual language. • Creating and respond to artworks.	• Create artworks • Use materials, techniques, and processes to learn visual language • Respond and reflect upon artworks from different cultures and contexts	• Appreciative of artworks from all cultures and contexts • Thoughtful and respectful of each other and materials used. • Willing to experment with and explore a variety of materials and techniques

Formative Assessments:

- Acrylic Painting &
- Watercolour Painting
- Inkwork
- Charcoal and Pastels
- Pencil techniques
- Printmaking

CATs:

- Folio 1: Experimentation with materials and techniques
- Folio 2: Creating final artworks

Future School Pathways:

- VCE Art Making and Exhibiting
- VCE Visual Communication and Design
- VM Personal Development

Future Career Pathways:

Artist, Painter and Decorator, Graphic Designer, Teacher, Visual Merchandiser, Museum Gallery officer/curator/conservator, Architectural Drafter & Web Designer/Developer

The Arts (Media): Film Studies

Description of Subject

In Media, students have the opportunity to experience the film production process. Students will complete pre-production and post-production tasks including the development of a film script, digital and traditional storyboarding, camera operation and editing.

Students will work with industry standard software and equipment and work collaboratively to develop their understanding of film production roles such as directing, editing, acting, sound design and lighting. In addition to creating film, students will have the opportunity to analyse and creatively respond to narrative text from a variety of genres. They will develop their understanding of directing styles and film production techniques used to manipulate and create meaning for the audience.

Students will know:	Students will do:	Students will be:
• Film techniques • The film production process • Process of critiquing films	• Apply pre-production, production and post production methods • Reviewing media productions • Investigate tropes used for different genres	• Appreciative of the different styles of film • Collaborative and share ideas with others • Will be thorough and reflective when applying the film production process

Formative Assessment:

- Storyboarding
- Film review portfolio
- Script writing

CATs:

- Film review/ analysis
- Film production

Future School Pathways:

- VCE Media
- VCE Drama
- VET Screen and Media

Future Career Pathways

Filmmaking, TV and Media Production, Advertising & Marketing, YouTube content creator, Screenwriter & Camera Operator

Cost: $40

The Arts (Media): Photography

Description of Subject

This subject is an opportunity for students to master the camera and explore the world of photography. Students will learn skills in pre and postproduction including the use of different camera technologies, lighting, editing platforms and development of a final piece across two folios.

In addition to taking and editing photos, students will study past and present photographers and how photography has evolved over the decades. They will also explore the legal side to photography and how that impacts the photography industry. Over the course of a semester they will learn many skills, styles and techniques on how to create a picture that is worth a thousand words.

Students will know:

- Camera functions
- Composition of photographs
- Techniques in pre and postproduction
- A brief history on photography
- Legal obligations in taking photos of people and places
-

Students will do:

- Design and implement photographic skills
- Create folios outlining their processes
- Written work of annotation and inspirations from professional photographers
- An exploration of the legal obligations of photography

Students will be:

- Respectful of other people's opinions and ideas
- Creative in their photographic endeavours
- Understanding of the legal requirements

Formative Assessment:

- Technical experiments of lighting, exposure and focal lengths
- Annotated photos
- Written permission forms for models or subjects
- Written reflections on the history of photography

CATs:

- Folio 1: technical experiments
- Folio 2: creative pieces and presentation

Future School Pathways:

- VCE Media
- VCE Art making and exhibiting
- VET Screen and Media
- VM Personal Development Skills

Future Career Pathways

Photographer, Multimedia Analysist, Multimedia Developer, Secondary School Teacher

Cost: $40

The Arts (Art): Visual Design (Visual Communication and Design)

Description of Subject

In Visual Design, students learn how to express ideas and messages using images and graphics. They use skills like design thinking and follow a design process. This involves using drawings techniques and understanding design elements & principles to create a visual language for a specific audience. Students learn about design and the role of visual communication designer and contribution to society. They will explore a range of design fields namely environment design, industrial design and communication design.

Students will know:

- Design process
- Manual and digital skills
- Design skills
- Design thinking
- How to apply a range methods, material and techniques
- Drawing convention- 2D & 3D
- Design elements & principles

Students will do:

- Develop and present visual communication ideas that demonstrate the application of methods, material, media, design elements and design principles
- Use manual and digital drawings skills in specific design fields of environment, communication and industrial design
- Design their own artwork and follow the design process in response to the design brief

Students will be:

- Appreciative of design
- Exploring new and familiar technologies when creating
- Producing visual pieces that convey an idea or message
- Respectful and learn in a safe environment

Formative Assessment:

- Design process task
- Design folio task
- Digital skills
- Check-in test

CATs:

- Design Folio: Architecture & pieces
- Design folio: Design techniques & pieces

Future School Pathways: (VCE, VET, VM Subjects)

- VCE Media
- VCE Art Making and Exhibiting
- VCE Visual Communication and Design
- VM Personal Development Skills

Future Career Pathways:

Illustrator, Video Editor, Web Designer, Communication Manager, Art Director, Product / Industrial Designer, Architecture, Graphic Designer, Fashion/ textile Designer, Interior Architecture, Landscape architecture, Game designer, Advertising, Character Design

The Arts (Music): Composing and Arranging

Description of Subject

This subject focuses on students writing their own music through a variety of styles. This may take the form of popular contemporary songs or instrumentals.

Students will know:	Students will do:	Students will be:
• The basics of all the rock band instruments namely Guitar, Bass Guitar, Keyboards and Drums • A basic knowledge of music theory • Chord progressions • Melody writing • Rhythm • Instrumentation • Arranging • Scales • Keys • Chord Progressions	• Learn the basics of popular music writing • Study keys, scales and chord progressions • Become a member of a band or Solo Artist	• Appreciative of the skills involved in song writing • Cooperative when working in groups • Reflective on the quality and complexity of their work

Formative Assessment:

- Technical work Scales, Chords, Rhythm Etc
- Rehearsal logbook
- Check-in performances

CATs:

- Technical Work Performance
- Performance repertoire

Future School Pathways:

VCE Music

Future Career Pathways:

Musician, School Teacher, Instrumental Music Teacher

The Arts (Music): How to write a Pop Song

Description of Subject

This subject is a combination of investigating, designing, producing and performing. Students will look into factors such as chord progressions, arrangements, song structure and lyrics. Students will work in small groups playing rock band instruments such as guitar, keyboards, bass guitar, drums and vocal.

Students will know:	Students will do:	Students will be:
• How to play their chosen instrument • A basic knowledge of music theory • Chord progressions • Lyric writing • Rhythm • Instrumentation • Arranging	• Study the various key elements that make up a contemporary pop or rock Song • Become a member of a band and write three original songs and record them • Learn the basics of popular music writing	• Appreciative of the skills involved in song writing • Cooperative when working in groups • Reflective on the quality of their work

Formative Assessment:

- Song portfolio
- Rehearsal logbook
- Check-in performances

CATs:

- Research Task
- Performance repertoire

Future School Pathways:

VCE Music

Future Career Pathways:

Musician, School Teacher, Music Therapist

The Arts (Music): Recording Studio and Music Technology

Description of Subject

This subject will teach students the basics of recording music and generating playlists. Students will also study various areas of music technology such as P.A.s, recording equipment and recording computer programs. Students will generate 2 pieces of music either through traditional instruments or from a computer-generated program such as audacity record them including sound production to create a playlist

Students will know:	Students will do:	Students will be:
• How to play their chosen instrument • Basics of a P.A System • Effects processing • How to operate a mixing desk • The basics of a synthesizer • The basics of a digital drumkit	Learn the basics of popular music writing • Generate original or cover pieces of music and record and produce them • Become a member of a band and record and produce them	• Appreciative of the skills and competencies associated with music technology • Cooperative when working in groups • Reflective on the quality of their work

Formative Assessment:

- Song portfolio
- Rehearsal logbook
- Check-in performances

CATs:

- Research Task on sound manipulation, sound production and sound recording.
- Performance repertoire

Future School Pathways:

VCE Music
VET Music

Future Career Pathways:

Musician, School Teacher, Music Therapist, Sound Engineer

The Arts (Performing Arts): Dance Styles

Description of Subject

Students explore the dance creative industry and how it can develop from the classroom into the professional dance world. Students will research professional dance companies and explore different styles of dance. They will create their own group dance works and explore different styles of dance to learn how to meld classroom dance into the real world.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, perform and appreciate as they engage with dance practice and practitioners in their own and others' cultures and communities. Students use the elements of dance to explore choreography and performance and to practice choreographic, technical and expressive skills.

Students will know:

- Dance styles
- Dance industry
- Performance techniques and choreography for expression and communication.
- Dance and cultural identity

Students will do:

- Perform dance and work in groups
- Research dance industries
- Research dance styles
- View dance performances (possible excursion)

Students will be:

- Aware of their movements and expressive skills
- Willing to perform to build confidence
- Appreciative of their movement ability and abilities of others

Formative Assessment:

- Practice dance techniques
- Research dance styles
- View and respond to performances
- Performances in class

CATs:

- Choreography and group work performance
- Learnt work performance

Future School Pathways:

- VCE Dance
- VET Dance
- VCE Drama
- VCE Theatre Studies
- VCE Music
- VCE Media

Future Career Pathways:

Choreographer, Dancer, Director, Teacher, Performer, Audio Visual Technician, Sound Technician, Production Assistant

The Arts (Performing Arts): Drama and Production Class

Description of Subject

Making your mark in the drama world. In this subject, students will create their own small drama production. This may include their own creation or script work. Students learn to think, move, speak and act with confidence. Speaking in front of a crowd is an important skill that enables students to gain confidence for many future careers.

In making and staging drama students learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. Through role and dramatic action students explore, imagine and take risks to communicate ideas, experiences and stories. Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Students will be involved in their own small production and also participate in the school musical - whether it be a performer, crew member or creator.

Students will know:	Students will do:	Students will be:
• Performance techniques • Staging and production • Storytelling and communication • Overcoming stage fright	• Move, act and speak in class • Work in groups • Research drama industries • Research scriptwriting. • View productions (possible excursion)	• Storytellers • Appreciative of the world and stories around them • Supportive and respectful of others

Formative Assessment:

- Practice performance techniques
- Research productions
- View and respond to performances.
- Act out scripts.
- Create group performance.
- Create small drama production.
- Participate in the School Musical - cast or crew

CATs:

- Presenting, researching, and responding to productions
- Small drama production

Future School Pathways:

- VCE Drama & VCE Theatre Studies
- VCE Music & VCE Dance
- VCE Media
- VET

Future Career Pathways:

Actor, TV/Radio Presenter, Director, Producer, Teacher, Scriptwriter, Performer, Audio Visual Technician, Sound Technician, Production Assistant

Design & Technologies: Ceramics

Description of Subject

Students will work hands on to sculpt, build, throw (pottery wheel) and glaze clay. They will learn hand building techniques and terminology as well as working with a wheel to throw clay for building and sculpting works. Students will experiment with methods to produce a range of artistic and practical ceramic pieces.

Students will follow a design process from sketch work to finished works with glazes. Working as a studio artist students will learn a range of ways to manipulate and decorate clay. Students will learn how to use tools and techniques for 3D ceramic construction. Students will explore both historic and contemporary practices. Through design and technologies, students apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions.

Students will know:	Students will do:	Students will be:
• Pinch pot & coil construction • Slab construction & wheel throwing (equipment pending) • Surface decoration • Glazing techniques • Historic and contemporary practices • Sustainability and design	• Sculpt, build and glaze clay • Design, plan, and produce finished ceramic pieces • Investigate the history of ceramics to explore both historic and contemporary practices	• Safe and respectful with materials for a safe working environment • Engaged in learning about and working with clay • Independent and hands on learners

Formative Assessments:

- Class tasks
- Reflection on artwork development
- Design Brief Process

CATs:

- Folio 1 – Pinch Pot and Coil Construction
- Folio 2 – Wheel throwing and/or Slab Construction

Future School Pathways:

- VCE Product Design and Technology
- VCE Art Making and Exhibiting
- VET Building and Construction
- VM Personal Development Skills

Future Career Pathways:

Product Designer, Artist/Potter, Model Maker, Craftsperson, Tradesperson, Industrial Designer

Design & Technologies (Food): Aesthetics of Food

Description of Subject

This subject integrates Beautiful Baking and Café Culture and concentrates on the aesthetics of food presentation. Throughout this unit, students will undertake a combination of investigating, designing, and producing food for patisserie and café style hospitality scenarios.

Students will look into factors that determine food choices such as physical, social and environmental. Students will research local, state and international hospitality options and the menus that are offered. Students will gain a deeper understanding of the role of social media in the hospitality industry and how food photography plays a role in our society.

This is an updated elective from Beautiful Baking and Café Culture- Students are not able to choose these elective if they completed Beautiful Baking or Café Culture 2023

Students will know:	Students will do:	Students will be:
• Café Culture – cafes, restaurants and fast food choices. • Beautiful baking – a focus on pastry, chocolate and celebrations. • Food aesthetics in social media. • Types of cooking methods and cooking techniques	• Investigate, create and evaluate a range of baked goods • Investigate, create and evaluate a range of different cafes and restaurants • Investigate and examine the role of food photography in marketing	• Striving for a high level of creative and innovative presentation when presenting practical tasks • Reflective when fulfilling design briefs and recipes • Thoughtful and safe in the kitchen

Formative Assessment:

- Production and sensory evaluation logbook
- Teacher observations
- Design briefs

CATs:

- Research task
- Design brief task

Future School Pathways:

- VCE Food Studies & VET Hospitality
- VCE Health and Human Development
- VCE/VM Personal Development

Future Career Pathways:

Nutritionist/ Dietician, Teacher – Primary or Secondary, Food Technologist, Hospitality Industry - Chef, Baker, Caterer or Patisserie

Cost: $80

Design & Technologies (Food): Cook for Life!

Description of Subject

This subject will focus on skills that students can take into the future once they leave school. Students will look at the nutritional requirements of a person throughout their lifespan as well as the Australian diet and how it can positively or negatively affect us now and in the future.

This will include looking at different diet related diseases that affect people that are both under and over nourished. Students will evaluate the various eating models that provide good health and will use one of these to assess the suitability of the food on offer at our canteen. They will further develop their culinary skills by learning how to cook a variety of quick and easy meals that can easily be made at home both now and in the future.

Students will know:

- Functions of food in the body
- Nutritional requirements over the lifespan
- Factors that influence food habits and food guides that promote healthy eating

Students will do:

- Students will be able to *write* about the different nutrients and their impact on our overall health
- *Create* a designed solution based on a specific design brief
- Produce and evaluate different products that meet the requirements across the lifespan

Students will be:

- Appreciative that different lifespan stages have different nutritional requirements
- Safe and Hygienic in the kitchen
- Critical Thinkers

Formative Assessment:

- Check in activities and tests
- Quizizz & Kahoots
- Written tasks
- Product and sensory evaluation portfolio

CATs:

- Lifespan nutrition design brief
- Food model research task

Future School Pathways:

- VCE Food Studies
- VCE Health and Human Development
- VCE/VM Personal Development

Future Career Pathways:

Nutritionist/ Dietician, School Teacher, Food Technologist, Health Promotion Officer

Cost: $80

Design & Technologies (Food): Race around the world

Description of Subject

This subject is a combination of investigating, designing, and producing food from around the world; and discovering how diverse Australian cuisine is. Students will look at how our diet has changed from early Indigenous Australian cuisine to how European settlers came and introduced new foods into Australia and changed the way we eat today.

They will look into factors that determine food choices such as physical, social and environmental. Students will research key ingredients, cooking methods, typical meal patterns and rituals of each country investigated. Their culinary skills will further develop by learning how to cook a variety of foods from different continents such as: Australasia, Asia, Europe, Africa and the Americas. They will have the opportunity to research, design and produce a dish from a country of their choice and then evaluate their skills.

Students will know:	Students will do:	Students will be:
• Indigenous Australian food • Cultural influences on the Australian cuisine • Cuisines throughout the world • food security	• Investigate and explain how to culture and cuisine are interrelated and influence food choice and food availability • Produce and evaluate different cuisine from around the world • Design their own meal and follow the design process in response to the design brief	• Appreciative of multiculturalism • Reflective when solving design briefs • Be thoughtful and safe in the kitchen

Formative Assessment:

- Race around the world portfolio
- Production and sensory evaluation logbook
- Check-in tests

CATs:

- Research Task
- Design Brief Task

Future School Pathways:

- VCE Food Studies
- VCE Health and Human Development
- VCE/VM Personal Development

Future Career Pathways:

Nutritionist/ Dietician, School Teacher, Food Technologist, Chef, Baker, Caterer or Cook

Cost: $80