PLEASE NOTE: Link to the form will be available to families via COMPASS News feed on Monday 15 August 2016. Please click on the link and submit the form by Friday 19 August 2016. Hard copies will be available from the office if required.
Introduction

Students in Year 9 at Williamstown High School participate in a program that includes both core and elective studies. This curriculum program has been designed to meet the diverse educational needs of the students and to provide each student with stimulating and valuable learning experiences.

The program offers a breadth of study while allowing students to specialise in areas of interest. In this way a balance is achieved between the need for a broad general education and a more specific preparation for teaching and learning in the senior school campus in Year 10 and VCE studies.

In 2017 students will also be taking part in our Year 9 Immersion Program for a Term. This program aims to be a student centred, vibrant and innovative curriculum where students are encouraged to be 21st Century thinkers, develop creative solutions to local and global issues, learn by experience and cultivate individual growth through engaging exploration, collaboration and practical application.

In this booklet you will find a brief outline of each elective subject. This material should be read and carefully considered before a course of study is selected.

Year 9 Curriculum Structure

In Year 9, all students are required to undertake subjects from each of the areas of learning.

<table>
<thead>
<tr>
<th>YEAR 9 CORE PROGRAM</th>
<th>YEAR 9 ELECTIVE PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must undertake the following core subjects:</td>
<td>Students must choose:</td>
</tr>
<tr>
<td>• English</td>
<td>• At least ONE semester elective in The Arts</td>
</tr>
<tr>
<td>• Mathematics</td>
<td>• At least ONE semester elective in Technology</td>
</tr>
<tr>
<td>• Science</td>
<td>• At least ONE semester elective in a Combined Elective Block</td>
</tr>
<tr>
<td>• Humanities</td>
<td></td>
</tr>
<tr>
<td>• Health and Physical Education</td>
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<tr>
<td>• Immersion</td>
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</tr>
</tbody>
</table>

The Elective Structure

The electives for Year 9 are as follows:

<table>
<thead>
<tr>
<th>The Arts Elective Block (At least ONE required)</th>
<th>Technology Elective Block (At least ONE required)</th>
<th>Combined Elective Block (At least ONE required)</th>
</tr>
</thead>
</table>
Curriculum Program Outline

The following table provides a summary of the Year 9 curriculum program, and indicates the number of periods per week in each core and elective subject.

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Elective subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homegroup</td>
<td>The Arts Semester Units</td>
</tr>
<tr>
<td>English</td>
<td>Technology Semester Units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Combined Elective Block</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Units</th>
<th>Combined Elective Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

The Year 9 Immersion Program

Year 9 Immersion Program: 13 periods
The following subjects will be immersed into the term based program:
- Homegroup Assembly
- English
- Humanities
- Science
- Homegroup session

Guiding Principles for Elective Selection

1. Students are required to select at least one elective for each semester in The Arts.
2. Students are required to select at least one elective for each semester in Technology.
3. Students are required to select at least one elective from the Combined Elective Block
4. The order of student preferences does not indicate the order that the classes will run during the year. For example, an elective subject selected as a first preference will not automatically mean that the student will undertake this class in the first semester.

Please note more elective subjects are being offered than will be run. The decision about which subjects run will be based on student preferences. While we will endeavour to provide students with their first and second preferences, this cannot be guaranteed.

Sample Student Elective Program

To assist students plan their elective program, we have provided a sample program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>The Arts</th>
<th>Technology</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>Visual Art</td>
<td>Horticulture</td>
<td>ROCKS!</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>Sculpture</td>
<td>Wood</td>
<td>Marine Biology</td>
</tr>
</tbody>
</table>
Art Units

- Visual Communication
- Sculpture
- Visual art
- Drama
- Music

Art Unit Descriptions

Visual Communication

What you learn...
Students are introduced to visual communication and design concepts including typography, logo designs, packaging and a range of technical drawing skills. Students learn perspective, isometric drawing techniques as well as graphic design concepts working towards their own logo design and packaging product. Students are exposed to a wide range of relevant designers who look at these themes and materials.

How you are assessed...

Creating and Making:
- Developmental work: Generate and refine ideas for visual solutions to design briefs.
- Folio: Design and present finished graphic communications appropriate to stated purpose and given audience.

Exploring and Responding:
- Research Project: Written analysis that extends their knowledge and understanding of design principles and concepts.

Sculpture

What you learn...
Students are introduced to sculptural concepts, the design process and a variety of themes including Pop art, natural forms and animals. Students engage with a range of materials including wire, clay and paper maché. Students become familiar with different processes and tools including pliers, wire cutters, clay tools, kiln firing and glazing. Students are exposed to a wide range of sculptures and artists who engage in these themes and materials.

How you are assessed...

Creating and Making:
- Creation of a 3D based folio.
- Demonstrate a good understanding of materials and techniques used throughout the course.

Exploring and Responding:
- Be able to identify various artists from different art styles and movements.
- Open discussion in class.
- A research assignment that extends their knowledge and understanding of art.
Visual Art

**What you learn...** Students are introduced to two dimensional art forms. Students explore a range of themes and topics, exploring the design process to complete finished artworks. Materials and techniques used include drawing, painting, collage and printmaking. Students are exposed to a wide range of relevant artists who engage in these themes and materials.

**How you are assessed...**

**Creating and Making:**
- Presentation of a sketchbook with a full range of design ideas for finished art works.
- Art Practice – participation and responsibility during practical classes.

**Exploring and Responding:**
- Exploring the worth of a range of artists.
- Responding to different artworks and visual analysis.
- A folio of at least 3-4 finished art works.
- Demonstrating and understanding of techniques, style, art elements and design in assignment work and class discussion.
- An assignment that extends their knowledge and understanding of art.

Drama

**What you learn...**
Drama at Year 9 focuses on developing the body and voice to establish character, setting and relationship. Activities and assessment tasks include group dynamics games, mime, improvisation and theatre sports. Students rehearse and perform an in-class scripted play and present a short research project on the theatrical conventions and performance styles of Commedia Dell’ Arte.

**How you are assessed...**

**Creating and Making:**
- Drama Practice – participation and responsibility in practical classes
- Improvisation and theatre sports performances
- Performance task based on Commedia dell’Arte

**Exploring and Responding:**
- Generic script based assignment
- Mime assessment task
- Written review/analysis of performance
- Evaluation of work completed.

Music

**What you learn...**
Students will discover the diversity of music styles through listening, discussion, research, theory, aural comprehension and through practical experience in activities that include creativity on instruments and computers.

**How you are assessed...**

**Creating and Making:**
- Composition: an assignment where students compose original music
- Listening and discussion: response to a diverse range of examples from around the world.
- Theory and aural comprehension: aural exercises and work from their textbook (including homework).

**Exploring and Responding:** Performance: solo and group practice and performance on instruments, including guitar, keyboard, drums, piano and singing
- Computers: software on iMacs includes sequencing, sampling, sound manipulation, mixing and MIDI.
Technology Units

- Craft Pop Up 901 - Textiles
- ICT Design, Electronics, Robotics
- Food Technology
- Horticulture
- Photography Multi-Technologies
- Wood

Technology Unit Descriptions

**ICT Design /Electronics/Robotics**

**What you learn...**

Students investigate the use of design in electronic systems. The focus will be on understanding the basic principles of electronics, through robotics.

Working in teams of two, sharing a Lego Mindstorms EV3 Robotics kit and a computer, students will be introduced to core computer programming logic and reasoning skills using a robotics engineering context. A sequence of mini projects organized around key robotics and programming concepts and all using Lego Mindstorms EV3 and good old teamwork!

**Each project provides students with:**

- An introduction to a real-world robot and the context in which it operates
- A challenge that the robot faces
- A LEGO-scale version of the problem for students to solve with their robots
- Step-by-step guided instruction that introduces key lesson concepts (e.g. Loops) by building simple programs that progress toward the challenge task
- Questions that give students instant feedback on whether they understood each step correctly, to aid in reflection and self-pacing
- Semi-guided “Try It!” exploration activities that expose additional uses for and variants on each behaviour
- Semi-open-ended mini-challenges require students to use the skill they have just learned to solve a relevant small portion of the final challenge
- Challenges based on the original robot’s problem, for students to solve in teams as an exercise and demonstration of their mastery of the concept

**How you are assessed...**

- Investigating: look into the world of machines and the workings of the electric motor.
- Designing: looking at robotics and the use of design to create models
- Producing: assemble the items designed.
- Analysing and evaluating: evaluation of the systems produced.

**Food Technology**

**What you learn...**

Students undertaking this unit will investigate food and an Australian identity factors affecting Australian food patterns, and impact of migration including Mediterranean, European, Asian, The Middle East and America. Practical sessions will relate to these influences:

- Influences on modern Australian food habits
- Changes in food availability, preparation and consumption in Australia
• Changes in technology, work practices and family life
• Discussion of the effects of migration on the Australian diet

How you are assessed...
• Investigating: major assignments on cultural influences and dietary requirements
• Designing: foods from various cultures and low fat recipes
• Producing: participation in practical classes
• Analysing and evaluating: various productions
• Homework

Horticulture

What you learn...
• Students undertaking this unit will explore horticulture through plant care, propagation techniques and the systems involved in a horticultural complex.
• They will investigate plant cultural requirements, such as creating landscapes and aquaponics systems and the care and maintenance of a variety of plant types.
• Students will use a range of horticultural equipment and operate systems that maximize plant growth and production and can be used for creating and altering landscapes.

How you are assessed...
• Investigating: plant cultural requirements and landscaping research.
• Designing: design and production planning of landscapes within a horticultural system.
• Producing: propagation and production of plants using a variety of techniques, creating a landscape and an aquaponics system.
• Analysing and evaluating: evaluation of plant production techniques and assessment of horticultural systems in general.

Photography – Multi Technologies

What you learn...
The Year 9 Photography course will emphasise digital photography using a combination of Photoshop Elements and Photoshop CS5. This course will be both theoretical and practically-based with set excursions during the course of the semester. Students will look at the use of the SLR camera, lenses and camera settings. Computer work will be structured around becoming experienced in using Photoshop and other editing programs. There will be a focus on understanding the photography printer and printing techniques and on using different photo papers and canvas. Students will also use iPads and photography apps and use iMovie in the Mac environment. Computer aided design will be part of the course where students will be required to translate images taken with the camera into a design process using the program CAD.

Prerequisites ...
Students will need their own digital camera
Students will need to have a memory stick
Students will need access to a computer either at home or at school.

How you are assessed...
• Folio in a plastic pocket folder
• Digital folio of images
• Design theory work
Craft Pop up 901 - Textiles

What you will learn...
To reflect the current trend of pop up craft markets in Melbourne, students will learn a range of textile skills which may include: stencilling, free machine embroidery, dry needle felting, and reverse applique, iron on transfer design, silk screen printing, tie dye, cut fabric collage and surface embellishment. Students will use a range of simple and complex textiles equipment to further enhance the quality and appearance of their design work and finished products.

What will you Design?
Students will create designs suitable for a variety of applications some of which may include: hoodies, PJ’s, decorative pillows, silk screened designs, textile wall art, re-fashioning old clothing. The emphasis will be on creating textile products to wear or to use at home.

How are you assessed...
- **Investigation and Design:** Students will experiment with a variety of techniques to produce samplers in class
- **Producing:** Production of individually designed products
- **Analysing and Evaluating:** Students will evaluate products using set criteria and self and peer assessment

Woodwork

What you learn...
This course is an extension of the Year 7&8 Wood course where students will build on their knowledge and skills while having a lot more freedom in the product design. Students will be involved in designing and making two or more products. They will investigate suitable materials, prepare sketches of their ideas and a planning list to help them follow a logical sequence in the production. Students will be encouraged to use metal and plastic parts as well as wood in the design and construction of their models.

Students are encouraged to come up with their own creative designs. These could include products like trinket boxes, stools, creative shelving or small tables etc.

How you are assessed...
- **Creating and Making:**
  - Two major products over the semester (Investigating suitable materials and methods, designing ideas, planning timeframes, producing them and then evaluating the final product while reflecting on the process)
  - STEM challenge (group challenge testing students critical and creative thinking where students have to problem solve a task and make a solution using limited resources and time)
The Combined Elective Block

Subjects

- LOTE French
- LOTE Indonesian
- Advance Program (CADETS)
- Advanced Performance
- Creative Wood Craft
- Digital Photography-iPad & iPhone
- Fitness Training
- Make a Movie
- Make your Point (Debating)
- Marine Biology
- ROCKS!
- Stencil Art
- Street Wear
- Willi Iron Chef

Please note that students must complete LOTE as an uninterrupted sequence, which acknowledges the cumulative nature of language learning. Therefore, if selecting LOTE it, will be your only subject selection in the Combined Elective Block for the year. We will endeavour to ensure students that select LOTE will have priority of preference in their other subject selections.
Languages are for students who like engaging with people, who like learning about the world around them and who want to be part of our ‘global community’. Learning another language also has proven cognitive benefits, such as improved problem-solving skills and literacy benefits for students of all ability levels.

**What you will learn...**

Indonesia is our biggest and most important neighbour. Dive into learning about a culture that is so different from ours that time can be “rubber”, a plane is a “flying ship” and the word for sightseeing can be translated as “washing your eyes”. Learn what Google Translate can’t teach – how to think in another Language and understand the people who speak it!

You will interact with students your own age at our sister school in Jakarta, developing your language skills through exciting topics such as film and entertainment, travel and teenage life. You will also have the opportunity to put what you’ve learnt in class into practice through our exchange program to Indonesia.

**What you produce...**

You will produce film reviews, a travel blog or journal, a video (you can be the star or get creative and use puppets/Lego or your own idea) and work on a project “What teenagers want from life in Melbourne and Jakarta” with friends at our sister school.

**How you are assessed...**

You will be assessed on your listening, speaking, reading and writing skills. This follows on from the way you have been assessed in years 7 and 8; for example film reviews and blogs are written tasks and the video is a speaking task. With languages the right thinking is always more important than the right answer, something that is reflected in the assessment rubrics.

<table>
<thead>
<tr>
<th>LOTE: Indonesian</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What you will learn...</strong></td>
<td>□ Would you like a bonus for your university entrance score?</td>
</tr>
<tr>
<td>Indonesia is our biggest and most important neighbour. Dive into learning about a culture that is so different from ours that time can be “rubber”, a plane is a “flying ship” and the word for sightseeing can be translated as “washing your eyes”. Learn what Google Translate can’t teach – how to think in another Language and understand the people who speak it! You will interact with students your own age at our sister school in Jakarta, developing your language skills through exciting topics such as film and entertainment, travel and teenage life. You will also have the opportunity to put what you’ve learnt in class into practice through our exchange program to Indonesia.</td>
<td>□ Do you like orangutans, elephants, rhinos and Sumatran tigers?</td>
</tr>
<tr>
<td><strong>What you produce...</strong></td>
<td>□ Fascinated by centuries-old cultures and traditions?</td>
</tr>
<tr>
<td>You will produce film reviews, a travel blog or journal, a video (you can be the star or get creative and use puppets/Lego or your own idea) and work on a project “What teenagers want from life in Melbourne and Jakarta” with friends at our sister school.</td>
<td>□ Want to know more about the biggest Twitter and Facebook users in the world?</td>
</tr>
<tr>
<td><strong>How you are assessed...</strong></td>
<td>□ Can you picture yourself on a tropical beach or catching some of the world’s best surf breaks?</td>
</tr>
<tr>
<td>You will be assessed on your listening, speaking, reading and writing skills. This follows on from the way you have been assessed in years 7 and 8; for example film reviews and blogs are written tasks and the video is a speaking task. With languages the right thinking is always more important than the right answer, something that is reflected in the assessment rubrics.</td>
<td>□ Would you climb to the top of a volcano or dive into the ocean to swim with a whale shark?</td>
</tr>
</tbody>
</table>
LOTE: French

What you will learn...
French is one of the most widely used languages in the world. It is the official language of the United Nations and of more than 50 international organisations such as the Red Cross and the International Olympics Committee. French is an appealing language and has close ties to English. More than 20,000 English words have their origin in French and many English words have found their way into the French language. Seventy million tourists are attracted to France each year to experience the lifestyle, art, food, wine, fashion, sporting events, architecture and natural beauty. By studying Year 9 French, students will also become more informed global citizens by developing an understanding and respect of cultures beyond their own. LOTE has proven cognitive benefits, such as improved problem solving abilities and clear literacy benefits which will enhance students’ achievement in all subject areas.

- Students will learn how to communicate in French so that they can enhance their understanding of the French-speaking cultures.
- Be able to interact with students based at our sister school in France, which will prepare them for the France study tour in Year 10 or 11.
- Develop their listening, speaking, reading and writing skills in French by studying topics including family, interests, school life, health and lifestyles.
- Study all of the key vocabulary and grammar to enable them to confidently step into Year 10 and VCE French as well as providing an excellent foundation in French for general travel and work opportunities later in life.
- Topics studied include family, relationships, music, going on exchange, food & drink, French cinema and festivals

What you produce...
Students will:
- Engage with authentic listening and reading materials in the target language
- Produce scripts and other authentic text-types based on these models that are used in the real world (i.e. blogs, brochures, videos, posters, online conferencing, postcards, letters, etc.)
- Create their own original work
- Perform role-plays/iMovies in groups or pairs

How you are assessed...
Students will be assessed through a range of tasks, which focus on the 4 major communication skills: listening, speaking, reading, writing.

Key focus areas:
- Fluency of expression
- Range and accuracy of vocabulary and grammar
- Application of their knowledge of pronunciation and phrasing
- Creativity
- Thinking skills
- Working individually and in groups

Checklist

☐ I enjoy learning about other cultures and would welcome the opportunity to meet young people from France.

☐ I would like to speak another language and learn more about my own in the process.

☐ I would like to have the opportunity to go on our sister school exchange trip/host an exchange student

☐ I would like to travel and I think French, as a global language, would be an asset.

☐ I would like to receive the VCE mark-up which applies to French

☐ I would like to enhance my employment and social opportunities by being able to communicate in another language

☐ I would like to enhance my mental capabilities (memory, multi-tasking, aptitude for learning, health and attention)
### ADVANCE Program (Cadets-Sailing)

**What you will learn.....**
Do you enjoy being outdoors? Do you enjoy trying new things? In the ADVANCE Program students will advance their personal, social and leadership development through outdoor adventure/problem solving/teamwork based activities and a community conservation project. During the program students complete a learn-to-sail program at the Royal Yacht Club of Victoria (Williamstown), attend a 2 day camp in Geelong, and take part in a community marine conservation project.  
*This unit will cost approx. $250 per semester*

**What you produce.....**
- A beginners guide to dinghy sailing
- A weekly blog of their experience

**How you are assessed......**

#### Thinking Skills: Reflection, Evaluation and Metacognition
Students learn to reflect on what they know and develop awareness that there is more to know. They learn to question their perspectives and those of others. They evaluate the validity of their own and others’ ideas. They also develop their metacognitive skills in planning, monitoring and evaluating their own thinking processes and strategies.

#### Thinking Processes: Creativity
Students learn to seek innovative alternatives and use their imagination to generate possibilities. They learn to take risks with their thinking and make new connections. Students will be shown how to use/create blogs as a way of sharing their learning with others.

#### Interpersonal Development: Working In Teams
Students develop the knowledge, skills and behaviours to cooperate with others to contribute to the achievement of group goals. The focus is not only task achievement, but also on contributing to, and reflecting on, the learning which occurs through being part of a team.

### Advance Performance

**What you learn...**
Whether you have studied dance in the past or not, this course is tailored to bring out the skilled performer in you. Each lesson focuses on gaining excellent technical skills across a range of dance styles including Contemporary, Jazz, Classical and Hip Hop. In this class you will learn exciting choreography and have the chance to showcase your work to a live audience. Students work on their ability to pick up challenging choreography and perform it with confidence and strength. Experience the exciting sense of freedom that comes with really knowing a dance well and becoming lost in the movement...

<table>
<thead>
<tr>
<th>Checklist</th>
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</thead>
<tbody>
<tr>
<td>I enjoy sailing &amp; the outdoors</td>
</tr>
<tr>
<td>I have an interest in the local environment and the community</td>
</tr>
<tr>
<td>I work well in a team</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy dancing and music</td>
</tr>
<tr>
<td>I like TV shows like ‘Dancing’</td>
</tr>
<tr>
<td>With the Stars’ and ‘So You Think You Can dance’.</td>
</tr>
<tr>
<td>I am interested in how dance began and developed</td>
</tr>
</tbody>
</table>
**What you produce...**
Students learn and rehearse two different choreographed dances that can be performed in front of a live audience.

**How you are assessed...**

**Thinking Processes: Reasoning, processing and inquiry**
This dimension is assessed through a research project whereby students present a power point presentation on a particular dance technique.

**Thinking Processes: Creativity**
This is assessed through the practical component of the Dance Technique research project in which students create and develop a warm-up routine that prepares the body for the execution of their chosen dance style.

**Health & Physical Education: Movement & Physical Activity**
This is assessed in an ongoing manner through observation of alignment, coordination, balance strength, control, flexibility, stamina and transference of weight. This dimension is formally assessed through the performances of both dances learned in class.

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**Creative Wood Craft**

**What you learn...**
Do you enjoy designing and making things? Are you interested in fine-woodworking? Would you like to make a chess box-set including pieces that will be a wonderful present and a beautiful long lasting product in your home?

This course allows you to challenge your creative side. You will design and make chess pieces through traditional methods of Lathe turning as well as new technologies in 3D Printing. You will hone your woodcraft joinery in creating a chess box with drawers.

*This unit will cost approx. $50 per semester*

**What you produce...**
Participants will produce a chess set with chess pieces from wood and plastic

**How you will be assessed...**
Participants will be assessed on an ongoing basis in terms of the accuracy and soundness of the finished product and originality of design.

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<table>
<thead>
<tr>
<th>Checklist</th>
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</thead>
<tbody>
<tr>
<td>I may choose a career in design in the future</td>
</tr>
<tr>
<td>I enjoy working with wood</td>
</tr>
<tr>
<td>I want to learn about 3D printing</td>
</tr>
<tr>
<td>I want to learn how to turn wood on a lathe</td>
</tr>
<tr>
<td>I am somewhat creative</td>
</tr>
<tr>
<td>I enjoy working independently</td>
</tr>
<tr>
<td>I am interested in creating a chess piece</td>
</tr>
<tr>
<td>I want to develop my woodworking skills</td>
</tr>
<tr>
<td>Digital Photography-iPad &amp; iPhone</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>What you learn...</strong>&lt;br&gt;Students are introduced to digital techniques of photography. Field trips are taken in order to explore photography outside of the classroom. Students learn to use a range of digital cameras, understanding their features and settings. Students learn the techniques of composition, lighting and using a camera, iPhone, iPad successfully. Photoshop is used to develop and enhance photographs. Students will need their own digital camera, iPad &amp; iPhone and USB to save photos. Where possible, cameras &amp; iPads will be available to be borrowed from the school library. Keeping notes and recording all work during the course of study is essential.&lt;br&gt;&lt;br&gt;Any device of iPhone &amp; iPad can be used.&lt;br&gt;&lt;br&gt;Students will be using Apps for Photography &amp; a resource book.</td>
</tr>
<tr>
<td><strong>What you produce...</strong>&lt;br&gt;A presentation of a final folio of work in an exhibition held at school.</td>
</tr>
<tr>
<td><strong>How you are assessed...</strong>&lt;br&gt;<strong>Thinking Processes: Creativity</strong>&lt;br&gt;Students will find creative solutions to design problems encountered as they explore the photographic software and produce a portfolio for assessment</td>
</tr>
<tr>
<td><strong>ICT for Creating:</strong>&lt;br&gt;Students will use ICT to manipulate photographic images they have developed in order to evaluate their final inclusions in their portfolio, which is submitted for assessment</td>
</tr>
<tr>
<td><strong>ICT for Visual Thinking:</strong>&lt;br&gt;Students use a range of ICT editing tools and editing functions that support the organising and representing of visual images. Students apply, retrieve and modify information for new situations. They may use sound, still and moving images as part of the process. They constantly evaluate their problem solving ideas through the creative program they are using.</td>
</tr>
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## Fitness Training

<table>
<thead>
<tr>
<th>What you learn...</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aim of this challenge unit is to develop a fitness training program, improve fitness through regular training, and increase knowledge of the body, fitness, and training methods. Interested students may be those who want to improve fitness, maintain fitness, improve personal best times, or just really enjoy physical activity and want to do more. The focus will be actively training and playing sports that train the components of fitness.</td>
<td>□ I enjoy exercising and playing sport</td>
</tr>
<tr>
<td></td>
<td>□ I like to exercise and train</td>
</tr>
<tr>
<td></td>
<td>□ I am interested in how to develop a training program</td>
</tr>
<tr>
<td></td>
<td>□ I want to improve my personal fitness</td>
</tr>
<tr>
<td></td>
<td>□ I want to improve my fitness</td>
</tr>
<tr>
<td><strong>What you produce ...</strong></td>
<td></td>
</tr>
<tr>
<td>A training program individually tailored to your own fitness needs.</td>
<td></td>
</tr>
<tr>
<td><strong>How you are assessed...</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Thinking Processes: Reasoning, processing and inquiry</strong></td>
<td></td>
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<tr>
<td>Students will be assessed on the completion of a fitness diary detailing their activity levels throughout the semester and analysing different fitness programs.</td>
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<tr>
<td><strong>Health &amp; Physical Education: Movement &amp; Physical Activity</strong></td>
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<tr>
<td>They will also be assessed on the creation of a circuit training program for improved fitness in their chosen sport.</td>
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</tbody>
</table>

## Make A Movie

<table>
<thead>
<tr>
<th>What you learn...</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Make A Movie challenge unit focuses on the development of production, design and critique skills used when creating a movie. Through making their own films, students will learn the skills of planning, scriptwriting, story boarding, animation, camera use, film promotion and editing. Students complete a range of practical exercises individually and in small groups, viewing films and excerpts to promote awareness and understanding of the codes and conventions of film making.</td>
<td>□ I LOVE movies</td>
</tr>
<tr>
<td></td>
<td>□ I want to put my creativity to good use</td>
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<tr>
<td></td>
<td>□ I am interested in learning more about the film making process</td>
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<tr>
<td></td>
<td>□ I want to develop skills in camera use and film editing</td>
</tr>
<tr>
<td><strong>What you produce ...</strong></td>
<td></td>
</tr>
<tr>
<td>A film, a stop-motion film, promotion posters, film trailers and a film presentation night.</td>
<td></td>
</tr>
<tr>
<td><strong>How you are assessed...</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Thinking processes: Creativity</strong></td>
<td></td>
</tr>
<tr>
<td>Students define their own film task. They develop innovative ideas and generate solutions to the complexities posed in the definition of the film task</td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal learning: Working in teams</strong></td>
<td></td>
</tr>
<tr>
<td>Students will be assessed on their ability to organise groups, allocate roles, and make whole-class decisions</td>
<td></td>
</tr>
<tr>
<td><strong>Technology: Producing</strong></td>
<td></td>
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<tr>
<td>Students will be assessed on each of the film items they produce.</td>
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</tr>
</tbody>
</table>
## Make Your Point: Debating

### What you will learn...
In this unit, students will learn how to become good public speakers. You will then combine this ability with the underrated but equally important skill in effective listening.

Students will then become familiar with the road rules of debating. We will put this knowledge to tactical use by staging debates ‘one-on-one’ and in teams of three eventually staging matches before an audience. Students will also learn about what makes a good ‘issue’ as distinct to what is just a ‘news’ story. Skills learnt here will put students in good stead for future studies in English and also winning an argument effectively.

### What you produce...
Students will be producing several argumentative speeches for their debates, demonstrating qualities of accomplished public speakers and knowledge of debating rules.

### How you are assessed...
#### Speaking and Listening
In their debates, students will use evidence to justify and support opinions. Students will consider their audience when preparing their speeches, varying their tone, volume and pace of their speeches to add emphasis.

#### Thinking Processes
In preparing their debates, students will develop their own questions for investigation, collecting relevant information from a range of sources and making judgements about their worth. When identifying relevant information for their speeches, students use a range of reasoning strategies to evaluate evidence and consider their own and other’s points of view.

#### Interpersonal Development
In debating, students will be asked to be flexible when speaking roles are being allocated. In teams, students will develop a shared understanding of tasks and team plans.

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## Marine Biology

### What you learn...
Marine Biology deals with a broad range of marine-based topics from marine adaptations to reproduction and ocean purification systems. Students will get an opportunity to meet our local marine environments first hand on snorkel trips and other field trips and through hands-on activities. We investigate marine issues, marine habitats, animal behaviour and the structure and function of marine creatures. Upon conclusion of this subject students will have monitored the growth and reproduction of Brine Shrimp, developed an understanding of the internal biology of key marine species and unlocked the secrets behind Southern Australia’s unique inhabitants found nowhere else in the world.

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[Elective Selection Booklet for Year 9 2017](#)  
Williamstown High School
### What you produce...
Students create a hatchery to grow, maintain and record the development of an aquatic species.

### How are you assessed ...  
**Thinking processes: Reasoning, processing and inquiry**
Students investigate and give a class presentation on a marine issue of their choice. They will generate their own questions, explore a range of sources and focus on solving the problems raised in their inquiry. Students produce their own primary research data by monitoring the reproduction process of brine shrimp and recording their growth, development and husbandry. Students complete dissection reports demonstrating a clear understanding of the diversity of marine adaptations in relation to habitat.

**Interpersonal learning: Working in teams**
Students to work in a team to explore record and identify keystone species of the Jawbone Marine Sanctuary

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### ROCKS! – Recording, prOducing, Composing, Komputers, Song writing

<table>
<thead>
<tr>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ I enjoy music</td>
</tr>
<tr>
<td>☐ I like song writing or poetry</td>
</tr>
<tr>
<td>☐ I am interested in how the music industry operates</td>
</tr>
<tr>
<td>☐ I want to develop skills in Music ICT</td>
</tr>
<tr>
<td>☐ I want to learn how to produce a professional recording</td>
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</tbody>
</table>

### What you learn...
The ROCKS challenge unit will focus on three major areas of the music industry: performance, song-writing and album production. This unit is a great introduction for students considering VET Music. The unit will provide students with an introduction to the music industry and a range of related skills. No musical instrument skill is necessary, only a love of music. Students rehearse and perform music working in small groups. They are able to choose an instrument from what is available at school (primarily voice, guitar, bass guitar, drums and keyboard) or bring in an instrument of their own. Students learn to use the industry standard recording hardware and software. They can record their compositions either with their own band, or as a sound engineer recording another group of musicians. As the producers, students are responsible for making all the various elements come together – musicians, singers, recording, songs, arrangement, song writing, album production and the performance.

### What you produce ...
A CD of your band and a performance piece

### How you are assessed...
**Thinking Processes: Creativity**
Students are required to use industry standard software to record and mix rehearsals and performances. This will allow students to experiment with innovative ideas and generate solutions to any creative problems that arise.
Thinking Processes: Reasoning, processing and inquiry
Students are required to create an album/CD of their band. Students at this level are expected to show their planning and research processes throughout this project and to document how they review information and refine their ideas.

Thinking Processes: Reflection, evaluation and metacognition
Students are required to work towards a performance within a group setting by keeping a log book that will help them explain conscious changes that may occur in their own and others’ thinking and analyse alternative perspectives and perceptions. They will be required to use specific terms to discuss their thinking, select and use thinking processes and tools appropriate to particular tasks, and evaluate their effectiveness.

Stencil Art - An introduction to the successful design and production of Stencil Making

<table>
<thead>
<tr>
<th>What you learn......</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be introduced to how to develop and design successful stencil prints. They will learn what makes a successful design through working on a design process. Students will use the computer, scanner and free hand drawings to develop ideas and designs. Students will also learn about different Stencil printing processes and techniques as well as printing onto different surfaces such as paper and material (tee-shirts).</td>
<td>☐ I enjoy drawing</td>
</tr>
</tbody>
</table>

| What you produce..... | ☐ I am interested in developing designs |
| Projects including paper stencil prints and a tee-shirt print. (Students need to provide their own tee-shirt). | ☐ I am interested in learning more about different stencil techniques |

| How you are assessed..... | Thinking Processes: Creativity |
| Students will be assessed on drawing and design ideas through the development of a design process recorded in their sketchbooks. This aims to develop their ability to brainstorm and develop images and ideas through a creative process. | |

| Thinking Processes: Design Creativity and Technology |
| Students will develop and follow a design brief exploring a number of different stencilling techniques and evaluate and analyse the different processes explored. | |
Street Wear

What you learn...
Students will explore a range of textile techniques which may include:
Silk Painting, Printing and Dying on fabric, Handmade prints, Colouring with Thread, Garment Reconstruction. A particular emphasis will be on producing textile items that can be worn.

What you produce...
Projects may include:
Designer style handbags, hand felted small sculptures suitable for jewellery, transforming T-shirts, “injeanious” ways with denim, designing recycled garments

How you are assessed...
Investigation and Design:
Activities will focus on designing a product for a client.
Analysis and Evaluation:
Students will keep a reflective journal of the success of production processes and written tasks evaluating design sketches and textiles products made.

Willi Iron Chef

What you learn...
Students will complete a number of design activities focusing on problem solving and decision making. They will participate in a variety of teacher directed and individually designed tasks including: “Invention tests”, “cook offs” and “mystery box” challenges. Students will use a range of ingredients and processes to develop and produce recipes. Emphasis will be on presentation and creativity. This unit will cost approx $70 per semester

What you produce...
Production of teacher directed and individually designed products. Students produce a range of dishes incorporating seasonal foods.

How you are assessed...
Investigation and Design tasks: This will focus on investigating culinary techniques and processes and “challenge ingredients”.

Thinking Processes: Analysing and Evaluating
Students will be required to keep a folio of all recipes, design work and modifications to products.

Thinking Processes: Creativity
Students will generate creative solutions to a range of design problems