



BELMONT HIGH SCHOOL

YEAR 9

**CURRICULUM
HANDBOOK**

2023



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TABLE OF SUBJECT OFFERINGS

	YEAR 9 Core	Periods/ Fortnight	Year 9 Accelerated Learning Program (SEALP)	Periods/ Fortnight	Year 9 Enrichment Program	Periods/ Fortnight
CORE SUBJECTS	English	9	English	9	English	14
	Science	5	Science	9	Science	5
	Physical Education	4	Humanities	7	Physical Education	4
	Health	4	Physical Education/ Health		6	Health
	MATHEMATICS :	9			MATHEMATICS :	9
	LANGUAGES: Italian or Indonesian	6	LANGUAGES : Italian or Indonesian	5	Economics (One Semester)	5
	Economics (One Semester)	5	MATHEMATICS : (Year 10) Methods or General	9	History (One Semester)	
	History (One Semester)		Geography (One Semester)			
Geography (One Semester)				<i>NB: Enrichment students do not do a Language</i>		
STRIVE	6	STRIVE	6	STRIVE	6	

	YEAR 9 Core	Periods/ Fortnight	Year 9 Accelerated Learning Program (SEALP)	Periods/ Fortnight	Year 9 Enrichment Program	Periods/ Fortnight
ARTS/TECHNOLOGY ELECTIVES	Art Visual Communication Food Technology Wood Technology Fibre Technology Systems Technology Metal Technology Drama Ceramics Music Painting & Drawing Guitar Games Programming Multimedia Barwon Valley Volunteering	4 or 5 periods per semester	Core SEALP subjects and a choice of Year 10 Electives. Please refer to the Yr. 10 Handbook for subject descriptors. SEALP students will be provided with a list and planning sheet for selecting subjects.	9 periods per semester	Art Visual Communication Food Technology Wood Technology Fibre Technology Systems Technology Metal Technology Drama Ceramics Music Painting & Drawing Guitar Games Programming Multimedia Barwon Valley Volunteering	4 or 5 periods per semester

YEARS 9 to 10 – DEVELOPING PATHWAYS

In these years students develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world. They need to experience learning in work and community settings as well as the classroom. They are beginning to develop preferred areas for their learning.

Year 9 students focus on the contribution made by personal attributes and effective communication skills to their future life and work roles. They participate in activities that highlight the skills, knowledge and attitudes required for successful transitions to further education, training and employment.

Students should construct a program based on their talents and interests. Students should seek guidance and advice from their family, friends, House Leaders, Pathways Coordinator and teachers.

Why Pathways?

1. To assist students and parents see connections between Years 9 & 10, VCE, tertiary institutions and employment.
2. To provide purpose and direction to a program of studies.

Considerations when making choices:

1. Do I have the ability and interest in the subject I am selecting?
2. Do I think I would enjoy the field of work which these subjects could lead to?
3. Do subjects you enjoy.
4. Do subjects you are interested in.
5. Do subjects you wish to develop your skills in.
6. Use Year 9 to try new subjects.

CONTACT PERSON:	MR NICK MASTERS CAREERS and PATHWAYS MANAGER
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ASSESSMENT AND REPORTING

Assessment for the Victorian Curriculum Standards requires a mix of summative assessment of learning to determine what the student has achieved, formative assessment to inform the next stage of learning that will occur, and ongoing assessment which focuses on teacher feedback alongside student reflection and self-assessment.

It is a constructive process which looks back as needed to make judgments about progress, but is primarily designed to help the student learn more effectively and the teacher to contribute to student learning. It provides students with an opportunity to display the knowledge, skills, understanding and attitudes they have developed and motivates them by recognising what they have accomplished. When it then is shared between teachers, assessment also contributes to better understanding of each student's development over time, and how best to ensure they will improve.

Seen in this way, assessment is not an end in itself, but rather a means of educational improvement.

RATIONALE BEHIND STRIVE DEVELOPMENT

The STRIVE program focuses on providing students with Life Long Skills. Both Mainstream and SEALP year 9 students participate in this subject. It aims to develop independent thinkers who will be able to use formal methods of inquiry and apply their learning to the outside world. Activities such as the camp and community service will be crucial contributors to this growth. STRIVE provides students with the foundation to make a seamless transition through later years whilst promoting a genuine sense of community.

Aims

STRIVE aims to:

- Take learning beyond the classroom.
- Give students the opportunity to develop and explore their own interests and passions.
- Provide students with life-long skills
- Enrich student welfare and self-esteem via enhanced pastoral care.
- Promote students to become better citizens.
- Extend their capacity of thinking skills to be more critical, competent and creative.
- Encourage students towards a greater sense of responsibility and the ability to manage themselves in relating to others.
- Provide a foundation for Years 10, 11 & 12
- Through participation in a Career Education program students will consider where their strengths and abilities lie. The students take part in activities that will assist to make decisions about future pathways to a career, make the transition to Year Ten and gain knowledge about the world of work and employment opportunities. Activities include: Morrisby Career profiling and interviews, excursions to tertiary institutions, guest speakers, and mock interviews with Belmont Rotary. Parent participation in the pathway planning process is important. Interviews are conducted with House Leaders to discuss Year Ten subject selections and individual interviews are encouraged with the school's careers counsellor, Mr Nick Masters.

ENGLISH

Number of Semesters: Two

Periods/Fortnight: 9 periods

Students will continue to develop skills in English to produce, study and respond critically to spoken, written, and visual texts created for a wide range of audiences and purposes. They learn to be critical and independent users of texts and language appropriate to situations in school, in their daily lives and in the workplace.

Students read and respond to a range of texts, including literary texts such as novels, short stories, plays, poetry, informative and persuasive texts and visual texts such as the film. They develop a critical understanding of the different media texts, such as current affairs, news articles and reviews. They explore and interpret different perspectives on complex issues and respond to these in written and oral form. They develop their skills in writing appropriately and effectively in a range of text types for a variety of audiences and purposes. They practice writing expressively about thoughts, feelings, opinions and ideas, and constructing considered arguments to persuade others to share a point of view. Students listen to and produce a range of spoken texts in a variety of formal and informal situations characterised by complexity of purpose, and subject matter.

CONTACT PERSON: MR ROGERS

SCIENCE

Number of Semesters: Two

Periods/Fortnight: 5 periods

At year 9 students will continue to develop the skills and understandings introduced in years 7 and 8.

The four major topic covered are:

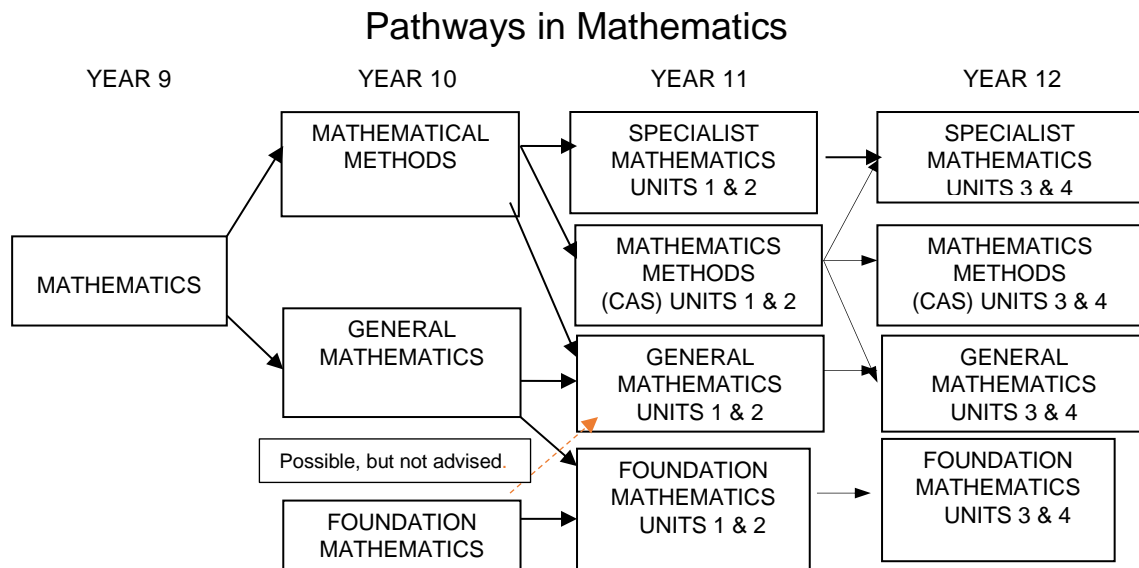
- Chemistry (atoms and reactions)
- Responding and control (nervous and hormonal systems)
- Electromagnetism (magnets and electric circuits)
- Ecosystems (flow of energy and matter in the environment)

Assessment tasks will include; practical reports, a student designed practical activity, research assignments and topic tests. Skills and competencies are regularly monitored and reported each semester.

The CATS will cover; designing an investigation into the rate of a chemical reaction. Investigating how our bodies respond to stimuli. Constructing and testing an electrical device. Investigating an ecosystem.

CONTACT PERSON: MRS TAFT

9 MATHEMATICS



This diagram shows the full range of Mathematics studies offered up to Year 12 as when making your Mathematics choice you will need to think broadly beyond Year 12 and work backwards.

Although it is unlikely that students have a definite career path planned in Year 9, and students who do have an intended career in mind may change their ideas in the next 3 years, it is important that you make your subject choice with the aim of keeping your options open.

As shown in the diagram, there are 6 VCE Mathematics studies provided (3 in each of Year 11 & 12) designed to cater for the needs and aspirations of a wide range of students. Students who choose the VCAL pathway often study Foundation Mathematics.

Leading into these studies, we offer 3 levels of Year 10 Mathematics.

1. **Mathematical Methods** is designed for students who **intend** to undertake Mathematical Methods and/or Specialist Mathematics in VCE. The topics studied are Algebra, Probability, Linear Graphs & Equations, Trigonometry, Quadratic Graphs & Equations.
2. **General Mathematics** is designed for students intending to undertake General Mathematics, Numeracy Mathematics or Foundation Mathematics in the first year of VCE. The topics studied are Linear Equations & Graphs, Financial Mathematics, Measurement, Geometry, Statistics & Probability.
3. **Foundation Mathematics** is designed for students who intend to do Unit 1 and 2 Foundation Mathematics in VCE or Unit 1 and 2 Numeracy Mathematics in VCE-VM or no VCE Mathematics. Throughout the year students will be presented with “Real World” application tasks that require them to build and apply on their Numeracy Skills as well as consolidating their ability to reason and problem-solve. The topics studied are Statistics, Measurement, Geometry, Percentages, Algebra Patterns & Rules, Probability and Finances.

CONTACT PERSON: MS SERLE

9 HEALTH

Number of Semesters: Two
Periods/Fortnight: 4 periods

All students study Health as a core subject in Year 9. The course is structured using the Victorian Curriculum as a guide for learning and assessment activities. Students complete 4 periods a fortnight all year.

The course covers:

1. **Health and well-being** – Students identify the components of health as a framework for the year's work. They explore physical, social, emotional, spiritual and mental dimensions of health.
2. **Nutrition** – Students examine nutrition in relation to their energy and growth needs. They analyse the links between nutrition and dietary related diseases and ways of improving their own health and wellbeing.
3. **Alcohol and Drug Use** – Students examine perceptions of challenge, risk and safety. They contrast risks that promote personal and social growth with those that endanger health; such as alcohol and illegal drug use.
4. **Respectful Relationships** – Students explore relationships. They learn strategies for supporting themselves and other young people experiencing challenges in relationships or with their sexuality, and learn about the community services available.
5. **Building Resilience and Growth Mindset** - Students extend their learning about establishing personal identity. Students explore growth mindset and resilience strategies that could be used in a range of situations. They reflect on aspects of grief and loss. They examine mental health issues relevant to young people and consider the importance of family and friends in supporting their mental health and emotional health needs.

Student resources will be provided both on Compass and also via hard copy in class when required.

Common Formative Assessment Tasks (CFAs) will be required to be submitted throughout each Unit of work and a final assessment task (CAT) will take place to assess student learning against the Victorian Curriculum. In most cases, CFAs should generally be uploaded to Compass Learning Tasks and feedback will be provided to both students and parents via this platform. CAT comments and feedback will also be provided via Compass.

Assessment includes a range of activities; journal writing for personal reflection, short answer responses, PowerPoint presentations, brochures and written reports. Students use a range of evidence-based websites in researching the topics covered in class.

Guest speakers may also be engaged to instruct the students in class time.

CONTACT PERSON: Mrs PARSHOTAM

9 PHYSICAL EDUCATION

Number of Semesters: Two
Periods/Fortnight: 4 periods

All students study Physical Education as a core subject in Year 9.
The course is structured using the Victorian Curriculum as a guide for learning and assessment activities.

Course Content

Students will participate in four different Term based Units per semester;

- Term 1. **Personal Trainer** - Students design, implement & evaluate personalised plans for improving or maintaining their own and others' physical activity & fitness levels.
- Term 2. **Pass and move** – Students develop, implement & evaluate movement concepts & strategies involved in invasion sports and game.
- Term 3. **Balance and movement** – Students evaluate their own and others' movement compositions and provide and apply feedback in order to enhance performance situations; Gymnastics/ Dance
- Term 4. **Serve it up** – Students transfer their understanding from previous movement experiences to create solutions to movement challenges within Striking, Fielding and Net Games.

Some activities will be run in the local Geelong community and will involve a cost for transport and admission to use the facilities, for example, Table Tennis, AeroSport Centre for Gymnastics.

Assessment

- **Practical** – Students are required to participate in all practical sessions; strategic planning, coaching cooperation, skills fitness & safety.
- **Theory** – theory classes will be **held regularly** throughout the semester to support the practical sessions. For example some activities may include; PowerPoint presentation, brochures, laboratory reports, and other forms of formative worksheets.

Guest speakers may also be engaged to instruct the students in class time.

CONTACT PERSON: MR BELL

9 GEOGRAPHY

Number of Semesters: One

Periods/Fortnight: 5 periods

Content

Student's study the relationship and interaction between the natural and human environments, from a spatial perspective. The two units studied are:

1. **Biomes and food security** focuses on investigating the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.
2. **Geographies of interconnections** focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

These areas of study focus on current issues and events and their effect on the environment, economy and people. A range of scales is considered: local, regional and global.

Assessment Tasks

- Mapping and practical skills
- Research using a variety of sources
- Bookwork
- Tests of skills, knowledge and understanding
- Class activities and participation

CONTACT PERSON: MR KLINE

HISTORY

Number of Semesters: One

Periods/Fortnight: 5 periods

Course Aims

The study of this unit will provide a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalisation and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War 1 1914-1918, the 'war to end all wars.'

Topics

1. Movements of People

Study 1: Making a Better World

- The population explosion
- Trade, empire and shipping
- Child Labour
- Crime and Punishment
- Migration

Study 2: Australia and Asia

- Beginnings of conflict
- Blood on the frontiers
- 'White Australia' and the outside world
- Nationalism and Australian identity
- Voting rights for women

2. World War 1

- What caused the Great war
- The Western Front
- Gallipoli
- Trench warfare
- The home front

CONTACT PERSON: MR THOMPSON

ECONOMICS

Number of Semesters: One

Periods/Fortnight: 5 periods

Economics is the study of how different societies allocate scarce resources to satisfy the wants and needs of its members. As with any social science, economics is concerned with human social behaviour: the behavior of individuals and the interaction among them. Economics is also concerned with how to best manage resource scarcity and addresses the requirements for human survival and economic sustainability.

Topics

- Discovering the meaning of Economics
- Needs and wants – What kind of consumer am I?
 - Teenage affluenza
- Supplementary and complementary products – wise buying and purchasing decisions
- An introduction to demand and supply
- An investigation into the issue of poverty from an economics perspective
- Globalisation – the importance of logos in the lives of teenagers

Assessment Tasks

- Case study
- Poster
- Oral presentation using internet research
- Review questions – on a DVD
- Brochure and news article
- Exam

Resources

- Teacher reference text – “Money, Markets and Citizenship – VCTA”, 2nd edition, Jules Aldous et al.
- DVDs – Movies and documentaries
- Internet research
- Class sets and handouts

CONTACT PERSON: MS SCANNELL

LANGUAGES

Number of Semesters: Two

Periods/Fortnight: 6 periods

LANGUAGES = Indonesian or Italian

Learning a language offers students the opportunity to:

- Use the language to communicate with its speakers
- Understand how language operates as a system and, through comparison, how other languages, including English, are structured and function
- Gain direct insights into the culture or cultures which give the language its life and meaning
- Consider their own culture, and compare it with the cultures of countries and communities where the language is spoken
- Add to their general knowledge
- Enhance their vocational prospects

Content

Each semester is based on themes depending on the language. Topics may include:

- | | |
|--|--|
| <input type="checkbox"/> Leisure time | <input type="checkbox"/> Weather and the environment |
| <input type="checkbox"/> In the home | <input type="checkbox"/> School |
| <input type="checkbox"/> Going into the city | <input type="checkbox"/> Transport/Travel |
| <input type="checkbox"/> Clothing and shopping | <input type="checkbox"/> Markets & restaurants |
| <input type="checkbox"/> Public holidays and festivities | |

Assessment

Assessment is based on reading, writing, listening and speaking.

Assessment may take the following forms:

- | | |
|-------------------------|---|
| • Topic tests | • Role plays |
| • Listening | • Writing letters, emails, post cards, etc. |
| • Comprehension | • Cultural Assignment |
| • Reading comprehension | |

CONTACT PERSON: MS COLOGNI - ITALIAN / MS PURDY - INDONESIAN

STRIVE

Number of Semesters: Two

Periods/Fortnight: 6 periods

Strive is an innovative subject developed specifically to meet the needs of Year 9 students. It focuses on developing independent thinkers and provides them with essential Life Long Skills. Learning themes include: Term 1 – Strive into your future; Term 2 – Strive into Pathways; Term 3 – Strive into the Community; Term 4 – Strive onwards. Ultimately, students engage in various activities, workshops and motivational guest speakers throughout the year to enhance their community engagement, develop career pathways; further develop positive social skills, increase student engagement and mapping of individual pathways.

The subject takes learning beyond the classroom and gives students the opportunity to develop and explore their own interests and passions. Strive provides the foundation for students to become better citizens, to develop a greater sense of responsibility and the ability for greater self management.

CONTACT PERSON: MS WOODHART

THE ARTS

Arts electives for Year 9 include Art, Ceramics, Painting & Drawing, Visual Communication, Drama, and Music. The Arts program provides the opportunity for students to express themselves through a wide range of creative activities. It also aims to develop perception and self-confidence.

DURATION: One Semester Unit
5 or 4 periods per fortnight

CONTACT PERSONS: MS STEVENS

Specific contact persons are listed below the description for particular areas of study within the Arts area.

ART

Number of Semesters: One
Periods/Fortnight: 4 periods

Course Aims

- Students build on previous skills to acquire valuable new skills and techniques to develop their drawing capability
- This will lead to an intense study of realistic portraiture.
- Students learn the Elements of Art, in particular using tone to create form
- Students develop the ability to annotate, being an integral part of their future art studies

Course Content

Students will learn the different functions of the brain and which side of the brain is useful in the creation of artworks. They will undertake a variety of activities to prepare them for their final realistic portrait drawing. Students initially create an unassisted self-portrait to later use as a 'before and after' comparison (see images below). Students examine artworks from the Pop Art period, particularly focusing on Lichtenstein where they create an inspired artwork using an original portrait. Students develop drawing techniques and the correct use of materials, with a direct focus on mastering graphite.

Assessment

At the end of this course students should present all activities and works undertaken in their visual diary. An evaluation is made regarding their design process and that of their final artwork. Students evaluate their own success in the form of a detailed self- assessment process.



Activity to prepare for Final Portrait



Lichtenstein and Pop Art

CONTACT PERSON: MS GREGORY

CERAMICS

Number of Semesters: One

Periods/Fortnight: 4 periods

Ceramics is to be offered to Year 9 students as a continuation of the Year 7 and 8 courses. The main objective is to offer students a longer and more concentrated period of time to develop the necessary skills in this area. It is expected that students will experience a range of ceramic techniques.

Students will be encouraged to develop their skills, as well as aesthetic appreciation, personal expression, enjoyment, visual awareness and imagination through continued use of ceramic materials and techniques.

The Year 9 Course consists of two main areas:

1. Arts Practice

This is the practical component of the course and involves students in exploring ideas, developing skills and techniques and presenting their art works. This area represents the major part of the course and offers a varied syllabus including working with a broader range of Ceramic materials and techniques.

2. Responding to the Arts

Students engage in descriptions, analysis, interpretation and evaluations of their own and others' artworks. They also learn about art history and the relationship between social and cultural issues and art.

ASSESSMENT: Both Arts Practice and Responding to the Arts will be separately assessed and reported.

CONTACT PERSON: MS STEVENS

PAINTING AND DRAWING

Number of Semesters: One

Periods/Fortnight: 4 periods

The following subject, which is similar to the Year 10 Art course, is offered to all Year 9 students. The main purpose of this course is to give Year 9 students preparation for acceleration into Year 11 Art or Studio Art during Year 10. **Any** Year 9 student may undertake this course. Students who have successfully completed both Year 9 Art and Painting and Drawing will be allowed to accelerate into Year 11 Art or Studio Art.

The Year 9 Painting and Drawing course will continue to be available in both semesters.

Aim

- Students explore the aesthetic potential of painting and drawing to express their ideas of metaphors as self-portraits.
- Students will further their understanding of art analysis and historical and cultural context through the study of the artworks of others.

Content

1. Arts Practice

Students will produce a folio that consists of developmental work that includes:

- A collection of resource material
- Preliminary sketches
- Refined drawings and exploration of materials and techniques.

This work will lead to the completion of a number of final paintings and drawings.

2. Responding to the Arts

Students will complete relevant written work pertaining to art criticism and aesthetics.

Assessment: Both Arts Practice and Responding to the Arts will be separately assessed and reported.

CONTACT PERSON: MS ZAHRA

VISUAL COMMUNICATION

Number of Semesters: One

Periods/Fortnight: 5 periods

Visual Communication is a study in communication between people, through visual representation. Students will learn to design and prepare graphic sheets covering a wide range of topics.

Visual Communication explains, directs, shows and measures, using symbols, diagrams and drawings. Students will be taught to produce graphic examples using traditional instruments as well as computer aided drawings.

The Year 9 Course consists of two main areas:

1. **Arts practice**

This is the practical component of the course and involves students in exploring ideas, developing skills and techniques and presenting their work to others. Students will develop manual skills using a wide range of media and equipment. Some computer work will also be required.

2. **Responding to the arts**

Students engage in descriptions, analysis, interpretation and evaluations of their own and others works. The importance of annotations and review of their own work will be stressed. Research and analysis of other work through reading, internet and presentation of examples is a key component of the course.

They also learn about the graphic communication histories and the relationship between social and cultural issues, and graphic communication practices.

Assessment: Both Arts practice and responding to the Arts will be assessed and reported.

CONTACT PERSON: MR STOCKTON

DRAMA

Number of Semesters: One

Periods/Fortnight: 4 periods

The Drama course in **Semester One** involves improvisation, play building and play-writing which allow for the creation of an original theatre piece which will be performed for the TakeOver Program at GPAC. This involves a number of schools within the Geelong area performing a self-devised piece. Work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management and sound and lighting. Increasingly, students use new technologies such as digital FX and multimedia. There are 3 excursions involving workshops to the Geelong Performing Arts Centre.

Cost: There will be costs involved in attending performances outside of BHS.

The Drama course in **Semester Two** also has a strong performance base, complimented with a focus on the 'process' of performance as well as the creation of a polished end-product. The creation of a series of shorter dramatic statements, exploring the way humour works and how it operates in drama will be used in the creation of a group devised performance.

CONTACT PERSON: MS MANN

MUSIC

Number of Semesters: One

Periods/Fortnight: 4 periods

Aims

The Year 9 Music course involves students in a variety of activities including listening, performing and composing. This subject is based on music performance (both solo and group), and learning about music in film and television. Students will need to be able to play a musical instrument, or sing, or be willing to learn an instrument throughout this unit. Students will study all aspects of putting together a performance program, ranging from – song-writing, arranging music, theory, aural training, and rehearsal techniques, as well as learning about the use of music in film, television and video games.

Content

1. Students will prepare and present a Solo and Group performance program on the instrument (including voice) of their choice
2. Students will keep a record of aural training and theory exercises and undertake tests to develop their skills in these areas
3. Students will undertake a variety of Listening Journal activities to develop their skills and knowledge of the elements of Music
4. Students will undertake written activities investigating a variety of musical styles developing their skills in the use of musical language and observation
5. Information technology skills will be developed through creative and research activities, including the use of music-specific computer programs

Assessment

- Solo and Group Performances
- Aural and Theory tests
- Maintaining a Listening Journal
- Presentation on a Film/TV/Video game composer
- Portfolio of creative work

CONTACT PERSON: MS L MORTON / MS A LINTON

GUITAR

Number of Semesters: One

Periods/Fortnight: 4 periods

Aims

The Year 9 Guitar course involves students in a variety of activities including listening, performing and composing. This subject is based on music performance (both solo and group), and learning about the Australian Music Industry. Students will need to be able to play the Guitar, or be willing to learn the Guitar throughout this unit. Students will study all aspects of putting together a performance program, ranging from – song-writing, arranging music, theory, aural training, becoming familiar with sound equipment (P.A. Operation), and rehearsal techniques, as well as learning about the Australian Music Industry and careers.

The school will supply Guitars for students to use in class.

Content

1. Students prepare and present a Solo and Group performance program on the Guitar
2. Students prepare an assignment on a selected Guitarist and their Guitar performance techniques
3. Students will present a song analysis of a track featuring the Guitar using the elements of Music
4. Students will maintain a Listening Journal
5. Students will develop Music theory and reading skills
6. Students will maintain a portfolio of song writing activities

Assessment

- Solo and Group performance on Guitar
- Assignment on a Guitarist and their Guitar performance techniques
- Song analysis of a track featuring the Guitar
- Listening Journal
- Music Theory and Music reading workbook and tests
- Song writing portfolio

CONTACT PERSON: MS MORTON / MS LINTON

DESIGN AND TECHNOLOGIES

Design and Technologies: Electives for Year 9 Design and Technologies learning area include Fibre, Food, Metal, Wood and Systems. The Design and Technologies Curriculum provides the opportunity for students to create quality designed solutions. Students consider the economic, environmental and social impacts of technological change, and how the choice and use of technologies may contribute to a sustainable future. Students also take into account the ethical, legal, aesthetic and functional factors that inform the design processes.

Standards in the Design and Technologies Learning Area are organised in three strands:

- Technologies in Society: Students explore issues around sustainability and emerging technology.
- Technology in Contexts: Students look at characteristics and properties of materials for product development.
- Creating Designed Solutions: Students create products within the sub strands of Investigating, Generating, Producing, Evaluating, Planning and Managing.

DURATION: One Semester Unit
4 periods per fortnight.

CONTACT PERSON: MS DONALD

FIBRE

Number of Semesters: One
Periods/Fortnight: 4 periods

Content Students design, create and evaluate a series of products including boxer shorts, a pencil case and an upcycled garment for the Op Shop Project. They use tools, equipment, machines, materials and processes to safely and creatively make their products. Students explore materials characteristics and properties including sustainability. They use planning and managing processes to coordinate their designed solution.

Assessment: Students will be assessed on their ability to meet Victorian Curriculum Standards by performing learning tasks to demonstrate the application of knowledge and skills.

Cost: The students will need to purchase their own fabric for the boxer shorts as well as \$10 to buy a garment at the Op Shops.

CONTACT PERSON: MS B DONALD

FOOD

Number of Semesters: One
Periods/Fortnight: 4 periods

Content

Investigating And Designing: Students combine practical and design skills with knowledge to generate design options.

Producing: Students work in teams, pairs or individually. It includes the safe use of tools and equipment to manage ingredients and processes to produce a quality product.

Analysing and Evaluating: This involves students describing, analyzing and reflecting on the value of their product, often in a comparative manner.

CONTACT PERSON: MS E CAVE

METAL

Number of Semesters: One
Periods/Fortnight: 4 periods

Content

Investigation and Design: Students gather information, develop and use design and technology skills, knowledge and processes to create new or improved products.

Production: Students use tools, equipment, machines, materials and processes to safely and creatively make quality products.

Analysis and Evaluation: Students compare the outcomes of design and production activities and create relevant evaluations.

Assessment: Students will be assessed on their ability to meet Victorian Essential Learning Standards by performing tasks demonstrating the application of knowledge and skills.

CONTACT PERSON: MR D HEALEY

WOOD

Number of Semesters: One

Periods/Fortnight: 4 periods

Content Students investigate, design, produce and evaluate a personal storage product. They use planning and managing processes to coordinate their designed solution. Students use tools, equipment, machines, materials and processes to safely and creatively make their product. They explore materials characteristics and properties including sustainability.

Assessment: Students will be assessed on their ability to meet Victorian Curriculum Standards by performing learning tasks to demonstrate the application of knowledge and skills.

Cost: Students may supply their own wood materials and hardware or reimburse the school for materials used. The cost is determined by the choices made by students.

CONTACT PERSON: MS E CAVE

SYSTEMS TECHNOLOGY

Number of Semesters: One

Periods/Fortnight: 4 periods

Content

Students will learn how basic electronic components work and how to identify them. Students will then construct a mechanical/electrical project. Students will learn how to read inputs and control outputs with an 'Arduino'.

Investigation and Design: Students will investigate what an 'Arduino' is and what it can be used for, and will design a simple 'Arduino' project.

Production: Students will use tools, equipment, materials and components to safely and creatively make quality systems.

Analysis and Evaluation: Students complete written evaluations to determine how well the product complies with the design brief.

CONTACT PERSON: MR S WEBB

INFORMATION AND COMMUNICATION TECHNOLOGIES

GAMES PROGRAMMING

Number of Semesters: One
Periods/Fortnight: 5 periods

Aim

In Games Programming students use Game Maker or other software to design and develop their own interactive computer games, such as platform style games, mazes, platform and arcade games. Students investigate gaming elements such as storyline and characters and increase their knowledge of gaming genres. Students undergo a structured problem solving process, acquiring skills in planning, developing, testing and evaluating games.

Work Requirements

- Students will maintain a portfolio showing a progression of skills in Games development.
- Students apply the skills from the portfolio to an integrated game project of their choice.

Assessment

- Game Portfolio
- Common Assessment Task (Development of Game)

CONTACT PERSON: MR FEHLING

MULTIMEDIA

Number of Semesters: One
Periods/Fortnight: 5 periods

Aim

In Year 9 Multimedia students will be exposed to a range of software applications such as Fireworks, Flash, and Premiere to design and develop information products such as posters, collages, animations and movies. The subject aims to foster creativity and problem solving skills.

Students develop their knowledge on the characteristics of data by manipulating various data types, such as text, sound, numbers and images (still and moving), to create formatted information products. They plan the design of products according to accepted ICT presentation conventions and develop evaluation criteria for the effectiveness of each presentation style. These include meeting audience/user needs and communicating a message effectively. Students make ongoing modifications to their products to improve their efficiency and effectiveness.

Students become proficient in file handling procedures and maintain an up-to-date bank of digital evidence, and ensure it is easy to navigate, complies with ICT presentation conventions and demonstrates a diversity of ICT skills and knowledge.

Students use Internet technologies (such as search engines, forums, blogs and email) to support their projects. They learn to become responsible users of ICT, such as exploring the distinction between legal and illegal uses of ICT, creating information products that comply with ICT intellectual property law.

Work Requirements

- Students will create a portfolio containing samples from a variety of software applications.
- Students will analyse a particular information problem and develop a solution.

Assessment

- Portfolio of work
- Common Assessment Task (design tasks)

CONTACT PERSON: MR FEHLING

BARWON VALLEY VOLUNTEERING PROGRAM

Number of Semesters: One
Periods/Fortnight: 4 periods

The Community Volunteer Program (CVP) is a subject that gives students exposure to working with students with special needs at our neighbouring Barwon Valley School and opens their minds to the possibilities of working in this field later in their lives. The students at the Barwon Valley School range for 5 -18 years of age and are of all levels of ability. Participation in this program teaches students life skills that are transferrable in everyday life, like compassion, empathy, patience, persistence and gives them invaluable hands on skills in working with small groups and in a team environment. The Belmont High School students, in small groups, are allocated a supervising teacher and the same classroom/students for the entire semester. This is to ensure continuity with the staff and the students from the Barwon Valley School, in order to enhance the rapport, relationships and trust built over this time.

This program can be at times, challenging, but is very rewarding on a personal level and a powerful experience for those who participate.

Assessment – Induction program, including a tour of the Barwon Valley School; an online reflection outlining activities undertaking; reflection on personal achievements/self-assessment and teacher observation and feedback at the end of the semester.

CONTACT PERSON: MR N MASTERS