



GREATER  
**SHEPPARTON**  
SECONDARY  
COLLEGE

**YEAR**

**9**

# **SUBJECT SELECTION GUIDE**

**2023**





GREATER  
**SHEPPARTON**  
SECONDARY  
COLLEGE

**Greater Shepparton Secondary College**

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## YEAR 9 SUBJECT OVERVIEW

Subject Offerings	Details
English or EAL English	<ul style="list-style-type: none"> <li>• Writing – write for a variety of purposes and audiences</li> <li>• Reading – Read a variety of texts</li> <li>• Speaking and Listening</li> <li>• Cross Curricular Capabilities</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Cross Curricular Capabilities</li> <li>• Problem-solving</li> </ul>
Humanities	Topics revolving around social and cultural awareness, diversity, global economy and Australian history.
Science	Combination of practical and theoretical components.
PE	Combination of practical and theoretical components.
Health	1 semester
Elective A	Each semester students will do 4 electives (8 per year). These can be selected from English, Maths, Science, Arts, Technology, Humanities, PE, Languages and Extension Electives. All students must undertake Health in semester 1 or 2.
Elective B	Each semester students will do 4 electives (8 per year). These can be selected from English, Maths, Science, Arts, Technology, Humanities, PE, Languages and Extension Electives. All students must undertake Health in semester 1 or 2.
Elective C	Each semester students will do 4 electives (8 per year). These can be selected from English, Maths, Science, Arts, Technology, Humanities, PE, Languages and Extension Electives. All students must undertake Health in semester 1 or 2.
Elective D	Each semester students will do 4 electives (8 per year). These can be selected from English, Maths, Science, Arts, Technology, Humanities, PE, Languages and Extension Electives. All students must undertake Health in semester 1 or 2.

**It is recommended that students choose electives from a wide variety of subject areas. Languages electives run for a full year and count for two elective choices.**







## ENGLISH

### Description of 21st Century Skills:

This subject has been designed to enhance and strengthen students' literacy skills in a range of key areas, with a focus on developing critical thinking skills through writers' notebooks. Students will cultivate collaboration and communication skills through their work in book clubs; also developing leadership and social and cultural awareness in their discussions. Students will utilise a range of ICT literacy skills across the curriculum as they develop and demonstrate their learning and understanding in a variety of formative and summative assessment tasks which enable them to show their curiosity, initiative and adaptability.

### Description of the Learning:

Year 9 English focuses on developing students' skills in reading, writing and speaking & listening through the use of the readers' and writers' workshop program. Students will respond to a range of texts, many of their own choice, in their own readers' notebooks, and develop their skills as writers through daily practice in their writers' notebooks. They will cultivate specific skills using reading and writing strategies which will be developed and enhanced through mini-lessons demonstrated by the teacher. Students will then have the opportunity to practice and develop their own skills and responses in their notebooks and in formal pieces of writing. Students will study texts such as poetry, short stories, non-fiction texts and novels. The specific focus in Year 9 will be as follows:

- Developing an identity as an independent reader
- Working in book-clubs
- Studying and responding to core texts

- Narrative writing
- Informational writing
- Argumentative writing

### Description of the Assessment:

Regular formative assessment will take place in the form of entries in the reading and writing notebooks, student/teacher conferences, peer discussions and personal reflections. Summative assessments will also take place at regular intervals throughout the year, such as creative and narrative responses, persuasive texts, personal responses to texts, informative writing pieces, formal and informal spoken texts such as speeches, and formal essays. Students will work in groups and individually, establishing and consolidating their abilities to communicate and collaborate. Students will be expected to draft and edit their work, making choices about audience, voice, purpose and other literary devices in order to achieve their goals. The formal presentation of some pieces will be expected, whereas others may be presented more informally in order to demonstrate development in thinking and understanding. Showing the development of higher order thinking skills will be a key component of the assessment in English in Year 9 as students move towards the more complex requirements of senior English.

**Contact Person:** Caitey Wilton

## EAL ENGLISH

### Description of 21st Century Skills:

This subject has been designed to build students communication skills with student choice being integrated into learning and assessment tasks. Through collaboration with others, students will build their social and cultural awareness between their own, others and Australian culture. The following 21st century skills will underpin the teaching of EAL English and will be the foundation of every lesson:

- Critical thinking skills that allow the learners to process information in a variety of different ways
- Communication skills that allow the learners working together to improve their receptive and productive language skills
- Creativity skills that allow learners to make new connections and share their knowledge in a variety of different ways
- Collaboration skills that allow learners to work with others to reinforce newly learned vocabulary and grammar

### Description of the Learning:

EAL English focuses on developing and building the English language skills that are required for effective communication and for successful interaction within school and in the wider community. It supports students

to integrate their knowledge of multiple languages to enrich their learning across all subject areas. Students will undertake focused learning in three key areas:

- Reading and Viewing
- Writing
- Speaking and Listening

This subject provides individualised support, and extension activities are incorporated into every lesson.

### Description of the Assessment:

Within this subject students will participate in a wide range of assessment activities connected to the areas of study. These activities will include a mix of verbal assessments such as speeches, presentations and participation in group activities. Assessments will also include a mix of written assessments such as text analyses, persuasive pieces and narrative writing.

**Contact Person:** Megan Dixon



## SCIENCE

### Description of 21st Century Skills:

This unit is designed for students to develop their curiosity and initiative through an inquiry-based approach to learning. Using the Scientific Method, students are encouraged to think critically and creatively to solve problems, draw evidence-based conclusions and communicate their findings. They are supported to develop their scientific knowledge and understanding and acquire the skills needed to make informed decisions about local, national and global issues.

### Description of the Learning:

Throughout this unit students develop their knowledge and understanding through a student-centred inquiry approach to scientific investigation.

Science knowledge and understanding will be developed in the following areas;

- **Biological Science:** How multicellular organisms rely on their internal systems to respond to changes to their environment, including responses coordinated by the nervous system.
- **Chemical Science:** Composition of matter, the structure of atoms and an introduction to the periodic table. Chemical reactions, including combustion and acid base reactions are also investigated.

- **Physical Science:** The components and design of electric circuits for diverse purposes and the concepts of voltage and current are investigated. Explaining the interactions of magnets using the field model and investigating the composition and use of electromagnets will be studied.

- **Extended Scientific Investigation:** Students will be provided with the opportunity to investigate, plan, conduct, and present their findings into an extended investigation task on an agreed topic.

### Description of the Assessment:

Students will undertake regular formative assessment to guide the teaching and learning process. Assessed tasks will include a variety of reports on practical tasks and investigations, topic tests and research tasks. Where appropriate, students will be provided with freedom in presentation formats.

**Contact Person:** Sarah Beattie





## HUMANITIES

### Description of 21st Century Skills:

In Humanities students will have the opportunity to actively engage in 21st century skills through learning activities that encourage critical thinking and problem solving, social and cultural awareness. Students will actively participate in collaborative learning and be given opportunities to show initiative, be self-directed and develop the foundational literacy skills of ICT, financial, cultural and civic literacy.

### Description of the Learning:

In this subject students will develop an understanding of the history of the Industrial Revolution and Australian society up until the conclusion of World War One. Students will learn about the geographical knowledge and skills surrounding Biomes and food security, and the interconnection between people and places. In Civics and Citizenship students will study Australian Government, democracy, citizenship, diversity and identity. In Economics and Business students will examine business and work environments and develop their skills in financial literacy and making consumer decisions. Students will also explore Australia's place in a global economy. Students will spend time examining the reasons and events of the 'Holocaust'.

### Description of the Assessment:

A variety of assessment strategies will be utilised that meet the learning needs of students. Examples may include research tasks, presentations, reports, analysis and written tasks.

**Contact Person:** Craig Parker



## MATHEMATICS

### Description of 21st Century Skills:

This subject has been designed to further develop students' skills in critical and creative thinking through a series of problem-solving scenarios, including real world situations. Students will be required to regularly collaborate with their peers to find solutions to different problems and communicate their ideas. Students will use technology to aid this.

### Description of the Learning:

Mathematics in Year 9 focuses on learning a variety of topics from Number and Algebra, Measurement and Geometry, Statistics and Probability from the Victorian Curriculum. Students will extend their knowledge into the understanding of new concepts and being able to apply these skills in a range of contexts, moving from concrete through visual to abstract. Students will continue to develop problem solving skills and perseverance through undertaking challenging tasks. Students learn through communicating with their teachers and their peers, and learning will involve ongoing verbal and written interaction.

### Description of the Assessment:

Within this subject, students will complete a range of assessments including problem solving, projects and tests to measure their understanding and skill development. Students will complete pre and post assessments as a tool to measure their growth and highlight their individual needs. Students will also be able to show their understanding by completing projects where they apply their learning to new contexts e.g. creating their own survey questions, gathering data from peers, then representing and analysing this real-world data.

**Contact Person:** Tara Richardson



## PHYSICAL EDUCATION

### Description of 21st Century Skills:

This course has been designed to develop the skills and knowledge of students to be physically active for life. Students will perform a variety of tasks that will develop leadership, collaboration and communication skills within team environments. Students will incorporate the use of ICT to deliver effective feedback to self and peers.

### Description of the Learning:

Students will develop the physical and social skills for participating in a variety of sports and games. Students will engage in the following units for the Movement and Physical Activity component of this subject:

- Striking/Fielding games
- Net/Wall games
- Invasion games
- Lifelong Physical Activity

### Description of the Assessment:

- Creation and implementation of Physical Activity/ Fitness Plans
- Performance of roles in a SEPEP unit
- Providing and implementing feedback through the use of ICT
- Variety of tasks to assess the Health Curriculum

**Contact Person:** Alicia Cornelius



## HEALTH

### Description of 21st Century Skills:

This course has been designed to develop the skills and knowledge of students to be physically active for life. Students will perform a variety of tasks that will develop leadership, collaboration and communication skills within team environments. Students will incorporate the use of ICT to deliver effective feedback to self and peers.

### Description of the Learning:

Health education is a mixed gender class which focuses on the importance current health issues that young people are faced within our community. The theoretical sessions will focus informative, up to date information which will be used in decision making scenarios. Positive and negative consequences will be unpacked and risk-taking behaviours investigated. Topics covered include, drugs and alcohol, mental health and wellbeing, safety and reproduction. Students will also have the opportunity to attend the GV passport, Taking Care of Me and One punch presentations to consolidate their learning that has taken place in class.

Students will participate in this subject for one semester as an elective.

### Description of the Assessment:

A range of summative assessments may include:

- A reflection on learning from a presentation
- Researching health topics
- Planning for a safe party

**Contact Person: Alicia Cornelius**





## LITERATURE (EXTENSION ENGLISH)

### Description of the Learning:

Do you enjoy reading? Do you love stories? If so, this subject is for you. We will study novels, short stories, poetry and plays in detail. Students will study some set texts as a class, and in some cases, they will be able to choose. This subject is designed to extend students working at or above Year 9 level.

Students will develop a deeper understanding of characters and messages. They will examine the world of the text and writer's styles more closely and explore how classical texts are often re-interpreted in the modern day. They will respond to texts in activities which prioritise student choice. Students will study at least one classical text, and examine, analyse, compare and create creative responses.

Students will also investigate the industries surrounding literature; including editing, publishing, reviewing, analysing, recreating, advertising and selling. This could involve a visit to the local book store or town library, or to a Writer's Festival.

**Contact Person:** Caitey Wilton

**NOTE:** \*Eligibility for this extension program will be considered from a variety of sources such as Victorian Curriculum levels, SEA reports and teacher recommendations.

## EXTENSION MATHEMATICS

### Description of the Learning:

This subject is designed for students who enjoy the challenge of Mathematics, as a way to enrich their understanding of the subject. Students will undertake a range of tasks such as complex problem solving, involving investigation and the application of their knowledge to different contexts. Students will explore new areas of Mathematics, including researching famous mathematicians and their contributions to the field. Students will also have the opportunity to participate in the annual Mathematics Challenge.

**Contact Person:** Tara Richardson

**NOTE:** \*Eligibility for this extension program will be considered from a variety of sources such as Victorian Curriculum levels, SEA reports and teacher recommendations.



## CRIMINOLOGY (ADVANCED SCIENCE)

### Description of the Learning:

Ever watched CSI, Criminal Minds or Bones and thought “Wow! I want to do that as a job?” In this subject we will be looking at the science, psychology and legal systems being depicted in these kinds of shows. We will explore the roles of forensic scientists, forensic psychologists and the Australian Legal System and then use our knowledge to solve mysteries.

This is an Advanced Science unit and is aimed at highly motivated students wishing to extend themselves. It is recommended for students wishing to be considered for early entry into VCE Biology or VCE Psychology.

### Contact Person: Sarah Beattie

**NOTE: \*Eligibility for this extension program will be considered from a variety of sources such as Victorian Curriculum levels, SEA reports and teacher recommendations.**

## AVID ELECTIVE

(For students wishing to fast-track VCE subjects in year 10)

### Description of the Learning:

This program is designed for students who are planning to fast track a Year 11 VCE subject whilst completing Year 10. Students should have the desire to work hard and demonstrate consistently high effort and application across various learning areas. In this elective students will be introduced to a number of key strategies to support and enhance their ability to achieve at a VCE level. Such strategies include:

- Writing – learning to take comprehensive and summarised notes independently
- Inquiry – developing improved study skills to critically reflect and question presented material
- Collaboration – working with peers to deepen their understanding of content through reciprocal (peer) teaching and learning to understand the view-points of our peers

- Organisation – consolidation of organisational and time management skills
- Reading – embedding critical reading skills to develop a deeper understanding of various texts

Upon completion of this unit students will be better prepared to approach a rigorous academic pathway, including post-secondary education.

### Contact Person: Stacie Lundberg

**NOTE: \*Eligibility for this extension program will be considered from a variety of sources such as Victorian Curriculum levels, SEA reports and teacher recommendations.**

## LEAD: LEADERSHIP EXPLORATION AND DEVELOPMENT

### Description of the Learning:

"Positive leadership opportunities and experiences at school assist young people to transition into the community and the world of work and adult responsibility. Learning about leadership increases personal, academic and wellbeing outcomes in students."

This leadership unit will deliver curriculum that allows students to become proficient in:

project planning; reflection; problem solving; team building; decision making; goal setting; time management; project management and resource allocation; effective communication and networking; conflict resolution; diversity awareness; and self-confidence.

These leadership skills are explicitly taught through research, role-playing, team building exercises, use of selfdevelopment tools, and authentic membership of teams and committees within the Mooroopna Campus and through engaging in partnership with community organisations. Leadership will be put into action!

At the conclusion of the unit, LEAD students will understand what effective leadership looks like, feels like and sounds like. It is anticipated that the teaching and learning awakens emerging leaders amongst the Mooroopna cohort and they put their hand up for positions of responsibility in their senior years at school, in their sporting teams and as active citizens in their communities.

**Contact Person:** Daisy (Karen) Utber

**NOTE: \*Eligibility for this extension program will be considered from a variety of sources such as Victorian Curriculum levels, SEA reports and teacher recommendations.**

## eSports

### Description of the Learning:

Competitive video games are a vast growing medium of competitive sports, with the most common form of gaming being eSports. eSports are organised, multiplayer video game competitions, primarily played between professional teams with a focus on teamwork and competition.

Students undertaking this unit will learn about the eSports industry, develop skills in marketing and branding eSports

teams, and develop their personal skill at playing eSports with a focus on training, exercise and teamwork. While this unit will require the students to play video games, the focus is on serious, elite training and not on casual game play.

**Contact Person:** Will Lees







## CROSS-AGE TUTORING

### Description of the Learning:

Do you enjoy creating activities and working with younger students?

This unit focuses on students building the ability to work independently and develop skills in organisation, socialisation and leadership. Secondary students interact with peers, teachers, individuals and community members in a range of settings. Students spend time at local primary schools or a kindergarten interacting with students as tutors.

In their role as tutors, students will continue to develop skills in oral and written communication, planning, recording and evaluating ideas and activities in a learning journal. Students plan and implement tasks for one-on-one or in a group combination. Good mentors have solid interpersonal and communication skills and are able to motivate others to be flexible, accepting, adaptable and respectful.

Work requirements include reflection and recall of favourite childhood memories and influences when learning to read, write, draw and developing their imagination.

Students will analyse the ways that text structures can be manipulated for effect. They evaluate and integrate ideas and information to form their own interpretations with the understanding their views may change over time from various perspectives.

For enjoyment, students engage in a variety of literary and visual texts. Students research Walt Disney, (or the like) a film and television producer, pioneer in animated cartoon films, and creator of many characters and texts. Students view and analyse a children's film and complete a special project on children's picture storybooks.

**Contact Person:** Caitey Wilton



# MATHEMATICS ELECTIVES

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Additional Mathematics

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## ADDITIONAL MATHEMATICS

### Description of the Learning:

This subject is designed for students who want to improve their fundamental skills, understanding and fluency in maths with a strong emphasis on building students' confidence. Students will engage in a range of learning tasks designed to develop their understanding of mathematical concepts from concrete representations through to abstract. The topics studied will focus primarily on Number and its related sub-strands, while aspects of Measurement and Geometry will be included for application.

**Contact Person:** Tara Richardson





## A SENSE OF HUMUS (HEALTHY SOILS, HEALTHY FOOD)

### Description of the Learning:

Regenerative Agriculture is the future of farming and the future of the planet. It involves working with nature to heal our damaged soils, growing healthy soil ecosystems, healthy plants, healthy animals and healthy people. Regenerative agriculture has the potential to sequester more carbon back into our soils to make a significant impact in the atmospheric levels of CO<sub>2</sub> and slow climate change. Farmers all over the world are changing their practices and following the five principles of healthy soils, along with using livestock as a tool to achieve this.

This unit will spark wonder, a change in paradigms regarding food production and the environment, a sense of hope that agriculture is not the enemy of climate change if done regeneratively.

In this unit students develop practical skills and build an understanding of the interconnectedness of living things and the environment. Students work collaboratively to maintain and develop the worm farm, compost bins and vegetable gardens. Students will undertake soil testing, collect data and monitor the health of the soil and vegetation over time. They will learn to make biological

fertilisers and use these in the gardens. They will learn about sustainable living, growing their own food, building with recycled and natural materials and building local communities.

Students learn about the 5 Principles of healthy soils, Holistic Grazing Management, Permaculture, Biodynamics, the three pillars of sustainability, the 4 cycles (carbon, water, energy flow, community dynamics) the 5Rs (Refuse, Reduce, Re-use, Re-purpose, Recycle) the role of dung beetles, biological fertilisers, companion planting, competition, natural weed and pest management, soil testing and more.

This unit would involve a balance of classroom and outdoor work, excursions to local regenerative farms and visits from industry professionals and community members.

**Contact Person:** Sarah Beattie





## POSITIVE PERFORMANCE PSYCHOLOGY

### Description of the Learning:

Did you know happy people are more successful? Let's focus on your strengths instead of your weaknesses, prepare for the good in life instead of dwelling on the bad, and take the best parts of yourself to live a meaningful life.

Positive Psychology focuses on how emotions can greatly impact functioning. This unit allows students to identify what makes people happy and how happiness is defined and measured. Students explore their individual strengths, inspiration and gratitude, and identify ways in which they can utilise these to achieve their full potential in life. Students also investigate Performance Psychology, which will allow them to practice the many

ways that can improve their overall performance, both educationally and personally. For this outcome, factors such as anxiety, fear of failure, stress, sleep, relaxation, positive mindset and teamwork will be investigated. Students will learn to independently plan, select and use appropriate investigation techniques, including scientific experimentation, to collect data and address ethical issues associated with psychological research. Students undertake a variety of learning activities, including research investigations, case studies, writing tasks, diary writing, group discussion, community projects, volunteering and research activities.

**Contact Person:** Sarah Beattie

## YOUR ENVIRONMENT

### Description of the Learning:

This subject will explore the broad and exciting field of Environmental Science. What do you think would happen if all of the trees in the rainforest were cut down, or if chemicals were spilled in a river, or if rainfall increased drastically?

Environmental Science incorporates biological, chemical and physical components of the environment and the relationships between these and the plants and animals that live within it. Students will begin by investigating global systems, atmosphere and the lithosphere, constructing energy flow diagrams to help with their understanding of energy and nutrient flow through ecosystems paying specific attention to the relationship between plants and animals. As we move through the unit we begin to look more closely at the local area and the issues that are close to the heart for our community in the Shepparton area. Salinity, water management, industry, urban impacts on environment, conservation and land rehabilitation are examples of topics that will be explored by students.

Students will complete a major project on one of these issues that impacts the local area, making links with local environmental organisations in order to gain an appreciation of these.

Close access to Gemmill Swamp will allow us to monitor a range of environmental aspects including plant and animal populations and get involved in taking some responsibility for the care and maintenance of this land. Relationships with the local Catchment Management Authority and other environmental groups such as Landcare and River Connect will allow students to gain an appreciation for the work being done at a local level to help manage the environment around us in the Shepparton area.

**Contact Person:** Sarah Beattie





## BAND/INSTRUMENTAL

(Students must take this in Semester 1 & 2)

### Description of the Learning:

It is a requirement that you learn a brass, woodwind, string or percussion instrument to participate in this class. This year-long unit develops the skills required to perform both ensemble and solo music. During the Unit you will rehearse in a concert band setting, look at common styles of music for your instrument, participate in a research project on your instrument and attend a concert presented by a high-quality symphonic band or orchestra. Students will participate in community and festival performances.

It is widely known that regular participation in structured instrumental music improves both Literacy and Numeracy. Competencies of collaboration and creativity are fostered in the rehearsal process. Character qualities like persistence and grit result as students overcome the challenges offered by the graded repertoire selected.

Students rehearse in a band setting through carefully selected repertoire that promotes both instrumental and artistic development. Students will investigate the chief masters of their chosen instrument and present their research to the class. Students are encouraged to listen to past and present masters of their instrument with a view to developing their own sound.

Competency on the student's selected instrument is the main focus of this subject, so assessment will be in the form of performances, both in ensembles and solo. Assessment will be ongoing as part of the rehearsal process with some formal assessment of technical work. Students will gain feedback from any performances given.

**Contact Person:** Lachlan Gallacher

## MUSIC

### Description of the Learning:

This subject has been designed to stimulate student curiosity and creativity with student choice being encouraged in learning and assessment tasks. Students will utilise ICT literacy skills and collaboration skills within small ensembles, and communication skills will be built upon in the performance of songs.

Music focuses on teaching students the elements of music, with the fundamental belief that music is for any student, no matter how much experience they have. Students will have the opportunity to play a selection of instruments, all while exploring a wide variety of musical genres from different eras. Students will explore rehearsal techniques, reading music/chords/tab; prepare for performance; study composition, and improve their aural skills throughout the course.

Students will be assessed on their implementation of the various elements of music into their group performances. There will be the opportunity to present a song in a variety of ways including:

- Recording
- Class performance
- Performing for the teacher
- School or community performance

**Contact Person:** Lachlan Gallacher

## BEAT PRODUCER

### Description of the Learning:

This subject has been designed to stimulate student curiosity and creativity with student choice being encouraged in learning and assessment tasks. Students will utilise ICT literacy skills and collaboration skills within the mini-tasks and communication skills will be built upon in the presentation of compositions and projects.

Beat Producer provides students with the opportunity to develop their skills in electronic music production, composition, multimedia creation – film, animation and sound – and starting an online business. The students explore various production methods that strengthen their composition and creative skills through exploring music loops, song creation, film soundtracks and podcasts.

Students build skills to be able to critically analyse composition and production techniques that range from the basic to a professional level, used in podcasting/radio and studio recordings.

By the end of the unit, students are able to start a business as a musician or DJ by creating webpages, using music streaming platforms and creating other virtual music products – MP3s, posters, banners and much more. Topics include: Fundamentals of Production, Song Form Analysis, Song Writing Basics, Podcast and Song Creation, Soundtracks, and Animation and Foley.

**Contact Person:** Lachlan Gallacher

## PITCH TO PERFORMANCE (VOICE)

### Description of the Learning:

In Pitch to Performance, students will sing and explore the use of technical skills and how music theory is applied to create harmony in singing. Students will examine different song themes, eras and genres, and explore the meanings behind the music they choose. They will create musical ideas and express themselves through the development of improvisation and song-writing skills. They will look at how other cultures have used music to celebrate, teach and tell stories.

There will be guest speakers from the music industry who will talk about their profession and give students an insight into future possibilities. Students will perform both solo and ensemble works a number of times during the semester and will contribute to the organising of performances – both at school and in the community. The unit concludes with a live performance to an audience.

**Contact Person:** Lachlan Gallacher



## ARTS ELECTIVES

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## CERAMICS

### Description of the Learning:

Students aim to create ceramic artworks by combining a selection of stylistic features from historically significant cultures with their own personal ideas and influences. Students investigate the styles and characteristics of various cultures, artists and art movements. They develop an understanding of how perspectives and ideas have impacted on ceramic artworks in throughout history. Students consider their own views and interests and connect the inspiration from their learning to the planning of their own works. They make aesthetic choices in the development of their designs by manipulating selected features from research into personalised artworks.

Students work through a process of exploration, refinement and evaluation. They develop skills in design drawing and apply ceramic construction and decoration techniques in the creation of their artworks. Students maintain a visual diary which documents the visual and intellectual development of their practical work.

- **Students must supply their own laptops for this class.**

**Contact Person:** Alison Sealie

## DANCE

### Description of the Learning:

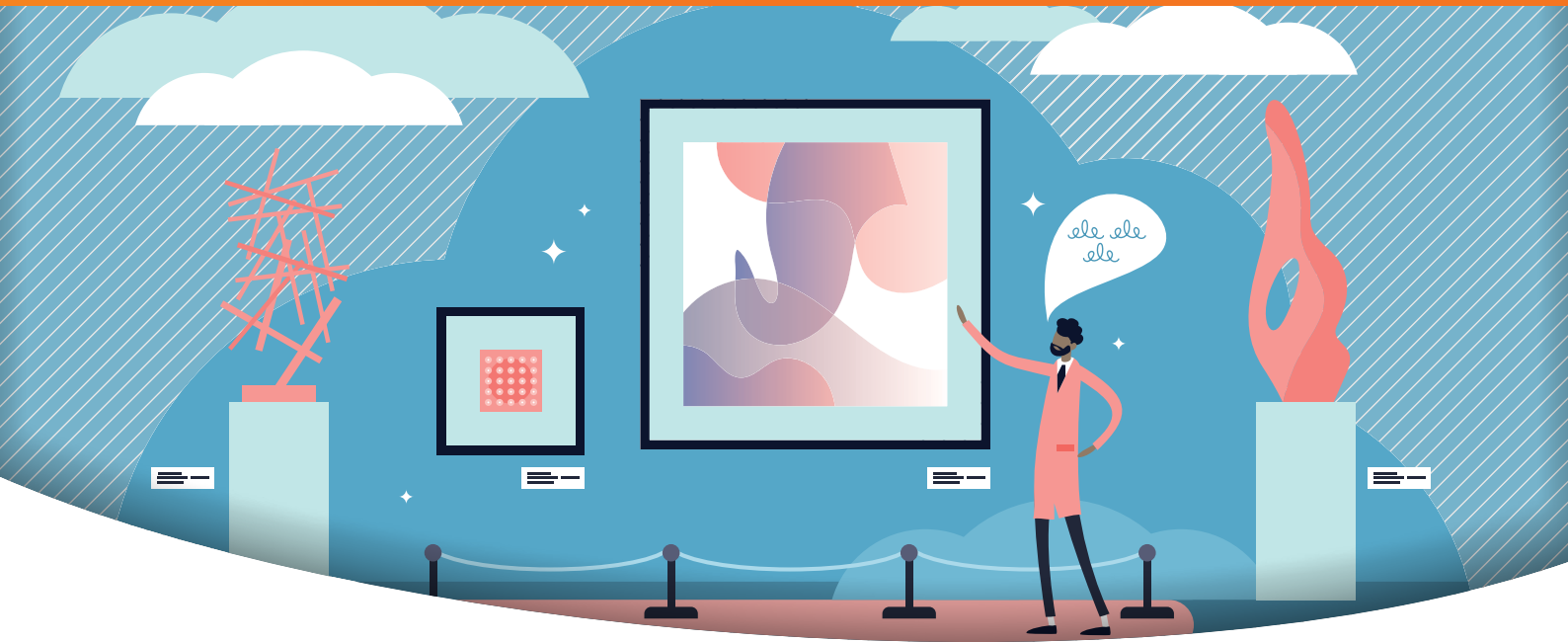
Love to Dance? Do you enjoy learning new Dance routines, performing Dance, watching others Dance & creating your own Dances? Dance is a form of artistic expression, entertainment and fitness. This is a very practical subject where you get to Dance nearly every lesson! It develops problem solving techniques, creative thinking, and leadership skills and is an important part of many cultures around the world. In this unit you will perform for an audience and be a part of the GSSC Dance Showcase on stage with costumes and lights. In class, Dance students will learn choreography from their teacher, regularly take part in skill development through warm ups, learn about

safe dance practice techniques, explore the Elements of Dance and Choreographic Devices to create your own dances using a genre of your choice. There are many significant performers and choreographers across different genres who have pioneered dance into what we see today. We will be investigating some of these people and their impact in dance around the world.

- **Some additional rehearsal time will be required leading up to the Dance Showcase performance.**
- **Students must supply their own laptops for this class.**

**Contact Person:** Alison Sealie





## DIGITAL ART

### Description of the Learning:

Photoshop, Illustrator and Me! Oh My! Have you ever given any thought about making artworks purely on the computer? Then Digital Art is for you. In this elective, students will develop an understanding of how software and digital devices can be used to create digital artworks and how digital artworks are part of our everyday life. They will have the opportunity to use a range of programs, including Adobe programs to create digital artworks. Students will analyse and interpret the work of digital artists.

They will investigate the different art styles of digital artists, the programs and techniques used and ideas behind the development of digital artworks. This investigation can be used in the development of their own work. Students will have the opportunity to visit the Shepparton Art Museum and put on their own exhibition at the end of the course.

- **Students must supply their own laptops for this class.**

**Contact Person:** Alison Sealie

## DRAMA

### Description of the Learning:

Welcome to the world of theatre! In this subject, you will be able to explore the rich and varied history of theatre; exploring theatrical styles from a range of cultures and periods. From some of the oldest forms of 'clowning' and comedy to gritty modern drama, students will be asked to include specific stylistic 'ingredients' to develop up their scenes. Actors will learn how to make and interpret original characters and create exciting stories for presentation to an audience. You will also be given published scripts to interpret and will work closely with others in group, learning lines and rehearsing collaboratively.

Year 9 Drama is essential for those of you looking ahead to VCE Theatre Studies or VCE Drama - especially if intending to fast-track. This class provides vital knowledge of theatre history and practical skill foundations which will be expected in later courses. At Year 9, we also begin exploring how to watch and evaluate live professional theatre performances (another skill essential in VCE). This class becomes a tight-knit team as we work with a sense of fun, play and creative exploration!

- **Students must supply their own laptops for this class.**
- **Some additional rehearsal time will be required leading up to and on the day of this performance.**

**Contact Person:** Alison Sealie

## MEDIA

### Description of the Learning:

Students will explore a range of techniques for media products, this may include print publication, video, photography, sound and/or animations. Students view and analyse a range of media products from other times and cultures and develop a general understanding of the history and development of the media process.

Students use editing software to develop skills in media production. This cross cultural unit allows students to develop their personal interests within the media process for presentation to an audience.

- **Students must supply their own laptops for this class.**

**Contact Person:** Alison Sealie

## PAINTING AND DRAWING

### Description of the Learning:

In this elective, students will have the opportunity to explore a range of drawing and painting materials and develop skills in using these materials to create different visual effects and to communicate ideas. Students will analyse how imagery and messages are conveyed in paintings and drawings and develop an understanding of how the meaning of art can be interpreted differently.

Students maintain a visual diary/ folio which records the development of their practical work. Students work through a design process: exploring ideas and materials, using artistic inspiration, refining, evaluating and presenting their work.

- **Students must supply their own laptops for this class.**

**Contact Person:** Alison Sealie





## PHOTOGRAPHY

### Description of the Learning:

What is the difference between a good photograph and a great one? The photographer, not the camera! In this subject, we will learn how to use digital SLR cameras to help you on your way to be a better photographer. After we have the basics under control, we will begin to explore different techniques photographers use as well as completing a research assignment on photographers, Troy Pavia and Ansel Adams. This art subject allows budding young photographers to learn how to take better

photographs as well as learn some cool tricks of the trade in Photoshop. Once students have completed the required 20 practical sessions, students can continue to experiment and explore photography by creating their own photoshoots. Students will be invited to enter photography competitions and have their work displayed around the school.

- **Students must supply their own laptops for this class.**

**Contact Person:** Alison Sealie

## PRINTMAKING

### Description of the Learning:

Printmaking is an artistic process based on the principle of transferring an original artwork from one surface onto another surface, most often paper. In printmaking, more than one version of the original artwork is made. This subject introduces students to the art of printmaking. Students will learn about the different types of printmaking and their processes. They will learn how to safely use the printmaking press and equipment to create a series of prints.

Students may explore the following printmaking processes:

- Mono-printing
- Collagraph

- Gelli-plate
- Foam printing
- Lino cutting
- Drypoint on Perspex
- **Students must supply their own laptops for this class.**

**Contact Person:** Alison Sealie



## SCULPTURE

### Description of the Learning:

Do you enjoy Art and working with your hands? Students will discover the connections between Sculpture and other art disciplines as they relate specifically to three-dimensional art. Students will gain knowledge in additive, subtractive, and assemblage techniques as sources of construction. Students may have the opportunity to explore a range of 3D materials such as wire, plaster, papier maché, 3D printing and found objects.

The course will also teach students to make connections between art history, culture and self (personal learning). Students will learn how to react, respond and reflect upon their own works and others through class discussions and written evaluations.

- **Students must supply their own laptops for this class.**

**Contact Person:** Alison Sealie

## VISUAL COMMUNICATION, DESIGN & TECHNICAL DRAWING

### Description of the Learning:

This valuable elective allows students to build knowledge around two-dimensional, three-dimensional technical drawings. Students gain a better understanding of the History of Advertising, the Design Elements and Principles and the power of Typography and Imagery. They adapt their ideas and sketches by building their digital Photoshop skills

whilst working through a design process to make their own products, advertisements and promotional material.

- **Students must supply their own laptops for this class.**

**Contact Person:** Alison Sealie





## BUILDING AND CONSTRUCTION

### Description of the Learning:

This subject allows students to experience the skills and pathways associated with the building and construction industry. Through a hands-on approach, students will be given the opportunity to develop fundamental skills in Carpentry and various other trades. Students will undertake their learning both indoors, outdoors, independently and as part of a team. They will be exposed to plant (industrial space) and equipment that are trade specific and be given individual choices when deciding what items to produce.

The subject will promote critical and creative thinking and will have a focus on investigation, generating designs, planning and managing, and evaluation. An emphasis will be placed on the safe and correct use of equipment while working on an online Occupational Health and Safety unit. Building and Construction at Year 9 is a great experience for students who may be interested in VET Building and Construction as a future pathway.

**Contact Person:** Nathan Saddlier

## TEXTILES

### Description of the Learning:

Would you like to develop your creative skills using fabric? Do you see yourself as a future fashion designer or interior designer? Then maybe this subject will interest you. The Year 9 Textiles course is very diverse and provides scope for you to learn and appreciate textiles and explore ways to upcycle various textiles items. Students in this class may gain experience in hand stitching, applique, beading, sequins, patchwork, machining, textiles crafts, fabric design and decoration.

Students will have the opportunity to choose from a variety of projects including cushions, tote bags, pencil

cases, hoodies or draw string bags. They will use the design process to create designs and make various clothing items, going even as far as making craft or decoration items from their own particular culture. They will use sewing machines and overlockers to make various project items and learn various embellishment techniques for decoration purposes on different objects.

**Contact Person:** Nathan Saddlier

## FABRICATION

### Description of the Learning:

Let the sparks begin for this amazing subject that allows students to experience the fabrication trade through a hands-on learning approach that promotes student creativity and critical thinking. Students will use a range of fabrication techniques to manufacture various models out of metal. Through self-generated research, students design their model in detail prior to construction. Fabrication incorporates numerous engineering skills such as welding,

plasma cutting, folding, bending and a range of power tool operations, such as angle grinding and cutting. Fabrication encourages students to adopt problem-solving techniques throughout the design and construction of their chosen model. This is a great subject for those possibly interested in the fabrication trade and is a great way to prepare for VET Engineering.

**Contact Person:** Nathan Saddlier

## ENGINEERING

### Description of the Learning:

Wow! What a great all-rounder of an Engineering subject. This subject gives students the opportunity to develop skills in the Mechanical Engineering trade. Students will learn to use a range of hand and power tools including the operation of complex machines to construct their practical models with precision. The use of precision measuring tools will be

used throughout the construction. Drawing interpretation will be a major focus, along with the designing process. This subject will help students to develop skills that will be valuable if they are interested in VET Engineering as a future pathway.

**Contact Person:** Nathan Saddlier



## FURNITURE MAKING

### Description of the Learning:

Who would like to design and produce their very own individual piece of furniture that they can be proud to take home and use every day?

This unit has a focus on designing and producing a small piece of furniture using a combination of materials and processes all of which are documented in a student folio.

Students investigate the possible solutions to make a piece of furniture thinking about the constraints and considerations. Students generate specific design options in both traditional isometric and orthogonal drawings. Research, production planning, materials, costing and evaluation forms the core of the folio.

Emphasis will be placed on the safe and correct use of hand and power tools, while working on an Occupational Health and Safety Online Unit to create a safe and friendly environment.

Students will also have the opportunity to participate in a field trip to local cabinet making business. Students will compare furniture made with traditional skills, techniques and processes, to modern computer-generated emerging technology processes.

**Contact Person:** Nathan Saddler

## THE WORLD ON YOUR PLATE

### Description of the Learning:

Do you enjoy eating interesting and new foods? Would you like to travel and experience the foods and culture of other countries? In Australia we are lucky to have a wide variety of foods to choose from that have been introduced by the many different cultural groups that now live here. In this unit you will get to taste many foods from around the world. Starting with an investigation of our own Indigenous and native foods, we then move onto Italy, Greece, Turkey, Middle East, China, Indonesia, and many more of the cultures that exist

in our local community. You will learn about their history, geography and traditions in addition to experiencing new ingredients and methods of preparation. You will develop many basic skills such as safety, hygiene, knife use, time management and recipe interpretation, as well as learning new techniques in food preparation and presentation. There may also be opportunities to visit local restaurants and learn from different visiting cultural groups.

**Contact Person:** Nathan Saddler





## CAFÉ CULTURE

### Description of the Learning:

In this elective students examine modern Australian café culture. Students will cook a range of foods including fresh fast food, popular breakfast brunches and lunches. They will look at coffee and tea and their place in a fair-trade world and operate a café at school.

Students will examine global trends and the impact food miles have on the environment. We will use a variety of cooking techniques and equipment; students will investigate, design, produce and evaluate their meals.

**Contact Person:** Nathan Saddlier

## LET'S ENTERTAIN

### Description of the Learning:

Do you enjoy entertaining your friends and others? This course will develop your skills in menu planning, preparing and presenting foods safely for a range of occasions. You will make foods for each part of the menu including finger foods, soups, entrees, mains and desserts. You will learn

to cater for people with dietary and cultural needs. Food presentation skills such as garnishing, decorating and food photography will also be included.

**Contact Person:** Nathan Saddlier





## EV3 LEGO ROBOTICS

### Description of the Learning:

This unit will inspire students to think about how important computer programming is in our everyday lives. The students will gain experience in programming through a mixture of direct teaching, experimentation and exploration, and tutorials from the LEGO® MINDSTORMS® Education EV3 Software.

Working in pairs, students will complete project-based learning in a computer science and STEM environment, enabling them to improve critical-thinking, problem-solving, and collaboration skills.

Students will learn to control robots using a variety of sensors: touch, colour, ultrasonic and gyro. Using the EV3 software, they will then program and download these

programs to control a variety of motors that will mobilise their robot. Students will learn to re-program, experiment and control the functions of their robot. Their first robot will have to successfully navigate a course by controlling the sensors and motors.

When they've completed the introductory program, the students will then construct and program a second robot simulating how robots are working in industry.

**Contact Person:** Nathan Saddlier

## HUMANITIES ELECTIVES

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## MY 2040: SAVING THE PLANET

### Description of the Learning:

This unit will introduce students to the challenges that the world and individuals are facing as a consequence of climate change and disposable consumerism (throw-away society). Students will be armed with the knowledge and critical thinking skills to make ethical and sustainable choices.

They will investigate what solutions are currently in existence, and how, as a society and as individuals, they can make an impact to create positive change.

Students will explore what the future could look like by the year 2040 if society embraced the best solutions already available to us in order to improve our planet.

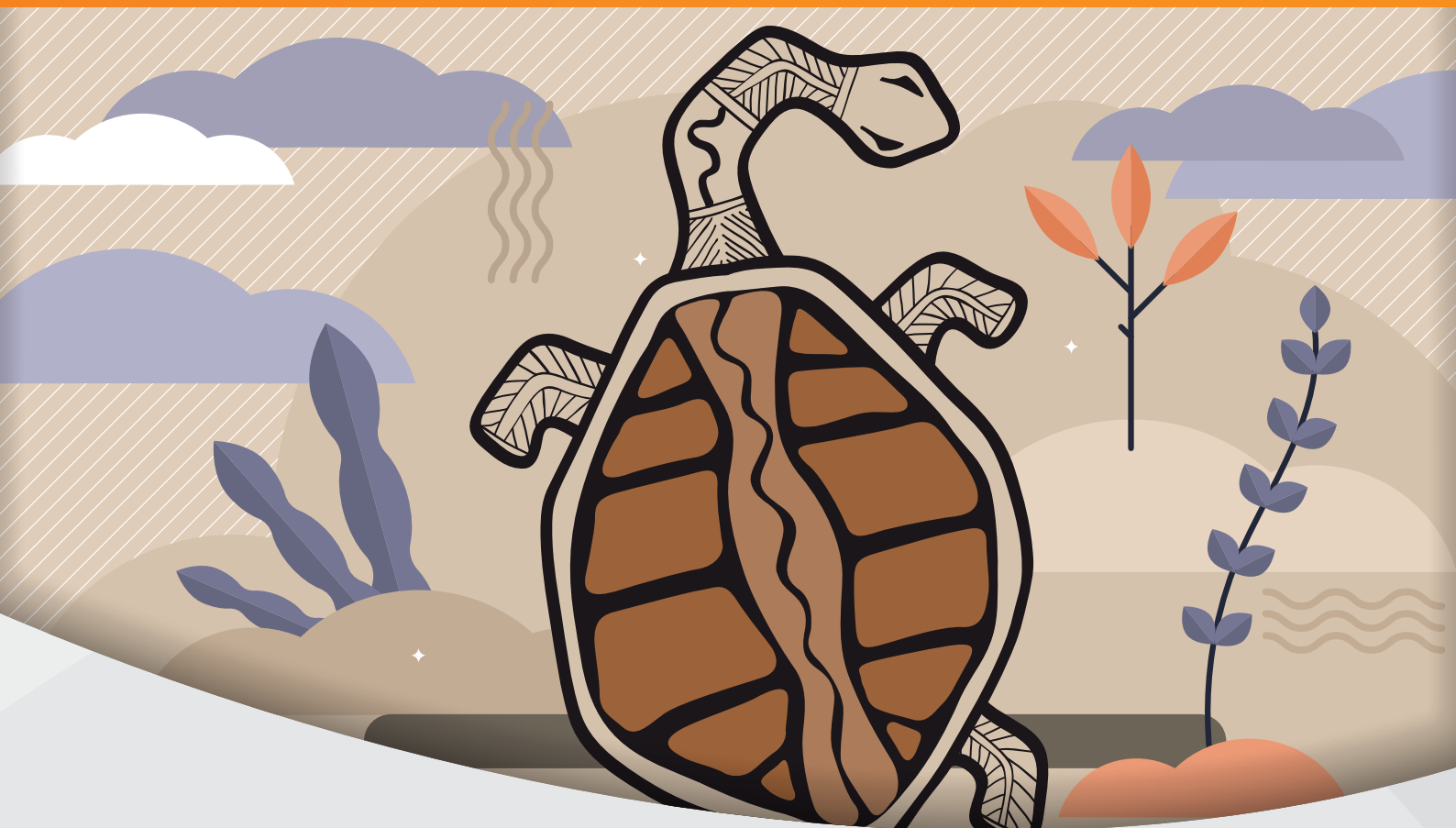
Through a combination of hands-on investigations and classroom activities, the main topics or themes covered may include:

- Climate change (understanding the impact on oceans, wildlife and the environment)

- Solar power and other alternative energy solutions (including electric and driverless cars, wind power, solar community grid systems)
- The impact of humans on wildlife and the environment (biodiversity and conservation)
- Waste management solutions (upcycling, school waste audits, conscious consumer inventions)
- Food and fibre (consumer choice, community gardens, barter systems/food swaps, ethical products).

**Contact Person:** Craig Parker





## ON COUNTRY

### Description of the Learning:

Do you know what On Country means? In this subject, students will find the answers to these questions and more by developing their understanding of the traditional owners of Shepparton, the Yorta Yorta people.

Designed to increase students' local knowledge, this subject will look at key Yorta Yorta people (past, present and emerging), including people like Sir Doug Nicholls, after whom the Indigenous AFL round is named. Students

will research Aboriginal enlistment in the wars, at a time when Aboriginal people were not included as citizens by the Australian Government. They will examine key local movements such as the Cummeragunja Walk-Off and cement their understanding of its significance by participating in an excursion to the Flats. There will also be an opportunity to engage in more creative tasks, such as the annual Turtle Muster, run in conjunction with Kaeila arts.

**Contact Person:** Craig Parker

## WOMEN'S ROLE IN WAR

### Description of the Learning:

This unit follows the changing role of women during war time. They will investigate the meaning of war and how women's roles and perceptions have evolved over time. They will look at the development of the Land Army and how women stepped into industry to support the war efforts of World War 1 and World War 2 and how this lead to the change of women's working roles now.

Students will consider the role of the nurses who served overseas, resistance fighters who operated behind enemy lines and the family efforts back home. During this unit students will learn about significant women from a number of different periods of war, including the role of indigenous and non-indigenous women.

**Contact Person:** Craig Parker

## LET'S MAKE AND KEEP MONEY

### Description of the Learning:

As students approach the age of being able to obtain part time work, this subject commences the journey of how young people can make and more importantly manage their money in a complex world. We will investigate the various work opportunities (casual v part time), types of income (wage v salary), taxation and superannuation. Importantly, we will look at how to grow money that Financial institutions offer (bank deposits), the basics of the Stock Exchange and new opportunities such as 'Bitcoin' investments, and hold money such as how to manage 'Pay Later', identify and avoid scams.

Everyday living costs will be investigated and what the best strategies there are when it comes to dealing with shopping, 'bill shock', and being an environmental conscious consumer (the pros and cons of Electrical Vehicles).

**Contact Person:** Craig Parker

## LAW MAKERS AND BREAKERS

### Description of the Learning:

Who makes the law? And what happens if you break it? As part of this subject students will first learn the basics of Victoria's justice system. Looking at the law makers of Australia, students will examine why laws exist, how laws are made and what citizens can do to get laws changed. The focus will then move to the law breakers of Australia, using current domestic legal issues to learn about domestic

law concepts, both criminal and civil. During this subject students will explore police brutality as well as visit the Shepparton Law Courts. Finally, students will use current international legal issues to learn about international law, investigating topics such as child soldiers and gun laws across the globe.

**Contact Person:** Craig Parker



## INVENTIONS

### Description of the Learning:

This subject investigates the stories behind the most outstanding inventions and breakthroughs throughout history up to and including the modern era. We investigate technical, medical and cultural successes throughout history from the printing press, medical successes such as the 'bionic ear', the era of modern smart phones and the emergence of home entertainment systems such as Nintendo and Play Station. We look at what made these inventions successful as well as explore the reasons behind why ideas and inventions failed. In the second part of this subject we unpack how businesses have in the

past marketed and advertised their inventions to ensure success with special focus on the past twenty years and the era of environmental awareness. Students will have the opportunity to design an invention, idea or concept and develop a marketing campaign around their concept with the possibility of local excursions and interactions with local businesses. This subject is aiming to be a paper free subject and is highly recommended all students have their own device to complete work on the school's network.

**Contact Person:** Craig Parker

## KNOW YOUR ROOTS

### Description of the Learning:

Do you Know Your Roots? In this subject, centred around the story telling of the South Pacific and the Middle East, you will engage in a range of activities designed to get you out of the classroom and thinking about the way music, dance, food, art, sport and textiles connect to and maintain culture. A hands on and experiential subject, Know Your Roots will allow you to develop social connection through experience and performance. You will build an understanding of

South Pacific Islander and Middle Eastern cultures, while interacting in a culturally safe environment. In partnership with community organisations such as Point of Difference Studio and Ethnic Council Shepparton, Know Your Roots, has been designed to affirm a sense of belonging amongst our culturally diverse student population here at GSSC.

**Contact Person:** Craig Parker







## OUTDOOR EDUCATION (Summer Adventure – Semester 1)

### Description of the Learning:

Practical skills and a theoretical background will be developed to prepare students for safe and enjoyable experiences in the bush when bushwalking; on the water when surfing and when orienteering. Topics to be covered include: first aid, minimal impact and lightweight camping, bushwalking and its history, navigation and beach safety.

Local excursions and overnight camps form part of the practical components of this unit.

### Contact Person: Alicia Cornelius

**Please note: There will be a fee involved for all students who select Outdoor Education subjects in order to cover costs for camps and excursions.**

## OUTDOOR EDUCATION (Winter Adventure – Semester 2)

### Description of the Learning:

Practical skills and a theoretical background will be developed to prepare students for safe and enjoyable experiences in a number of environments from the Mountains to the Rivers. Topics to be covered include water and the role it plays in our catchment region, mountains and snow, as well as recreation and aquatic safety.

Local excursions and overnight camps form the practical components of this unit.

### Contact Person: Alicia Cornelius

**Please note: There will be a fee involved for all students who select Outdoor Education subjects in order to cover costs for camps and excursions.**

**NOTE: Attendance of practical experiences are compulsory. Camps will cost approximately \$270 for the semester.**



## BOYS RECREATION AND A HEALTHY LIFESTYLE

### Description of the Learning:

In this boys only subject, students will participate in and reflect upon a variety of traditional and contemporary sport and recreational activities (e.g. bike riding, body combat/boxing, goalball, Indigenous games, lawn bowls, touch rugby, golf), with an emphasis on those sports accessible in the local community. Through involvement in these sports, students are required to critically analyse various cultural histories and expectations, as well as how these have historically and currently impact on individuals' involvement in such activities.

Students will also investigate enablers and barriers to participation in sport and recreational activities and explore how these can be addressed to further promote individual involvement. Throughout this unit, students also focus on the importance of maintaining a healthy and balanced lifestyle, and the implications this has on their health and wellbeing. This includes the importance of engaging in regular planned and incidental physical activity, having sufficient sleep and rest, consuming a nutritious diet, and ensuring a healthy work-life balance.

**Contact Person:** Alicia Cornelius

## GIRLS RECREATION AND A HEALTHY LIFESTYLE

### Description of the Learning:

In this girls only subject, students will participate in and reflect upon a variety of traditional and contemporary sport and recreational activities (e.g. walking, bike riding, body pump, softcrosse, indigenous games, yoga/pilates, ten pin bowling, tennis, water aerobics/swimming), with an emphasis on those sports accessible in the local community. Through involvement in these sports, students are required to critically analyse various cultural histories and expectations, as well as how these have historically and currently impact on individuals' involvement in such activities.

Students will also investigate enablers and barriers to participation in sport and recreational activities and explore how these can be addressed to further promote individual involvement in these sports. Throughout this unit, students also focus on the importance of maintaining a healthy and balanced lifestyle, and the implications this has on their health and wellbeing. This includes the importance of engaging in regular planned and incidental physical activity, having sufficient sleep and rest, consuming a nutritious diet and ensuring a healthy work-life balance.

**Contact Person:** Alicia Cornelius

## FITNESS TRAINING

### Description of the Learning:

Ever wanted to learn what fitness really is about, how this can be used to help plan and implement your own training program? Well this is the subject for you. WE WANT YOU!!!

During this subject you will learn how fitness works within National Physical Activity Guidelines, as well as programs that are used within the Shepparton Community to help motivate and educate individuals. Students will also have access to Aquamoves; the facilities and staff, whose personal trainers can help guide and develop students own personal goals.

Students who are interested in improving their own fitness are able to look deeper into the fitness components and training methods and how this can help their plan and implement their personalised six week training program. These programs will be executed throughout the semester where students are able to evaluate and provide feedback on the progression and effectiveness of their program.

**Contact Person:** Alicia Cornelius



**Pre-requisites for choosing Specialist Sport Electives:**

- **Must be actively involved in the sport club level, or looking to join a club in the upcoming season**
- **Interested in development of skills and knowledge of the sport.**

## SPECIALIST BASKETBALL DEVELOPMENT (Semester 1)

**Description of the Learning:**

Basketball is one of the highest participation sports in Australia and throughout the world. Australia performs extraordinarily well at the elite level, regularly competing for medals at both the World Cup and the Olympic Games. Skills acquired through specialist basketball coaching are widely transferrable to other sports, demonstrating the value specialist programs provide the athlete.

Students who select this unit will be exposed to a high level of basketball coaching, further developing their individual offensive and defensive skills, as well as learning team offensive and defensive structures.

Students will be expected to be participating in domestic basketball competitions, with this program complementing their development and providing them the opportunity to take back their learning to their domestic clubs.

The culmination of this unit will be entry into and participation in the Australian School Basketball Championships held in the first week of December. This is a tournament where school teams from around Australia compete throughout a week of competition.

**Contact Person:** Alicia Cornelius

## SPECIALIST NETBALL DEVELOPMENT (Semester 2)

**Description of the Learning:**

Specialist Netball Development is a unit designed around improving basic netball skills, court systems and tactical awareness. This unit has both practical and theoretical components focusing on advancing to a highly competent level for this age group. Practical work will involve court work, fitness and strength training. Netball skills will be consolidated and advanced techniques, with some focus on specialising in particular court areas, will be a focus. An aim will be to increase students' enjoyment of the game by broadening their knowledge of training methods, improving their personal management skills and developing their self discipline and commitment to the sport.

All students will also undertake basic training in netball umpiring development and will be expected to volunteer at local primary school sporting days as a requirement of the course to promote community involvement. All students are also required to be VNA registered with Netball Victoria.

**Contact Person:** Elisha Fiddes



## SPECIALIST SOCCER DEVELOPMENT (Semester 1)

### Description of the Learning:

Soccer is played by 250 million people worldwide, across more than 200 countries, making it the world's most popular sport. Australia performs at an elite level, in both men's and women's competitions. Skills acquired through specialist soccer coaching are widely transferrable to other sports as well as the work force, demonstrating the value specialist programs provide athletes.

Students selecting SSD need to be prepared to fully participate in both theory and practical classes and be

willing to coach their class in basic level skills. They will further develop their individual offensive and defensive skills, as well as learn team offensive and defensive structures.

Students will be expected to participate in skill development drills, regular gameplay, as well as designing and completing fitness training programs designed to improve individual fitness for athletes in the sport.

**Contact Person:** James Sheehan

## SPECIALIST CRICKET DEVELOPMENT (Semester 2)

### Description of the Learning:

From T20 to Test formats, cricket has evolved to a sport that people of all ages can participate in. It is one of the most popular summer sports across the world. In this sport specific elective, we aim to further develop the skills that players possess to prepare them for competitive sport. Students selecting SCD will be required to participate fully in all practical and theory sessions that focus on developing

the technical skills specific to batting, bowling and fielding.

Units that students will study throughout the semester will include skill development, technological advancements of the sport, umpiring and scoring as well as training for improved fitness and injury prevention.

**Contact Person:** Andrew McMillan



## SPECIALIST AFL DEVELOPMENT (Semester 1)

### Description of the Learning:

Love your AFL Footy? Do you find yourself screaming at the TV whilst watching a game? In this subject we look at coaching, playing and training to improve our own football skills. This is much more than just going out and playing games of footy though! Students will look at all aspects of improving performance, covering nutrition, training methods, injury management, recovery as well as employing strategy and tactics to gameplay.

This requires students to have a home club who play on weekends and a competent skill level.

To conclude the unit, students will each run a training session that will be designed to improve team and/or individual performance.

**Contact Person:** Mitchell Jones

## LANGUAGE ELECTIVES

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Arabic (Semester 1 and Semester 2)	<b>p.52</b>
AUSLAN – (Continuing Pathway – Semester 1 and Semester 2)	<b>p.53</b>
Italian (Semester 1 and Semester 2)	<b>p.54</b>
Impariamo Mangiando: Let's learn while eating (Semester 1 or Semester 2)	<b>p.54</b>
Japanese (Semester 1 and Semester 2)	<b>p.55</b>
Sushi, Samurai & Karaoke (Semester 1 or Semester 2)	<b>p.55</b>



## ARABIC (Semester 1 and Semester 2)

### Description of the Learning:

This is an introductory course to the Arabic language for students who have not studied Arabic in Year 7 and 8. This unit will focus on developing students' communication skills and enabling them to exchange information in Arabic.

Students will explore and understand a new culture and gain a better understanding of their own.

Arabic is currently the 5th most commonly spoken language in the world, with about 230 million people speaking it as their first language. Therefore, communication skills in

Arabic play an important role in a wide range of professions.

Knowing and understanding more than one language and culture provides students with a passport to a greater understanding of the world. Students should take advantage of this valuable opportunity and choose to learn Arabic.

**Contact Person:** Maria Carla Stevens

## AUSLAN (Semester 1 and Semester 2)

### Description of the Learning:

At Year 9, students learn to sign and read Australian Sign Language for the purpose of exchanging information, making plans, expressing preferences, opinions and making comparisons. This course aims to build effective language skills and strategies in Australian Sign Language as well as build understandings of Deaf culture and history. Students will interact in the target language with a variety of sign texts and activities and when possible, with individuals from our local Deaf community.

In Semester one students will first work together to establish a strong signing culture within their own learning environment. Students will focus on topics related to themselves, their preferences and daily routines, including sport, recreation, health and fitness.

Students will then build on their reading and signing skills, exploring what it means to live locally. Students will look at city life versus country life, focusing on topics for different

types of homes, buildings and landmarks, directions for around town and local places.

In Semester two students will work together to explore shopping in the local community. Topics will focus on communicating personal preferences for clothes and accessories, considering needs and wants for the food we eat, including take-away, seasonal and cultural foods.

Students will continue to build on their reading and signing skills, making connections with the local community. Related topics will focus on leisure and recreational activities; fire safety (prevention strategies, and technology for emergency announcements); and storytelling, games, poetry or jokes for interactions with local groups (inclusive of culture and Deaf identity).

**Contact Person:** Maria Carla Stevens



## ITALIAN (Semester 1 and Semester 2)

### Description of the Learning:

In Italian at Year 9 students continue their journey in learning to use every day spoken and written Italian language to exchange information, communicate their opinions, make comparisons and for enjoyment. The course aims at developing students' skills in Italian language and their knowledge of Italian culture and history. Students will be exposed to a variety of texts and activities and where possible engage in real situations to communicate in the language learnt in class. The course incorporates excursions to relevant local and Melbourne venues as well as presentations by guest speakers which will enhance students' learning and accentuate the value of Italian language in our contemporary world. Give yourself an advantage: study Italian & become bilingual!

Students intending to study Italian at VCE will need to study Italian during both semesters.

Four topics will be studied, 2 each semester:

- "Mettiamoci in forma!" (Let's get fit!) which includes Italian language and culture associated with Health and Fitness and a brief look at the world-famous cycling race il Giro d'Italia
- "Casa dolce casa" (Home sweet home) is about the different types of houses and buildings and purchasing and selling real estate in Italian language

**Contact Person:** Maria Carla Stevens

## IMPARIAMO MANGIANDO: LET'S LEARN WHILE EATING (Semester 1 or Semester 2)

**This is a CLIL (Content and Language Integrated Learning) Unit – This topic will be taught in Italian enabling you to immerse yourself in the language and culture.**

### Description of the Learning:

In this multi-domain unit, students explore the impact of different cultures' food on Australians' eating habits. Students will explore, taste, and create recipes and will gain intercultural knowledge and understanding of the cuisines of ethnic communities that are present in the area.

Students will explore the importance of healthy and sustainable eating, by investigating the benefits of the Mediterranean diet, developing knowledge of the slow food movement, analysing food labels in Italian, reusing and recycling food to create delicious recipes.

Students will also explore the presence of Italian and other communities (eg. Asian, Persian, Arabic, etc.) in Shepparton and Melbourne, by going on excursions to restaurants, cafes, and cheese factories in the area.

Prerequisite: Students must be enrolled in Italian for the year.

Assessment: Key assessment activities will include:

- Creating a menu for a food festival
- Researching a type of cuisine in the local area and translating the menu to Italian

**Contact Person:** Maria Carla Stevens

## JAPANESE (Semester 1 and Semester 2)

### Description of the Learning:

This course allows students to continue to learn Japanese, based on what they learnt in **Year 7 and 8**. Students further develop their Japanese language competence, expand their understanding of language as a complex system and of how culture influences the way people behave. An emphasis is placed on developing basic communication skills in both spoken and written contexts. Students develop an understanding of polite and humble/casual speech and when to use it. They expand the number of Kanji and adopt it in their writing passages. Topics are studied through written and visual texts, including manga and anime.

The course follows the Obento Supreme textbook and covers chapters one to five.

Themes included are: Inviting someone to events and participating in activities; Moving house and describing the location of someone or something; Describing people and things, and making comparisons; Talking about school subjects and school life; Weather, Seasons and seasonal social events.

**Contact Person:** Maria Carla Stevens

## SUSHI, SAMURAI & KARAOKE (Semester 1 or Semester 2)

**This is a CLIL unit (Content and Language Integrated Learning). This topic will be taught in Japanese enabling you to immerse yourself in the language and culture.**

### Description of the Learning:

Students are to learn basic general knowledge which Japanese students are taught at primary school in Japan. Topics can be related to Japanese geography, Japanese history, maths, biology, science, health and so on.

Students learn each topic with pictures, diagrams and charts which can help them digest contents more easily while using Japanese.

Lesson ideas include:

- Japanese Archipelago
- Weather in Japan
- Annual events in Japan
- Food in Japan
- Lifestyle in ancient time, middle ages and now in Japan
- Addition, subtraction, multiplication, division, fraction in Japanese
- Units
- Animals in Japan
- Ecosystem in Japan
- Health system including Medicare in Japan

All resources teachers are providing will be in Japanese. Students will be able to acquire competent Japanese across the four communication skills (speaking, listening, reading and writing) if they complete the course thoroughly. They also may reach the level where they can pass N5 which is the easiest level of JLPT, Japanese Language Proficiency Test.

Prerequisite: Students must be enrolled in Japanese for the year.

Assessment:

- Make a map of Japan with the information including capital cities, main products and population.
- Make a chronological table of Japanese history with important events in each era
- Draw ecosystem in Japan.
- Create a video in which they say how to solve maths problems in Japanese

**Contact Person:** Maria Carla Stevens

# GREATER SHEPPARTON SECONDARY COLLEGE

## Year 9 Elective Preferences Sheet

Student Name: \_\_\_\_\_

### Instructions:

- It is recommended that students choose a selection of electives from a wide variety of subject areas.
- Students will be studying 8 electives across the year (4 electives in semester 1 & 4 electives in semester 2); students must undertake Health for 1 semester.
- Write an elective next to the preference number, in order from 1 to 16. 1 is your first choice, through to 16. Make sure that **ALL** of your selections are subjects that you would like to study.
- **LANGUAGES** and **Band/Instrumental** – if students choose a Language elective or Band/Instrumental, they will take the subject in both semesters. This will count as 2 electives and they will have 6 choices left. (Eg. Japanese would take preference as 2 subjects on the list (1 & 2) as it goes for the entire year).
- **Please note:** Some electives (such as Health & PE) only run in Semester 1 or Semester 2.

### First Preference Electives

PREFERENCE ORDER	PREFERENCE NUMBER
1	
2	
3	
4	
5	
6	
7	
8	

### Reserve Electives

PREFERENCE ORDER	PREFERENCE NUMBER
9	
10	
11	
12	
13	
14	
15	
16	

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## GREATER SHEPPARTON SECONDARY COLLEGE

### Year 9 Extension Electives Application

At year 9 students are able to apply for a position in extension electives in the areas of English, Maths, Science and Personal Capabilities.

If you would like to apply for any of the extension classes, please remove this page and discuss this with the relevant teacher/s.

**Student Name:** \_\_\_\_\_

#### Literature (English)

Requirement: At or Above standard in English

**English Teacher Signature:** \_\_\_\_\_

#### Maths Extension

Requirement: At or Above standard in Maths

**Maths Teacher Signature:** \_\_\_\_\_

#### Criminology (Science)

Requirement: At or Above standard in Science

**Science Teacher Signature:** \_\_\_\_\_

#### LEAD – Leadership Exploration and Development (Personal Capabilities)

Requirement: Demonstrated leadership skills and/or capacity

**Teacher Signature:** \_\_\_\_\_

#### AVID (Personal Capabilities)

Requirement: Demonstrated commitment to study

**Teacher Signature:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

\* No prerequisite to apply for eSports.

## GREATER SHEPPARTON SECONDARY COLLEGE

### Year 9 Select Entry Specialist Sport Application

If you would like to apply for any of the select entry specialist sport classes, please remove this page and discuss this with the relevant teacher/s.

Student Name: \_\_\_\_\_

#### Specialist Soccer

Requirement: At or Above standard soccer skills

PE Teacher Signature: \_\_\_\_\_

#### Specialist Australian Rules Football (AFL)

Requirement: At or Above standard AFL skills

PE Teacher Signature: \_\_\_\_\_

#### Specialist Netball

Requirement: At or Above standard netball skills

PE Teacher Signature: \_\_\_\_\_

#### Specialist Cricket

Requirement: At or Above standard cricket skills

PE Teacher Signature: \_\_\_\_\_

#### Specialist Basketball

Requirement: At or Above standard basketball skills

PE Teacher Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

\* No prerequisite to apply for eSports.

[illegible]





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