

BRIGHTON SECONDARY COLLEGE



YEAR 9 HANDBOOK 2010

120 Marriage Road
EAST BRIGHTON VIC 3187

Phone: 9592.7488

Fax: 9592.5724

Email: brighton.sc@edumail.vic.gov.au



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INTRODUCTION

The DISCOVERY Centre is a specialised learning centre that caters specifically for our mainstream Year 9 students. It recognises the need for students to have a place they call 'home'.

The facility is unlike the traditional arrangement of classrooms seen in the rest of the school. It incorporates two common learning areas that accommodate up to 50 students, multi-media and general IT laboratories, science and multi-purpose classrooms, sound engineering studio and outdoor learning areas.

The facility has ICT (computer technology) embedded throughout it to support rich learning tasks that go across traditional learning area boundaries and link to global issues around the world.

Students are encouraged and guided towards becoming managers of their own learning. In particular the five attributes of effective learners, that is, Resilience, Resourcefulness, Responsibility, Reasoning and Reflectivity are actively developed within students.

PERSONNEL

Classes are arranged in a number of ways in the Discovery Centre

Name of grouping	Number in grouping	Purpose of grouping
Division	up to 50 students	English and mathematics classes
Form	25 students (Half a house group)	All other core and elective classes
Tutor/mentor	Between 15-17 students (third of a house)	Used within English and Maths classes
Learning Teams	4 to 5 students	Many tasks students complete at school are group tasks.

LEARNING AS A FOCUS OF LEARNING

Mathematics and English classes are allocated an extra period each at Year 9. This means there are six periods each of these subjects per week. This allows Mathematics and English teachers to devote time in their classes each week to teaching their students the skills and attributes required to become excellent learners. The overwhelming majority of educational research has pointed to the importance of teaching students metacognitive skills and processes. This, 'thinking about thinking' allows students to analyse how they learn, select from a suite of learning strategies and to be able to critically reflect on their performance with the goal of improving it in the future.

The learning attributes that are the focus of learning in Year 9, the "5R's" listed above, are described in detail below:



LEARNING TO LEARN

Cramlington Community High School, UK

The 5 R's are crucial to nurturing life long learners. At Brighton Secondary College, students have the opportunity to apply this structure to their studies and evaluate their learning using this rubric.

Resilient

The resilient learner persists, remains positive throughout, and stays involved with their learning, sets targets and practices.

The Resilient Learner	Poor resilience	Average Resilience	Excellent Resilience
<p>Persists</p> <p>Remains positive</p>	<p>Gives up easily</p> <p>Displaces responsibility immediately</p> <p>Sees no value in being involved</p> <p>Is overwhelmed by setbacks</p> <p>Negative mindset</p>	<p>Gives up when things get difficult</p> <p>Blames circumstances or others when giving up</p> <p>Enjoys a challenge when persuaded of its worth</p> <p>Is generally positive about setbacks</p> <p>Tends to have a positive approach in most circumstances</p>	<p>Is reluctant to give up</p> <p>Owens the consequences of actions</p> <p>Enjoys and is fulfilled through challenge</p> <p>Absorbs setbacks</p> <p>Positive mindset</p>
<p>Stays involved with their learning</p>	<p>Easily distracted</p> <p>Needs external direction</p> <p>Only engages in tasks with immediate appeal</p>	<p>Can be distracted</p> <p>Needs some persuasion</p> <p>Will engage in an open ended task in a purposeful environment</p>	<p>Remains absorbed</p> <p>Is a self-starter</p> <p>Prepared to engage in open ended tasks</p>
<p>Sets targets and practices</p>	<p>Limited sense of cause and effect</p> <p>Focused by requirement</p> <p>Doesn't practise</p>	<p>Understands cause and effect</p> <p>Capable of setting targets</p> <p>Practices when personally curious or when supervised</p>	<p>Strong sense of cause and effect</p> <p>Focused by outcomes</p> <p>Practices regularly against personal targets</p>



Resourceful

The resourceful learner shows initiative in meeting any challenge, is capable of learning in different ways, asks good questions and is prepared to take risks.

Resourceful Learner	Poor Resourcefulness	Average Resourcefulness	Excellent Resourcefulness
Shows initiative in meeting any challenge	Mostly dependent on help Awaits solutions	Obtains help Wants solutions and is curious enough to seek them	Offers help Generates solutions
Can learn in different ways	Limited awareness of own learning preferences Perceives learning as 'being told and made to do' Forgetful	Some awareness of own learning preferences Understands that learning can be a process Remembers key information	Good awareness of own learning preferences Perceives learning as a process Remembers information
Asks good questions	Sees little value in questions Questions focus on comprehension Fails to connect	Asks questions if prompted Asks questions of a higher order when prompted or when curious Understands connections	Questions with purpose and clarity Asks searching questions of a higher order Identifies connections
Prepared to take risks	Stays with the familiar Fearful of change Low self-belief	Needs scaffold challenge Capable of change Uneven self-belief	Embraces the unfamiliar Welcomes change High self-belief

Responsible

The responsible learner makes moral choices, is self-managing, can manage impulsivity and participate positively.

Responsible Learner	Poor Responsibility	Average Responsibility	Excellent Responsibility
Makes moral choices	Uncertain about right and wrong Choices are made from self interest Easily influenced by others	Knows right and wrong Choices are driven by a sense of right and wrong Can be influenced by others	Driven by a strong sense of right and wrong Choices are tested against a personal value system Influences others
Is self-managing	Requires constant supervision Fails to complete learning tasks/dis-organised	Needs prompting to engage with learning tasks Completes learning tasks/ organised	Readily engages with learning tasks Completes and on time Is well prepared



Delays gratification	Jumps into tasks Relies on external rewards for motivation Cannot see the bigger picture Unwilling or unable to manage impulsivity	Considers tasks beforehand Can self-motivate Understands the bigger picture Manages impulsivity most of the time	Takes time to weigh up the task Experience immersion in the act of learning See the bigger picture Manages impulsivity
Participates constructively	Is isolated from others Is reluctant to offer contributions Rejects feedback	Able to work alongside others Contributes to group activity Acknowledges and can act on feedback	Makes a positive contribution in any group Contributes actively and thinks interdependently Gives and receives feedback

Reasoning

The reasoning learning identifies distinctions, considers all the evidence, chooses the right tool and reaches measured judgements.

Reasoning Learner	Poor Reasoning	Average Reasoning	Excellent Reasoning
Considers all the evidence	Over reliant on one source Poor eye for detail Has difficulty in deciding what is relevant	Uses data from many sources Gives attention to detail Can distinguish between what is relevant and irrelevant information	Collects and evaluates data from a variety of sources Gives careful attention to detail Makes appropriate decisions using relevant information
Selects the right problem solving tool	Struggles with novel situations Dependent thinker Has difficulty selecting from a range of problem solving tools	Uses problem solving tools when faced with novel situation Selects from a limited range of problem solving tools most of the time	Generate problem solving tools Shows independence of thought Choose appropriate problem solving tools from a wide range
Reaches measured judgements	Doesn't plan, prepare or practice Rushes to decision making stage	Plans ahead and practices when guided to do so Takes time to make considered decisions	Plans ahead and in detail and practices regularly Takes time and will defer judgement



	<p>Changes mind without due consideration</p> <p>Swayed by and quick to accept the views of others</p>	<p>Able to draw conclusions most of the time</p> <p>Understand decision making processes and their part in it</p>	<p>Able to draw valid and reasoned conclusions</p> <p>Justifies decisions</p>
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Reflective

The reflective learner shows curiosity, is objective, can see things from different perspectives and learns from, and acts upon experience.

Reflective Learner	Poor Reflection	Average Reflection	Excellent Reflection
Shows curiosity	<p>Is disinterested</p> <p>Selects a narrow range of interests from those available</p> <p>Often unaware of immediate environment</p>	<p>Exhibits curiosity</p> <p>Has a range of interests from those available</p> <p>Finds interest in immediate environment</p>	<p>Enquiring</p> <p>Wide range of interests from those available</p> <p>Shows a sense of wonder, interest in immediate environment</p>
Is objective	<p>Volatile pattern of emotional response</p> <p>Thinking swayed by personal feelings</p>	<p>Tendency to stable patterns of emotional response</p> <p>Capable of objectivity</p>	<p>Collects and evaluates data from a variety of sources</p>
Can see things from different perspectives	<p>Self oriented</p> <p>Suspicious of others</p> <p>Quick to be dismissive of others</p>	<p>Appreciates diversity</p> <p>Is tolerant of others</p> <p>Selects from ideas of others</p>	<p>Values diversity</p> <p>Understands and values others</p> <p>Builds on ideas of others</p>
Learns from, and act upon experience	<p>Unwilling or unable to transfer experience into novel situations</p> <p>Never test themselves</p> <p>Repeats mistakes</p> <p>Think of themselves as passive recipients of learning</p> <p>Lacks self-awareness about own habits of thought</p> <p>Is inflexible</p>	<p>Can transfer knowledge to novel situations</p> <p>Self-tests when prompted or curious</p> <p>Wants to have mistakes corrected</p> <p>Think about themselves as participants in learning experiences</p> <p>Can think about thinking</p> <p>Adapts behaviour when personally motivated or persuaded</p>	<p>Applies past knowledge to novel situations</p> <p>Self-tests</p> <p>Sees mistakes as learning experiences</p> <p>Think about themselves as learners</p> <p>Thinks about thinking</p> <p>Adapts behaviour</p>



ELECTIVES

The Discovery Centre is organised into central studies (English, Mathematic, Science, Humanities, Health and Physical Education) and electives.

All students will complete their central studies and undertake a *Learning to Learn* program within these studies.

THE ARTS

Art

Students will develop images with the aid of computers and freehand techniques using a number of mediums. The images will be based around themes and focus will be on painting, drawing and printmaking.

Students will use a variety of subjects including real life and fantasy to create 2D and 3D works.

Lights, Camera, Acting

The emphasis in this elective: stagecraft, lighting, sound, multimedia, set design, make-up, directing and stage management for stage, television film and radio.

For example, an understanding of the technical and design elements of lighting through interacting and collaborating on a project involving actors in performance. This elective is designed for students who are committed to practical skill based learning experiences.

Drama in Action

Use Drama to explore different situations, develop confidence to deal with change and new ideas. Drama will help you recognise your own strengths and challenges

through creative responses.

Drama in Action will expect students to use improvisation and play building to respond to the world we live in.

Workshops will synthesise the dramatic elements such as status, contrast, symbol and mood with expressive skills, using voice, movement and gesture. Topics will include comedy, melodrama, issues affecting young people; some scripted work as well as students' own ideas.

Basic stagecraft such as space, sound and lighting will also be introduced as students move beyond simple role-play to characterisation.

Dance

Students explore a range of dance styles including hip hop/street dance, contemporary, ballet, jazz and Broadway/Musical theatre.

They will develop a diverse range of dance, choreography and performance skills. Students will be assessed on their ability to choreograph, analyse, perform and learn dance.

Music Composition

Would you like to write your own song? This elective involves writing and recording original music.

Students will have access to compositional software and recording technology. Students do not have to have instrumental skills but may need to be able to write songs and/or sing. The best songs/tracks will be selected to be on a school CD and will be produced in a recording studio.

Music in Action

In this elective students are introduced to solo/group performance incorporating a variety of singing and song styles.

They will investigate and research contemporary musicians of choice (vocal and instrumental) and look at the stagecraft associated with music performance and music theatre. Students will develop their voice and compile a song folio encompassing a broad repertoire of works.

Visual Communication & Design

Would you like to design a new room, building or shop front?
Would you like to know how to construct a new cover for a DVD or video packaging?

Would you like to design a poster for a new upcoming event such as the Melbourne Comedy Festival or a new musical act that performs at Rod Laver Arena?

Visual Design is in all products, from buildings to shop stores to perfume packaging through to the design of a mobile phone. You will gain an insight into the world of design and visual communication through practical work and using computer aided design.

MEDIA STUDIES

Magazine Production

Students will have the opportunity to delve into the journalistic world of magazines.

The course allows students to analyse various styles and genres of magazines including, advertising, article writing, interview skills, photography, design elements including layout and typography.

Students will produce a number of magazines for various market audiences.

Television Production

Students will analyse various genres and styles of television programs, including documentary, sit-com, drama, news and advertising.

This course will allow students to plan, script, storyboard, film and edit various television programs for a wider audience.



TECHNOLOGY

Food

Students will explore and study the myriad of influences that affect our food choices.

Students will look at different cultures and the foods they eat, with a focus on why we eat the foods we eat. This includes influences such as the advertising provided by television and magazines, religious and cultural influences and dietary intolerances that restrict the eating patterns of many Australians.

Students will prepare foods that both reflect these influences and further develop their food preparation and presentation skills.

Woodwork

Students build a variety of small wooden models including a pencil case, chest, chess board and a carving, while learning some of the skills needed to use tools in the correct and safe manner.

Students will also gain some knowledge in reading design plans and drawing models.

Textiles

Students will have the opportunity to design, develop and create fashion accessories and clothing.

Students will learn basic machine and hand sewing skills to enable them to make these fashion items.



They will learn the technical processes involved in following a sewing pattern.

Students will research and analyse fashion designers and their garments. They will also explore what it takes to become a fashion designer, textile designer, or fashion stylist. This unit is strongly recommended as a foundation for Year 10 Textiles.

ICT

Web and Flash Studio

This course focuses on educating students to develop web based interfaces and animation.

Students explore software such as Adobe Dreamweaver and Flash while working with navigational elements, animated graphics and rich multimedia content, including sound and video.

Current and future directions of web interactivity and web animations are also addressed. At the end of the course, students will have a digital portfolio containing all of their work throughout the course.

Digital Image Studio

Students will be given the opportunity to explore the features of Adobe PhotoShop and the use of digital cameras (special settings, choosing the correct picture quality, selecting flash), and Macro photography (very close photographs of small objects).

Students will also explore the use of camera angles, focal points, scenes, and landscape or portrait set-ups.

Students will publish and exhibit their work and consider ways of improving their editing techniques: cropping; cloning to remove or add features; enhancing colours, sepia and B/W photos and apply special effects: distortions with filters

(Liquefy); adding text; combining images.

ENGLISH

Writers Workshop

Do you have an interest in the craft of writing, or plan to pursue a career in this area?

You will be given opportunities to explore writing in a number of genres, and will learn and utilise a number of planning and editing techniques that will improve and polish your written work.

Your creativity will be stimulated in a number of ways, and performance and sharing work is of high priority. You will also spend time writing for local newspapers and will be encouraged to pursue the printing of your work in other publications.

The final product will not only be an increased style and confidence, but also a professional folio of written work.

Film Studies

Students will critically view a variety of films in different genres, in order to gain a deeper understanding of film techniques. Students will also develop proficiency in the art of writing for the screen.

LOTE

Japanese

Japanese is one of the most popular languages that is taught in Australian secondary schools.

If you like speaking a foreign language, watching anime, or if you are interested in culture, Year 9 Japanese will cover all of these.



It consolidates and extends the language skills developed in years 7 and 8 and aims to develop more sophistication and fluency in students' listening, speaking, reading and writing skills.

Students will also build up vocabulary and sentence structures for communicating in a wider range of contexts and situations. Some of the topics covered are shopping, restaurant, free time activities and weather. Students will go on excursions to Japanese restaurants and will also watch some Japanese movies, anime and folk tales in class.

Students will also learn to type their work in Japanese and use multimedia language programs during the lessons.

French

French is an increasingly popular choice in Australian schools given our proximity to New Caledonia and, of course, the growing trend of young people spending time travelling overseas.

Students who enjoy learning a new language, indulging in another culture or tuning into the French film culture will certainly be ideal candidates for year 9 French.

At this stage, students consolidate and build on the vocabulary and grammar of years 7 and 8, develop their oral and aural skills, and extend their knowledge of French culture. Some of the topics covered include: shopping, eating and drinking, activities and a trip to the doctors!

The course covers a wide range of games, movies, texts, crosswords and role plays. Students are encouraged to listen and learn through interactive computer-based tasks, and will be offered the opportunity to be involved in an overseas study tour to New Caledonia and/or the international

exchange program to France.

SCIENCE

Crime Scene Investigation (CSI)

This elective will allow students to use scientific methods to find, examine and analyse evidence as it relates to crime. The crime scenes that are investigated will include crimes against people, against property and the environment.

The elective will encompass the experimental techniques used in the solving of crime and the legal ramifications of this evidence. Assessment will take place in the form of practical work, class work and major projects on specific crimes.

This elective unit relates to careers in analytical science and research, such as for example, forensic science. Students also have the opportunity to strengthen their experimental and analytical abilities.

Flight

The study of flight has long been considered one of the most important in human history. Like early inventors such as Da Vinci, students will begin by studying the natural world, then apply that to man made flight.

The course will incorporate the theory of flight, the history of flight, design, building and testing of machines and the investigation of virtual machines. Students will require access to computers and will use specialist rocket kits.

This elective unit relates to recreational flying pursuits and to a variety of careers in the aerospace industry. It also provides students with the opportunity to strengthen their knowledge of the physical processes related to flight.



Automotive Formula One

Automotive Formula One is a unit based around the study of motor racing. It is a science-focussed unit that also includes aspects of design and communication.

Students form racing teams and examine the basic Newtonian physics at play in motor sport and how these impact upon car design and development, race tactics and car set up. This engaging, real world context means that the study of many scientific and engineering principles become interesting and relevant.

Students also engage in rich tasks in which they apply many of these scientific principles. These include major pieces of work in which they design a complete Formula 1 race, a futuristic car and manage a set budget to run a virtual F1 team.

This elective unit relates to careers in the automotive industry, but also strengthens students' general knowledge about care engine, electrical and safety components.

Animal and Agricultural Science

Animal and Agricultural Science is a unit of study focused on the care and management of animals and plants. It includes the care, management and study of living creatures such as ants, worms, mice, snakes, lizards and fish; also of plants such as vegetables and floral garden plants.

As they undertake this unit, students develop a deeper knowledge of the environmental, nutritional and social needs of animals as well as the environmental and nutrient requirements of plants.

Students keep an ongoing record of their observations of animals and plants and gain experience in managing gardens and small animal enclosures.

This elective relates to recreational gardening and the care of domestic animals; as well as careers in animal management, agriculture, veterinary science, and animal care and welfare.

HUMANITIES

Death Throughout the Ages (History)

Students investigate the nature of death throughout history. At the completion of this elective, students will be able to describe and explain the major causes of death in history, changes in mortality rates over time and how technological changes have both caused and limited death.

The elective will have five main foci that relate to causes of death: Natural, Judicial, Governmental, Homicidal and Technological. Various case studies will be undertaken with a major assignment on a negotiated topic that the students have chosen. Students will develop skills in finding, analysing, appraising and synthesising knowledge.

Minding Your Own Business

This elective is aimed at students who want to experience the challenges and rewards that go with owning your own small business. Students will investigate various small business options open to them, choose the best alternative and then develop a business plan which will enable them to successfully implement the idea.

Students will also engage in rich tasks and group activities designed to immerse them in the world of business.



These include an excursion to the Centre Road shopping precinct to survey and report on business activity, a 'management styles' role play and mock staff interview, and development of a marketing plan and advertising campaign for a product or service.

An extensive use of ICT and direct contact with business will contribute to the richness of this elective.

PHYSICAL EDUCATION

Community Health and Fitness

Community Health and Fitness is a semester subject which focuses on increasing student's knowledge and awareness of the fitness opportunities within our local community.

This will be achieved through student participation in fitness programs in the school and also a variety of locations within the community.

Another aspect of this subject will involve linking students with community service programs. This may involve developing relationships with local service providers, which may include student participation in coastal care, first aid programs, agricultural awareness and environmental appreciation.

Please note – in this subject students are required to maintain a high level of fitness and participation is compulsory in all activities.