Brighton Secondary College
Year 9 Handbook 2015
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INTRODUCTION

This handbook outlines Year 9 electives planned for 2015. Its purpose is to provide parents and students with an overview of the course structure and a description of the various electives available.

YEAR 9 Programme 2015

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'.

It is a facility which has the flexibility to cater for the maturing and developing mind of a student in Year 9. It is therefore proposed that having completed an important developmental year in the DISCOVERY Centre, students will enter their final three years of secondary education with four key foundations in place:

- Good relations with their teacher
- A positive view about school
- A wide range of skills and breadth of curriculum options to enable them to tackle further and more demanding education
- A desire to continue learning

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 and three teachers in a team multi-media and general IT laboratories, science, multi-purpose classrooms and outdoor learning areas.

PERSONNEL

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

<table>
<thead>
<tr>
<th>Name of grouping</th>
<th>Number in grouping</th>
<th>Purpose of grouping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division</td>
<td>up to 50 students</td>
<td>English and mathematics classes</td>
</tr>
<tr>
<td>Class</td>
<td>Up to 25 students (Half a division)</td>
<td>All other core and elective classes</td>
</tr>
<tr>
<td>Tutor</td>
<td>Between 15-17 students (third of a division)</td>
<td>Used within English and Maths classes</td>
</tr>
<tr>
<td>Learning Teams</td>
<td>4 to 5 students</td>
<td>Many tasks students complete at school are group tasks.</td>
</tr>
</tbody>
</table>
WHY IS YEAR 9 THE FOCUS?

- The need to engage students in deep learning
- Pivotal level for identifying pathways forward
- Successful Year 7&8 program engaging students
- Student view of school and learning
- Ideal as launching pad for further studies
- College data indicates need:
  - Absences
  - VCE results
  - Real retention
- Research identifies changes needed in learning & teaching practices
- Many students not reaching full potential
- Traditional Facilities do not support contemporary teaching practices
- College data indicates need:
  - Absences
  - VCE results
  - Real retention
CO CURRICULA PROGRAMS

Co curricula programs run throughout the year and broaden the learning experienced by our Year 9 students in the Discovery Centre. These programs enhance the links between the social, emotional and intellectual development of our students.

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 “5R’s”, Resilience, Resourcefulness, Responsibility, Reasoning and Reflection underpin the development of the co curricula programs that our Year 9 students experience and they are instrumental in facilitating each individual to nurture their skill development for a positive transition into Senior School and to become lifelong learners.

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

Resourcefulness
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.

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

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

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

Term 1 – Who Am I? Who Do I Want To Be?
Students are guided through a series of workshops where they explore labelling and the importance of living up to their goals and dreams. The welfare team and students from Senior School facilitate the workshops.

The Careers Counsellor guides the students into projecting some personal, educational and work related targets for a time frame of five years in the future. Students compare and analyse where they are now and where they want to be in five years time.

Term 2 – Personal Project
Students are given the opportunity to complete a project of their choice that is strongly related to a passion. Students produce a product e.g. a research paper, a movie, an experimental report, an exhibition that is a culmination of their topic selection, research and planning.

Each student has a supervisor for their project who is either their Mentor Teacher or a teacher from the Year 9 team. The final product is presented to a panel for assessment and to students.

Term 3 – Top Tips
Students are guided through a series of interactive workshops where strategies for success are explored. Senior school students and staff guide the Year 9 students through a series of activities. Applied Learning Days allow students to have a broader experience within a particular learning area.

Term 4 – Disco TAPAS Night – A Celebration of Learning
Students share their Year 9 journey with their parents, guardians or significant adult. Personal Projects are exhibited and the students can articulate what skills for successful learning they will take with them into Senior School.

CAMPS
The Year 9 students participate in the City Experience for 1 week. They specifically research an aspect that has contributed to the identity of our city, Melbourne.

All Year 9 students attend The Summit Camp in Third term. The camp is an adventure style experience that provides students with the opportunity for excitement and reflection. Students will work with others to improve their team building skills as well as tackle individual challenges to help them become resilient and resourceful people.
ELECTIVES

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

All students will complete their central studies and undertake two elective choices in first semester and two for the second semester. If students choose to study a Language or are offered a place in the STEM elective, then these subjects must be undertaken as a two semester elective.

THE ARTS (semester long subject)

Art
Students will plan, design, interpret, make and present, independently and collaboratively, artworks that represent and communicate ideas and purpose.

Students will investigate a range of art forms including screen printing, drawing and painting and document and record the creating and making of their artworks.

Students will research a range of cultures and historical periods in art.

Digital Art 1

In this subject students develop knowledge and skills in the use of photography, digital art, Media, and Art practices. This subject prepares students for Year 11 Media and Studio Art and further tertiary study.

Students address a range of tutorials and creative projects that focus on developing practical skills using Art influences and techniques, Mixed Media methods and techniques and a range of digital techniques.

Students gain an understanding of a range of roles that digital artists work within, including photojournalism, animation, magazine and online media and fine art.

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.
**Drama**

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.

**Media 1**

Studying Media will provide students with the opportunity to develop critical and creative knowledge and skills.

Media texts, such as film, photography, newspapers, magazine, Internet, and technologies, cameras, editing software and processes, planning, creation and publishing, will be considered from a range of angles including their structure and features, methods of production and distribution, audience reactions and the impact on society.

**Music**

Noise 101. This elective builds on the skills and techniques fostered in Years 7 & 8 music and focus’ on improving communication/technique and listening in small ensembles.

Students continue to perform and research music from a variety of cultures and artists from Africa to The Beatles.

Students will have access to many instruments, compositional software, rehearsal rooms and recording technology.

Students do not have to have instrumental skills to select this subject, but must be willing to work on developing these skills in a classroom setting.
TECHNOLOGY (Semester long subject)

Food
This course allows students to look at different cultures and the various factors that affect food choice.
This includes the impact of advertising, 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.

Textiles
Students will have the opportunity to design, develop and create a pair of boxer shorts.
By learning basic machine and hand sewing skills to enable them to make their garment. 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.

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.

Woodwork
Students build a variety of small wooden projects including a tool box, chess board and case and small wooden boat, 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.
ICT (Semester long subject)

Web and Flash Studio

This course focuses on introducing and extending student’s knowledge and skills in developing web based interfaces and animation.

Students will explore various features of software such as Notepad, Adobe PhotoShop, Dreamweaver and Flash while creating their own navigational elements (buttons and hyperlinks), animated graphics and rich multimedia content, including audio and video.

At the end of the course, students will have a digital portfolio containing all of their work produced during the course.
LANGUAGE (Year long subject)

French and Japanese are two of the most popular languages studied in Australia.

Japanese

If you like speaking a foreign language, watching anime, or if you are interested in a unique and rich 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 on vocabulary and sentence structures for communicating in a wider range of contexts and situations.

Some of the topics covered are Japanese schools, home life, leisure activities and seasonal events. Students will also watch some Japanese movies and anime in class.

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

French

Students who enjoy learning languages, indulging in another culture or tuning into the French food and 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 written skills, and extend their knowledge of French culture.

Through reading, listening and writing, students gain more tools to express themselves in French. They also develop fluency during speaking activities.

Some of the topics covered include: daily activities, shopping, eating and drinking, sports 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 France when they are in Year 10 or 11.
Science, Technology, Engineering & Mathematics (STEM) by invitation only (Year long subject)

This year-long elective is designed to deeply engage and extend students with high ability and keen interest in exploring areas of Maths, Science and Design.

Students will investigate topics including: Dark Matter & Energy Astronomy; Applied Aerodynamics; Weather & Climate Change; Robotics & Programming Logic; and Surviving a Natural/Unnatural Disaster. Students will have the unique opportunity to combine mathematical principles with scientific design.

Cutting-edge Scientists, Engineers and Mathematicians will visit the classroom to work alongside students to design their own research projects through the Scientists in Schools initiative.

Excursions will visit Industrial and University sites of interest.

The major excursion will be a flight to Antarctica at the end of the year, where students can deploy their own student-designed experimental projects to collect and analyse data.

Students who demonstrate very high levels of achievement in both Science and Mathematics in Year 8 may be offered a place in this subject.

Future Pathways

Students may be offered the opportunity to undertake a Unit 1 & 2 Study at Year 10 on the basis of their performance in this elective.

If a student’s result in this elective is an AusVels ‘B’ or above in conjunction with at least an AusVels ‘A’ result in core Maths and/or a minimum AusVels ‘B’ result in core Science, then they will be eligible to study V.C.E. units in Maths and/or Science.

Please check the Maths Flow chart for additional information.
Year 9 General Maths

The three teacher - two class structure in the Discovery Centre allows frequent opportunities for both extension and consolidation of key concepts and skills.

Year 10 General Maths

Foundation Maths

Non-Maths Subjects

Year 10 Enrichment Maths

Year 11 Advanced General + Year 11 Maths Methods*

Year 11 Maths Methods*

* 11 Methods is a strict pre-requisite for both 12 Specialist and 12 Methods; it is NOT possible to attempt either subject without first completing 11 Methods.

* Students will not be able to study 12 Specialist without first completing both 11 Advanced General and 11 Methods.

Year 12 Specialist Maths + Year 12 Maths Methods

Year 12 Maths Methods + Year 12 Further Maths

Year 12 Further Maths

Non-Maths Subjects
VCE ACCELERATION OPPORTUNITIES FOR YEAR 10 STUDENTS

Currently, highly performing and highly dedicated Year 9 students are offered the opportunity to accelerate into VCE by including a Unit 1 & 2 study as part of their Year 10 program the following year.

Students are selected on the basis of their performance in Year 9, where the end of semester report needs to show that in a particular subject the student is performing at an AusVels level of ‘B’ or above and have demonstrated an ‘Excellent’ standard in all work habits. For English and Mathematics, the ‘AusVels’ level needs to be ‘A’.

Offers are made at the end of Semester 1 and a small number of second round offers will be made prior to the Commencement Program for students who have performed at a consistently high standard during Semester 2. Students may receive offers for more than one study, but are only permitted to accept one offer.

For students who take up the offer, the VCE units will replace two Year 10 semester length electives.

This is an opportunity that all Year 9 students should strive to take advantage of.

Notes:
Students who do not complete their forms may have their choices restricted. Studies will be offered according to demand: a minimum number of students will be required for each study.

All forms must be returned by: **Tuesday 10th June 2014** to the Junior School Office.

☐ I will be returning to Brighton Secondary College in 2015
   (Complete all sections of this form)

☐ I will not be returning to Brighton Secondary College in 2015
   (Complete your name and section 1 only)

I will be transferring to ______________________ college in __________________(State/Country)

1. **SUBJECT SELECTION 2015 AGREEMENT**
   I understand that my preferences are not guaranteed and final allocations are dependent on resources and student numbers.

   Parent signature: ________________________________ Date: ____/____/2014

   Student signature: ________________________________ Date: ____/____/2014

2. **CENTRAL STUDIES**
   Year 9 Students are expected to undertake two semesters of the following central Studies:

   English  Mathematics  Science  Humanities  Health & Physical Education
3. LANGUAGE

If you intend to study a Language in 2015 choose your preference as your number 1 & 2 choice. Language will be studied for the entire year and will thus be counted as 2 electives.

JAPANESE  FRENCH

Semester 1 & 2 □  Semester 1 & 2 □

(If you have chosen a LANGUAGE YOU NEED TO NUMBER FROM 3 – 8)

4. SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)

Please tick the box if you are interested in being considered for the STEM elective. Eligibility is dependent on Year 8 Maths and Science semester 1 & 2 results.

Semester 1 & 2 □

(If you have chosen this elective you are still required to select the electives below as the instructions state.)

5. Student will study 2 electives each Semester (a total of 4 for the Year). To assist us in allocating resources choose 8 subjects. **Number in order of your preference 1 – 8.** (Remember that if you have chosen LOTE that will be your 1st and 2nd preference and your next preference will be number 3).

<table>
<thead>
<tr>
<th>Art</th>
<th>Dance</th>
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<tbody>
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<td>Digital Art 1</td>
<td>Drama</td>
</tr>
<tr>
<td>Food</td>
<td>Media 1</td>
</tr>
<tr>
<td>Music</td>
<td>Textiles</td>
</tr>
<tr>
<td>Visual Communication &amp; Design</td>
<td>Web and Flash Studio</td>
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<tr>
<td>Wood work</td>
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