INTRODUCTION

Welcome to the process of selecting your electives for next year.

This guide is divided into three parts:-

1. An introduction. How your subjects are organised for next year and how to use this guide.
2. Elective Descriptions. Some information about each elective subject to help you decide what to select.

Your subjects in middle school are arranged into core (you have no choice in their selection) and elective (you have some say in their selection). Electives run for one semester. This handbook is about making some decisions on your elective choices.

Core
The core subjects are English or EAL, Maths, Science, Humanities, Health and Physical Education, LOTE (Year 8)

Electives
Electives will be selected from The ARTS, Technology and Health/PE
At Year 9, students may elect to continue with LOTE, this is a year long subject.

Electives in Middle School
Electives are in three columns for each semester.
You will choose an elective from each column.
Please look carefully at the years in which electives are offered as they are different each year.

There is a Literacy elective. This is not an elective that students select. Students who would benefit from Literacy support will be placed in this elective after discussion with students and parents.

Note:-
Some electives have associated material costs. Enrolment in such electives cannot be confirmed without payment. Several subjects have excursions which incur an additional cost. All excursions are compulsory to fulfil course requirements
## Electives offered in 2016

<table>
<thead>
<tr>
<th>Arts</th>
<th>Technology</th>
<th>Health and PE</th>
<th>Humanities</th>
<th>Science</th>
<th>English</th>
<th>LOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Systems robotics\</td>
<td>Captain and Coach</td>
<td>Global citizen*</td>
<td>Forensic Science*</td>
<td>Beasts, Heroes and Angels*</td>
<td>Year 8 Japanese</td>
</tr>
<tr>
<td>Art Attack</td>
<td>Who’s coming to dinner?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 9 Japanese</td>
</tr>
<tr>
<td>Music and the media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 8 Greek</td>
</tr>
<tr>
<td>Visual communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 9 Greek</td>
</tr>
<tr>
<td>Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical theatre</td>
<td>Fashion and textiles</td>
<td>Sport and Nutrition</td>
<td>Global citizen*</td>
<td>Forensic Science*</td>
<td>Beasts, Heroes and Angels*</td>
<td>Year 8 Japanese</td>
</tr>
<tr>
<td>Script to screen</td>
<td>Materials and processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 9 Japanese</td>
</tr>
<tr>
<td>Art remixed</td>
<td>Best baking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 8 Greek</td>
</tr>
<tr>
<td>Music: Cultures and Genres</td>
<td>Information technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 9 Greek</td>
</tr>
</tbody>
</table>

* Year 9 only subject
## CONTENTS PAGE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>CORE SUBJECTS</strong></td>
<td>5</td>
</tr>
<tr>
<td>English and EAL Curriculum Years 7-9</td>
<td>5</td>
</tr>
<tr>
<td>Literacy Years 7-9</td>
<td>5</td>
</tr>
<tr>
<td>Year 9 Enrichment Elective</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics Curriculum Years 7-9</td>
<td>6</td>
</tr>
<tr>
<td>Humanities Years 7-9</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education and Health Years 7-9</td>
<td>10</td>
</tr>
<tr>
<td>Year 9 Project</td>
<td>11</td>
</tr>
<tr>
<td><strong>THE ARTS ELECTIVES</strong></td>
<td>12</td>
</tr>
<tr>
<td>Art Attack</td>
<td>12</td>
</tr>
<tr>
<td>Art Remixed</td>
<td>12</td>
</tr>
<tr>
<td>Media</td>
<td>13</td>
</tr>
<tr>
<td>Drama</td>
<td>13</td>
</tr>
<tr>
<td>Music and the Media</td>
<td>14</td>
</tr>
<tr>
<td>Music: Cultures and Genres</td>
<td>14</td>
</tr>
<tr>
<td>Script to Screen</td>
<td>14</td>
</tr>
<tr>
<td>Visual Communication and Design</td>
<td>15</td>
</tr>
<tr>
<td>Musical Theatre</td>
<td>16</td>
</tr>
<tr>
<td>Captain and Coach</td>
<td>16</td>
</tr>
<tr>
<td>Sports and Nutrition</td>
<td>17</td>
</tr>
<tr>
<td>Sports Science</td>
<td>17</td>
</tr>
<tr>
<td><strong>TECHNOLOGY ELECTIVES</strong></td>
<td>18</td>
</tr>
<tr>
<td>Fashion and Textiles</td>
<td>18</td>
</tr>
<tr>
<td>Food Technology</td>
<td>18</td>
</tr>
<tr>
<td>Information Technology</td>
<td>20</td>
</tr>
<tr>
<td>Materials and Processes</td>
<td>20</td>
</tr>
<tr>
<td>Systems &amp; Robotics</td>
<td>21</td>
</tr>
<tr>
<td><strong>LOTE ELECTIVES</strong></td>
<td>22</td>
</tr>
<tr>
<td>Japanese – Pathway 1 &amp; 2</td>
<td>22</td>
</tr>
<tr>
<td>Modern Greek</td>
<td>23</td>
</tr>
<tr>
<td>Humanities Electives</td>
<td>16</td>
</tr>
<tr>
<td>Global Citizenship</td>
<td>16</td>
</tr>
</tbody>
</table>
CORE SUBJECTS

**English and EAL Curriculum Years 7-9**

The Year 7 to 9 English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Following AusVELS guidelines, the English course is designed with language use in each of the following modes: listening, speaking, writing, reading and responding to texts.

Drawing on a range of material and teaching strategies, the study strives to build on the student's critical and imaginative skills. Ultimately, our goal is to create competent users of the language for a range of purposes and audiences, developing the student's vocabulary, spelling and punctuation skills through their interaction with the language.

Students participate in a range of learning activities which include the following:

- preparing and presenting spoken and written language exercises;
- responding to classroom discussions and questions;
- drafting and editing written pieces for different purposes and audiences;
- critically assessing literature (novels/ poetry/ short stories) using a variety of techniques;
- analysing an issue, drawing on appropriate modes of presentation;
- co-operating with other students in set language tasks including group work, role plays and debating.

**Literacy Years 7-9**

Should a student require Literacy support, South Oakleigh College provides direct intervention to support the child’s development and skills acquisition. Teachers may recommend that a student would benefit from extra Literacy support.

Students can participate in Literacy classes that provide extra tuition to build skills and confidence and address areas of weakness. Year 7 students will work through ‘The Sound Way Program,’ a phonics based reading and writing program that is designed to improve reading, writing and spelling skills.

**Year 9 Enrichment Elective**

'Beasts, Heroes and Angels: Adventures in Classic Literature.'

This course provides students with the opportunity to explore a variety of texts. It focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meaning of literary texts. Students reflect on their own interpretations and those of others. This course also introduces students to the key concepts and skills required to study Literature at VCE level. Students will produce both creative and analytical responses.

This subject aims to involve students in reading, writing and talking about the nature and value of a wide range of literature. It is designed to enable students to:
• develop an enjoyment of literature through reading widely, imaginatively, critically and independently;
• gain an understanding of the variety of human experience;
• develop an awareness of cultures past and present, as they are represented in literature;
• extend their understanding of the different ways literary texts are constructed;
• reflect on their interpretations and evaluate others' interpretations;
• develop the capacity to write confident analytical and creative responses to texts.

Mathematics Curriculum-Years 7-9
At Year 7 - 9 the Australian Curriculum is followed, where students develop skills in number, algebra, measurement, geometry, probability and statistics. Students develop mathematical problem solving skills, investigate mathematical relationships and learn to use technology to manipulate data and visualise problems.

At Year 7 and 8 an Acceleration Mathematics program is offered, which is designed to expose students to several areas of mathematics not present in the core curriculum. They acquire essential skills then participate in a group project using technology and hands-on learning.

The CAS calculator is introduced to students from Year 7 to gain skills and confidence before they purchase their own CAS calculator at Year 10.

Humanities Years 7-9

Year 7 Humanities
Year 7 Humanities includes the study of HISTORY GEOGRAPHY and CIVICS AND CITIZENSHIP.

History
The Ancient World

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.
**Geography**

There are two units of study in the Year 7 curriculum for Geography: Water in the world and Place and liveability. Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water in the world develops students’ understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

**Civics and citizenship**

The Year 7 curriculum provides a study of the key features of Australia’s system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia’s democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia’s secular system of government supports a diverse society with shared values.

**Year 8 Humanities**

**History**

**The Ancient to the Modern World**

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.
There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.

Landforms and Landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive.

Civics and citizenship

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.
**Year 9 Humanities**

**History**

The Making of the Modern World

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the so-called ‘war to end all wars’.

**Geography**

There are two units of study in the Year 9 curriculum for Geography: Biomes and Food Security and Geographies of interconnections.

Biomes and Food Security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

**Civics and citizenship**

The Year 9 curriculum builds students’ understanding of Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.
Science Years 7-9

At Years 7-9 the Australian Curriculum Science course has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

In Science Understanding, students study topics from the areas of Biological Science, Chemical Science, Earth & Space Science and Physical Science.

In Science as a Human Endeavour students develop an understanding and appreciation of the nature and development of science as well as it’s use and influence.

In Science Inquiry Skills, students hone their skills in questioning and predicting, planning and conducting experiments, processing and analysing data and information, evaluating and communicating ideas.

The Years 7-9 Science Curriculum prepares students for the VCE Science subjects Biology, Chemistry, Physics and Psychology which are offered in Years 10-12.

Physical Education and Health Years 7-9

The Key Learning Areas of Health and Physical Education are interrelated. Together they promote in students an understanding of the importance of personal and community actions in promoting health and lifelong participation in physical activity. Physical activity, sport and recreation are an important part in the lives of people in Australia. The experience of physical activity in play, recreation, sport, fitness and outdoor environments, provides challenge, personal growth and enjoyment.

At South Oakleigh College we recognize that Health Education is closely related to Physical Education and that these areas of learning share many goals and expectations. Knowledge about health issues and practices is presented to the students through units of work studied in class and through incidental learning during Physical Education classes.

In Physical Education the focus is upon the ‘Movement and Physical Activity’ dimension of AUSVELS. Students in Year 7 work on the basic concepts of movement and the development of coordinated movement patterns in a range of individual and team activities.

In Health Education, the focus is upon ‘Health Knowledge and Promotion’ dimension of AUSVELS. Students in Year 7 examine the physical, emotional, social and intellectual development across the lifespan. As students’ progress through their school years, they examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products.

South Oakleigh College values the role physical activity, sport and play in the social and emotional development of our students. Physical Education and Health Education are provided by specialist teachers in these areas.
Year 9 Project

Coaching for Success

Coaching for success endeavours to bring to our students a complete life, career and school performance coaching system to support all Year 9 students.

Module 1 – My life and Career Pathway Plan
Young people will be led on a journey of self-discovery where they will complete a personalised profile and design an inspiring life and career pathway plan that matches who they are, what life and work they will love and what they need to do to get there.

Module 2 – Steps for My Life Success
The life coaching module will assist young people to take charge and create a life they will love! They will review their current life satisfaction, set priority goals to work on, identify potential obstacles and make a step-by-step plan to move them forward to achieve greater wellbeing and satisfaction in all areas of their life.

Module 3 – Steps for my School Success
This module is designed to assist students of all ages complete a tailored School Performance Pathway Plan that identifies the qualities, skills and steps they need to MAXIMISE their own success at school. The Coaching Young People for Success Program was written and published by Life Business Consultancy.

N.B. Included in this program is the City Experience.
THE ARTS ELECTIVES

Art Attack
Art is the study of a variety of art making processes. These include (but are not limited to) painting, drawing, printmaking, sculpture, photography, collage and mixed media.
In Art Mix students manipulate and explore the art elements and principles to create and make artworks. Students also explore and respond to artworks from a range of times, styles, forms, traditions and cultures.
With guidance, students select, explore and apply a range of materials, techniques and processes relevant to creating art.

Assessment:
- PRACTICAL: A range of tasks responding to a series of different artists’ work and a variety of techniques and materials.
- THEORY: Written responses to unseen artworks and an understanding of the art language and terminology as demonstrated in a range of written responses.
- PRESENTATION A visual diary documenting the design process from initial concept to finished artworks. Students keep their folio for future work placements and university folio based interviews. A folio organizes and collates evidence of student skill development across their studies.

Students considering undertaking Studio Art, Visual Communication, Product Design and Technology, Food Technology History, VET Interactive Digital Media units 1&2 should select this elective.

Art Remixed
Art is the study of a variety of art making processes. These include (but are not limited to) painting, drawing, printmaking, sculpture, photography, collage and mixed media.
In Art Mix students manipulate and explore the art elements and principles to create and make artworks. Students also explore and respond to artworks from a range of times, styles, forms, traditions and cultures.
With guidance, students select, explore and apply a range of materials, techniques and processes relevant to art making.
Assessment:
- A well kept annotated documentation of the art making process including, research/inspiration, trials and experiments as well as art making (sketchbook)
- A cohesive folio of artworks
- Written responses to unseen artworks and an understanding of the art language and terminology as demonstrated in a range of written responses.

Students considering undertaking Studio Art, Food Technology, Visual Communication, Product Design and Technology, History, VET Interactive Digital Media units 1&2 should select this elective.

**Media**

In Media, students understand media conventions and process from pre production through production and post-production. They examine industry production, audience reception and the media’s contribution and impact on society through the study of a range of different medias including photography for the purposes of advertising, filmmaking and television. They explore the role of the media in society and the representations and stereotypes represented in a variety of media forms including print and photography. They independently and collaboratively design, represent and produce a range of media productions in film, photography and print. Students may be expected to go on excursions during the semester. A levy request and consent form will be sent out at the beginning of the semester.

Assessment:
- THEORY Written analysis and responses to a range of investigative tasks
- PRACTICAL Collaborative production exercises and independently driven outcomes
- PRESENTATION A well maintained folio (visual diary) both manual and digital, of the production process

Students who should select this elective are those considering undertaking units 1 & 2 Media, Studio Art, Visual Communication, Product Design and Technology, VET Interactive Digital Media.

**Drama**

In Drama, students develop knowledge, understanding and skills about drama as an art form through improvisation, rehearsal and performance. They make and respond to drama works independently, with their peers, teachers and community. Students perform drama works developing relationships, roles, and characters and refining expressive skills in voice and movement for different forms, styles and audiences. Students respond to their own, their peers’ and others’ drama works. They evaluate experiences of drama making, performing and responding and analyse how meaning is created through dramatic action in different forms and styles.

Assessment:
- Create scenes and plays from different theatrical styles through history for performance
- Respond to drama work by means of feedback and analysis in written and oral form
- Develop skills in stagecraft areas through application in the production process

Students considering undertaking VET Music, Theatre Studies, Literature units 1&2 should select this elective.
**Music and the Media**

This unit is designed to expose students to music through an emphasis on practical activity and listening and performing. It is also an extension and further development upon the elements of theory and practical music lessons. In music, students individually and in teams, develop a deeper understanding feelings and emotions provoked when music is used in television and other mediums. Students learn how to work individually and effectively in groups. They explore how different music genres have developed and how music is used for different purposes.

**Assessment:**
- Individual and Group practical work playing instruments
- Class ensemble
- Short theory workshops and worksheets looking at Major and minor chords and how to play them on the keyboard
- Written assignments, posters and PowerPoint
- Investigation tasks both written and practical (documented in their music books and presented to teacher)

Students considering undertaking Theatre Studies and VET Music in units 1&2 should select this elective

**Music: Cultures and Genres**

This unit is designed to expose students to music through an emphasis on practical activity and listening and performing. It is also an extension and further development upon the elements of theory and practical music lessons. In music, students individually and in teams, develop a deeper understanding of how different cultures use music and how different genres of music have developed. Students learn how to work individually and effectively in groups.

**Assessment:**
- Individual and Group practical work playing instruments
- Class ensemble
- Short theory workshops and worksheets looking at the major scale, its chords and how to play them on the keyboard
- Written assignments, posters and PowerPoint
- Investigation tasks both written and practical (documented in their music books and presented to teacher)

Students considering undertaking Theatre Studies and VET Music in units 1&2 should select this elective
**Script to Screen**

Script to screen is the study of film and the moving image. Students view, discuss, analyse and appreciate film making as an art form and as a form of communication and expression. They explore a range of films from different genres and cinematic styles including short films, animations, documentaries, art house and non-linear (non-conventional) filmmaking. They become familiar with directorial styles and the role of the different practitioners in filmmaking. Students are introduced to the conventions of script writing and learn to read basic narrative structure in films. They work in teams to design, write, produce and edit projects. Students may be expected to go on excursions during the semester. A levy request and consent form will be sent out at the beginning of the semester.

**Assessment:**
- PRACTICAL: Collaborative production exercises and independently driven outcomes
- THEORY: Written responses and analysis tasks
- PRESENTATION: A well maintained folio (visual diary) of the production process

Students who should select this elective are those considering undertaking units 1 & 2 Studio Art, Visual Communication, Product Design and Technology, Media, VET Interactive Digital Media.

**Visual Communication and Design**

Visual Communications pools exercises from art and design based subjects encouraging students to stimulate and develop creativity engaging in both freehand and digital methods. Students develop a visual diary of their skills and can monitor their creative growth through each task. As part of this subject, students explore and analyse past and current visual communication. Design discussion and building design language prepares students for university interviews and client-centric jobs within the arts and design industry. Students’ work both individually and collaboratively on a variety of realistic design briefs as a reflection of a studio based industry. Students will be expected to print work, buy materials for independent projects and go on excursions to explore design in practice outside of the school.

**Assessment:**
- PRACTICAL: A range of visually dynamic outcomes that meet the requirements of a design brief and demonstrate competency in a variety of techniques, using different materials and media.
- THEORY: Written analysis, annotation and written evaluations investigating tasks that can be both written and practical (documented in the folio)
- PRESENTATION: A drawing, research and development folio (visual diary), documenting the design process from initial concept to finished product. Students keep their folio for future work placements and university folio based interviews. A folio organizes and collates evidence of student skill development across their studies.

Students considering undertaking units 1 & 2 Visual Communication, Product Design, Studio Art, Media as well as Technology and Food Technology should select this elective.
**Musical Theatre**

Music Theatre is the study of the theatre’s three principal disciplines – singing, acting and dancing – both as individual crafts and in combination. Students will explore musical theatre technique, focusing on musical theatre composers through solo and group singing, dance routines and scene work from musical theatre scripts.

**Assessment:**
- Participate in solo and group performance tasks
- Choreograph or direct a scene from a musical to be performed for an audience
- Evaluation and analysis of performance work

Students considering undertaking Theatre Studies and VET Music in units 1&2 should select this elective

**HUMANITIES ELECTIVES**

**Global Citizenship**

1. The Year 9 Global Citizenship elective immerses students in the world of business, government and the law. It equips students with an awareness of the way modern society functions and develops a range of skills that prepare them for future academic studies and the world of work.

2. The units of study include ‘Business, Money and You’, ‘The World of Work’, ‘Government and the Law’. They cover topics such as managing money and interacting in the world of commerce. As well the basics of employment, the government and Australia’s legal system.

**PHYSICAL EDUCATION ELECTIVES**

**Captain and Coach**

This course investigates the different coaching methods and different coaching styles required to be an effective coach in various sports. Students will also learn about psychological strategies which are used to enhance performance. Students will participate in Sports Education lessons in which they practice their knowledge of coaching by taking on different roles as team coach or umpires.

**Students will study the following topics:**
- Coaching styles
- Feedback, Practice and learning styles
- Psychological enhancement of physical activity

**Assessment:**
- Students will be expected to complete research projects.
- Participate in activities and discussions.
- Complete class and homework tasks in an organised workbook.
Student considering undertaking Physical Education Units 1 & 2 at Year 10 can select Captain and Coach.

**Sports and Nutrition**
This course aims to develop performance and technique in a number of individual sports and activities. Students will also learn about individual nutrition in relation to their own Health and performance in sporting activities.

**Students will study the following topics:**
- Nutrition
- Sports Nutrition
- Hydration and ergogenic aids
- Global Health

**Assessment:**
- Students will be expected to complete research projects.
- Participate in activities and discussions.
- Complete class and homework tasks in an organised workbook.

Student considering undertaking Physical Education Units 1 & 2 at Year 10 can select Captain and Coach.

**Sports Science**
Sports Science will enable students to develop skills and knowledge to prepare for VCE PE. The course is a variety of theoretical and practical lessons, with a focus on laboratory activities.

**Students will study the following topics:**
- Biomechanics and skills analysis using IPAD’s
- Nutrition for Physical Activity
- Energy systems, recovery and fatigue in sport
- Activity analysis and data collection in sport
- Physical activity aimed to improve performance and fitness

**Assessment:**
- Laboratory reports
- Activity Analysis and Data Collection
- Tests

Students considering undertaking Year 9 Sports Science can select Physical Education Units 1 & 2 at Year 10.
TECHNOLOGY ELECTIVES

Fashion and Textiles

Fashion students develop innovative solutions working individually and in teams. In design and technology students explore various fashions and trends from a variety of different contexts. Students learn how design elements and principles can enhance their design work and refer to design briefs. Students will learn to consider and investigate aspects of function, form, and promotion and design aesthetics. Students explore the process of making different products and justify changes in their thinking as they design, develop and evaluate the products and systems. They discover how to recognise the right of others to perceive things differently. Students further develop an understanding of the creative problem solving process. Students will be expected to print work, buy materials/fabrics for independent projects and go on excursions to explore design in practice outside of the school. A levy request and consent form will be sent out at the beginning of the semester.

Assessment:

- PRACTICAL: A range of functional products that meet the requirements of a design brief and demonstrate competency in a variety of equipment and machines
- THEORY: Written analysis, annotation and written evaluations investigating tasks that can be both written and practical (documented in the folio)
- PRESENTATION: A folio (visual diary), which documents the design process from initial concept to finished product

Students who should select this elective are those considering undertaking units 1 & 2 Studio Art, Food Technology, Visual Communication, Product Design and Technology.

Food Technology

Skills you learn in Food Technology are skills that will stay with you throughout your life. Not only will you learn how to cook to feed yourself, your family and your friends, but you will learn about planning meals, budgeting for food and how to make healthy food choices.

Best Baking

- Students examine how ingredients work – flour, sugar, eggs, butter and other ingredients. They will examine the importance of aeration in baked products. Students will make a variety of products using the following processes – creaming, melt & mix, rubbing-in method and beating
- Students will visit Queen Victoria Market to explore the different foods that are available relating to their assessment task “Research and Construct’. They will also visit William Angliss Institute of Technology to examine the various professions that are available in the field of baking
- Topics covered – Designing with food; Safety and Hygiene Revisited; Best Baking; Grains are Great
Assessment:
- Research & Construct Assignment
- Folio – 10 recipes including evaluations and photographic evidence of finished products
- Work book of all class and homework tasks completed
- Ongoing development of practical skills and knowledge

Food Levy required.
- Cost of materials for practical classes

Who’s coming to dinner?
- Students will examine the distinctive flavours of different cuisines. They will investigate the culture and customs that have shaped the country’s cuisine
- Students will use the Healthy Diet Pyramid to make healthy food choices when buying and preparing foods
- Students will visit Queen Victoria Market to explore the different types of cultural foods that are available. They will have lunch at William Angliss Institute of Technology to evaluate the lunch menu in terms of the Healthy Diet Pyramid
- Topics covered – Designing with food; Safety and Hygiene Revisited; Global Goodies; Eating with Family and Friends; Eating Well for the Future

Assessment:
- World Cuisine Investigation – including production of a two course menu
- Folio – 10 recipes including evaluations and photographic evidence of finished products
- Work book of all class and homework tasks completed
- Ongoing development of practical skills and knowledge

Food Levy required.
- Cost of materials for practical classes
- Cost of 2 course lunch at William Angliss Institute of Technology
**Information Technology**

Students will develop their knowledge and skills in a variety of software applications using the Technology process. With this knowledge the students will be able to create apps for mobile devices, build websites, digital portfolios.

**Students will:**
- Develop skills in Digital Citizenship
- Digital File Management
- Develop their knowledge and skills in a variety of software applications using the cloud-sourced application.
- Develop knowledge and skills in basic structured coding using App Inventor.
- Learn about Virtual Reality and create games for Android devices.
- Design and create a website with digital portfolio using HyperText Markup Language within Wordpress.com.
- Learn about creativity utilising design concepts and ideas.

**Assessment:**
- Website creation and Digital Portfolio
- Assignments
- Coding projects
- Student self-evaluation of work completed

Students considering becoming an information technology programmer, website designer, game designer, Project administrator, Network solution consultant or Entrepreneur should select this subject.

**Materials and Processes**

In materials, students individually and in teams, develop innovative solutions for products that use a variety of materials using a variety of tools and equipment. Students learn how design using elements and principles to enhance their design work. Students refer to design briefs to consider and investigate aspects of function, form and design aesthetics. They trial and make products based on their design concepts, justifying changes in their thinking as they design. They develop and evaluate products and systems, and recognize the right of others to perceive things differently. Students further develop an understanding of the creative problem solving process.

Students will be expected to print work, buy materials/fabrics for independent projects and go on excursions to explore design in practice outside of the school.

**Assessment:**
- PRACTICAL: A range of functional products that meet the requirements of a design brief and demonstrate competency in a variety of equipment and machines
- THEORY: Written analysis, annotation and written evaluations investigating tasks that can be both written and practical (documented in the folio)
- PRESENTATION: A folio (visual diary), which documents the design process from initial concept to finished product

---
Levy required.
- Cost of materials for practical classes

Students who should select this elective are those considering undertaking units 1 & 2 Product Design and Technology, Studio Art, Food Technology, Visual Communication.

**Systems & Robotics**
This is very “hands on” elective for students who enjoy practical work and building things. In this elective students will be introduced to Robotics. Robots are more than just the usual electronic systems and gadgets. They have an inbuilt intelligence and an almost faultless ability to carry out tasks or missions. Their uses now range from assembly line production, performing medical procedures to unmanned aircraft vehicles and the latest military drones. In this unit you will construct at least two major projects including:
- An electronic system for use at home
- A smart ROBOT

You can also expect to:
- Do internet research
- Use computer design software.
- Do electronic circuit construction / troubleshooting.
- Develop basic metal and plastic fabrication skills

**Assessments:**
- Work book
- Class Exercises
- Assignments
- Evaluation of practical work and completed projects.

Systems & Robotics provides a pathway to the VCE subject Systems Engineering. This may lead into University or TAFE and jobs in a range of Engineering fields including Aerospace, Biomedical, Chemical, Civil, Materials, Mechanical, Mechatronics, Electronics, Computer, Mining and the Environment.
**SCIENCE ELECTIVES**

**Forensic Science**

Students explore the work of a forensic scientist, learn how scientific evidence utilising psychology, biology, chemistry, physics and mathematics is gathered, and are given the opportunity to use forensic techniques in the classroom. The legal process is introduced using real crimes as case studies.

**KEY SKILLS**

To gather data, think critically and logically about evidence, construct and analyse alternative explanations, communicate scientific arguments.

**ASSESSMENT**

Topic tests, practical work, extended project, worksheets, examination.

**RESOURCES**

Work Booklets, Computer programs, DVDs, internet, guest speakers, online resources and CSIRO incursion.

**LOTE ELECTIVES**

**Japanese – Pathway 1 & 2**

This course will be integrating Contents and Language Integrated Learning (CLIL) aspect in modules where students will be learning about other subject elements such as science, systems engineering, Information and Communication Technology, through Japanese. Japanese class will focusing on the intercultural understanding, which allows learners to connect their own lives with the lives of the people living in Japan. Students with prior-learning will be assigned appropriate level tasks and challenges according to their abilities. Each term, students will have “cultural studies” assessment task that are open ended tasks. Students will also have a chance to;

- Visit a Japan related events / excursions
- Complete various oral and written activities
- Watch various Japanese videos and compare Japanese and Australian culture.
- Meet and experience activities with university students from Japan.

**YR 7 Japanese**

Students will study the following topics from the text book ‘iiTomo1’ on the following topics;

**Semester 1**

- Why Learn Japanese ?
- Comparing teenagers in Australia and Japan
- Japanese writing system
- Greetings and manners

**Semester 2**

- Numbers
- Age and their generations
- Describing friends
- Families
**YR 8 Japanese**
Students will study the following topics from the text book ‘iiTomo1’ (continued from Yr7) and ‘iiTomo2’ on the following topics;

**Semester 1**
- Japan and People
- Traditional and modern Japanese cities
- Tourist attractions
- Festivals and costumes

**Semester 2**
- Daily routines
- Schools and club activities
- Favourite things to do
- Weekly schedule

**YR 9 Japanese**
Students will study the following topics from the text book ‘iiTomo2’ (continued from Yr8) and online textbook on the following topics;

**Semester 1**
- Telling time
- Daily routines
- Past events
- Lunch & lunchtime

**Semester 2**
- School year levels
- Subjects and timetables
- School life
- Calendar months and days

**MODERN GREEK**
In Modern Greek, students have opportunities to develop a range of language skills and cultural knowledge through the study of relevant topics. The Beginners’ Course introduces and develops basic communication and vocabulary skills through a range of themes. The Advanced Course covers a detailed study of themes relevant to the students’ educational, social and global world.

**Cultural Projects:**
- Greek National Day 25th March-Project
- The Greek/Australian Identity
- Greek Easter-Project
- Greek History and Geography of regions project
- Greek Name Days and birthdays
- 28th October – OHI Day
- Travelling to Greece – Tourism
- Christmas

**All Students studying Greek will:**
- Learn a selection of Greek Songs and Dances
- Go on excursions to Greek Restaurants and the Hellenic Museum in Melbourne CBD
- Do various role-playing activities and read a play
- Play various language games such as Greek Scrabble and Greek puzzles
Year 7 Modern Greek
Beginners/Intermediate Greek – Pathway 2
Students will study the following topics from

Greek YR 7 – Pathway 2
Language Topics:
Semester 1
• Why Learn Greek?
• The Greek Alphabet
• The Classroom
• Grammar

Semester 2
• Greetings
• The Body
• The Face
• Grammar

Advanced Greek YR 7 – Pathway 1
Language Topics for 2016 from the digital school/The Institute ‘DIOFANTOS’ publications:
Semester 1
1. First day at School
2. Communication in School
3. The Magical world of Greek Theatre
4. Grammar

Semester 2
1. Olympic Games-Athleticism
2. The Magic of Knowledge
3. Greek Culture and Civilization
4. Grammar

Year 8 Modern Greek
Beginners/Intermediate Greek 8– Pathway 2
Students will study the following topics from
And from class set -‘Learning Greek is Easy’

Language Topics:
Semester 1
• Why Study Greek?
• Revision of Greek Alphabet and sound combinations
• Introduction to Grammar/Lessons 1-6 from new text book
• Members of the Family-Lesson 6
• The classroom-Lesson 7
• The house and its rooms-Lesson 9
• Parts of the Body-Lesson 8
• Revision-Lessons 6-9

Semester 2
• The Modern Greek Language
• The Time-Lesson 15
• Family History/My Father
• The Days of the week-Lesson 12
• Months and Seasons-Summer in Greece-Lesson 13/14/17
• Clothing-Lesson 16
• Revision- Lessons 12-17
• Supplementary Units from
  ➢ University of Crete
Advanced Greek 8 – Pathway 1
Language Topics for 2016 from the digital school/The Institute ‘DIOFANTOS’ publications:
Semester 1
  1. Living with our family
  2. Friendships
  3. Schools over Time
  4. Career Pathways
  5. Grammar Revision

Semester 2
  1. The Media and Internet
  2. Current Social Problems
  3. Problems of our daily lives
  4. Towards the Future
  5. Grammar

Year 9 Modern Greek
Beginners/Intermediate Greek 9– Pathway 2
Students will study the following topics from New Text Book – Modern Greek/NEA ELLINIKA 8th Edition-Papaloizos Publications Part 2
And from class set -‘Learning Greek is Easy’
Language Topics:
Semester 1
  • Why Study Greek?
  • Revision of Greek Alphabet and sound combinations
  • Introduction to Grammar/Lessons 1-6 from new text book
  • Food/Shopping/Eating Out - Lesson 18
  • The Months and Seasons/Weather/Summer Theatre-Lesson 19/20
  • Vocations/Towns/Buildings-Lesson 21/22
  • Friendship-Lesson 23
  • Greek Food and Tourism-Lessons 24/25
  • Revision-Lessons 18-25

Semester 2
  • The Geography of Greece-Lesson 26/27
  • Going to Greece for a Holiday-Lessons 28/29
  • A study of Athens and the Acropolis-Lessons 30/31
  • The Greek Islands-Lesson 32
  • The Greek Taverns and Restaurants-Lesson 33
  • The Greek Flag-Lessons 34
  • Revision-Lessons 26-34
  • Supplementary Units from University of Crete

Advanced Greek 9– Pathway 1
Language Topics for 2016 from the digital school/The Institute ‘DIOFANTOS’ publications
Semester 1
  1. Greece in the World
  2. World Civilizations and Languages
  3. We are all the same but different-Racism
  4. Grammar Revision

Semester 2
  1. Active Citizenship/War and Peace
  2. The Arts – a common language
  3. Towards the future
  4. Grammar Revision

Please note that Ancient Greek for Year 7-9 students is offered at the College after hours