VADDA VALLEY

GRAMMAR

Curriculum

YEAR 9 2024

confidence to achieve

FOREWORD

Welcome to Year 9 at Yarra Valley Grammar.

TABLE OF KEY LEARNING AREAS – SUMMARY OF SUBJECTS OFFERED

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The Arts

SUBJECT SELECTION PROCESS

This booklet describes the subjects that Yarra Valley Grammar may offer Year 9 students next year. English, Mathematics, Languages, Science, Food Studies and Body Mind Spirit (BMS) are all compulsory subjects for the entire year and are run in semesters. All other electives are conducted in trimesters. In some cases, trimester units may not be offered in a particular year or due to insufficient students selecting a trimester unit.

Please note the following regarding the subject selection process:

1. Students and parents / carers should carefully read the information contained in this booklet.

2. Current Year 8 students choose subjects from the list offered which are compliant with the requirements. They are required to choose subjects from across the curriculum.

3. No electives chosen in Year 9 are prerequisites for future studies.

4. Students and parents / carers submit their online preferences by the due date indicated.

5. Subject choice information will be used by the School to determine the subject blocking grid. Some subjects may not be included in the final blocking grid.

6. Several weeks after the initial choice, the blocking grid will be finalised. Students may not automatically be allocated to all their chosen subjects for the following reasons:

   - a subject will only be offered if a viable number of students have selected that subject
   - two or more of their subjects may be offered in the same block, thus creating a clash. If this happens, students will need to reconsider their initial choice and choose an alternative subject in a different block
   - if a student's main preference/s cannot be allocated on the blocking grid, then their additional subject preferences will be considered.

Please note: Yarra Valley Grammar reserves the right to cancel a subject offered. Students directly affected by this decision will be informed as soon as possible.

YEAR 9 – GENERAL STATEMENT

Students are expected to promote a caring and positive learning environment in which everyone is treated fairly, has the opportunity to develop a feeling of self-worth and belonging and is able to learn.

It is each student's responsibility to:

- adhere to the School's IT policy and the appropriate use of devices as instructed by the teacher
- participate in all LINK@9 programs and other special Year 9 events
- come to class regularly, on time and with the required books, equipment and work preparation
- follow instructions from the teacher
- be thoughtful, respectful and courteous to others
- support the learning and achievement of others
- participate positively and constructively in group discussions and activities
- develop and practise good organisation and study habits
- keep books, equipment and classrooms tidy, clean and free of graffiti

STRUCTURE

Year 9 at Yarra Valley Grammar is about supporting students to achieve success, grow emotionally and develop skills to be life-long learners. The structure surrounding our students is one of support. All students have a Tutor who helps establish that feeling of connectedness.

Students move around the school more than in previous years, but still have a sense of belonging to a tutorial group. The Year 9 Co-ordinators oversee the year level and meet regularly with the Head of Middle School, School Counsellors and Learning Support Staff.

All students are expected to participate in Body, Mind & Spirit (page 13).

Why study Digital Technologies?

COMPUTING

DIGITAL TECHNOLOGIES

Students must select one unit of Digital Technologies

DIGITAL INDUSTRIES

Suggested Pathways: Year 9 Digital Industries Year 10 Computing and/or Year 10 Media
VCE Unit 1 & 2 Applied Computing / VCE Units 1 & 2 Media VCE Units 3 & 4 Data Analytics or VCE Units 3 & 4 Software Development / VCE Units 3 & 4 Media

Unit Description

This course is designed to develop student understanding of Esports digital industries, its history, and the enviro ent5.8 (e) (Un)72 (v)-3C va(h)10.40.6 ( )-r-5.8 (h)(,)7c (1)7-5.8 (d)-0.6 ( )-10.4 ((,)7.6 (t

IT FUNDAMENTALS

VIRTUAL DESIGN AND DEVELOPMENT

Suggested Pathways: Year 9 Virtual Design and Development / Year 10 Computing and/or Year 10 Media / VCE Unit 1 & 2 Applied Computing / VCE Units 1 & 2 Media / VCE Units 3 & 4 Data Analytics or VCE Units 3 & 4 Software Development / VCE Units 3 & 4 Media

Unit Description

Through this course, students will learn about the impact of new technologies through the design of virtual environments using industry leading tools. They explore different types of interactive experiences and extend their ideas through the use of visual scripting techniques. Students develop skills and experience which can be used for high end photorealistic rendering and dynamic

Why study Food Studies?

Food plays a significant role in the lives of every human being. The way that we eat, purchase, celebrate and produce food presents many challenges to us individually and globally, including ethics, health, environmental concerns, issues addressing food security and maintaining our culture.

Food Studies should be considered by those who are interested in understanding the complex nature of food production, our health, ethics and protection of our environment.

Food Studies equips students with knowledge and skills to be able them to cook a range of foods

Health, Outdoor and Physical Educa

SPORTS SCIENCE – YEAR 9

Suggested Pathway: Year 9 Sports Science Year 10 Physical Education Studies VCE Physical Education

Students will explore a range of exercise science related content knowledge, aimed at encouraging students to develop a greater understanding of a variety of sports science fields. This is explored through topics such as Exercise Physiology, Sports Nutrition, Exercise Prescription, Sports Psychology and First Aid. These areas are first investigated from a theoretical perspective, before being applied in practical lessons.

Unit Description

You would choose this subject if you were interested in:

- pursuing a career in biomedical science, health science or exercise science
- knowing more about fitness industr in(e)-2.o 312.7 (e)-2.8 (o)-17.3 (r e)-13.8 (x)-2.6 (e)-

OUTDOOR EDUCATION

Suggested Pathway: Year 9 Outdoor Education Units 1 & 2 Outdoor and Environmental Studies Units 3 & 4 Outdoor and Environmental Studies

This subject consists of a mixture of class work exploring environmental concepts, practical classes investigating practical skills for outdoor pursuits and excursions for the application of these skills. The geography, natural processes, natural history, human history, current use, impacts and sustainable future of the Yarra Valley area will be explored through a combination of experiences in the outdoor environment and school based learning. Practical classes may involve activities such as paddling or bike riding, in a local environment, where students are required to make observations, collect data and reflect upon their unit themes.

Unit Description

Outdoor Skills and Leadership – Students develop skills in preparing for the outdoors exploring weather interpretation, technology development in outdoor pursuits, navigation, menu development, knots and camp setups, risk management, group dynamics and team building.

Sustainable Environments: Yesterday, Today and Tomorrow – Students gain an understanding of human / nature relationships, Indigenous and early European land use, human impacts through commercial, conservational and recreational activities, introduced and native species of Victoria, and sustainable initiatives of tomorrow.

This subject aims to draw and build upon students' knowledge and abilities in a number of subject areas such as Science, Humanities, Physical Education and anxuof sig2undien an (a)10.8 ((y)-4.3

Why study Business Studies?

Business Studies subjects are included within the Humanities, and are an important component of the curriculum on offer at Yarra Valley Grammar because they provide excellent preparation for tertiary study, they furnish students with relevant life and workforce skills and an opportunity to achieve high academic and VCE standards.

Business Studies subjects are selected by a high proportion of both VCE and VCE students. They support students with life skills such as knowledge of financial literacy, consumer rights, the role of government in terms of law making and economic regulation, and workforce related skills. Students in Business Studies have the opportunity to progress into the four key business subjects of Accounting, Business Management, Economics and Legal Studies, which in turn contributes to their background knowledge that acts as a clear advantage when embarking on related tertiary studies in Commerce.

Business Studies

Business Studies is part of the broader Humanities Key Learning Area. For Year 9 students, each a minimum of two units and a maximum of three units must be studied. One of the Humanities units studied must be either Geography or History.

COMMERCE

Suggested Pathway: Year 9 Commerce Year 9 Law and the Economy Year 9 Finance and Investment Year 10 Accounting and Business Management Units 1 & 2 Accounting Units 1 & 2 Business Management Units 3 & 4 Accounting Units 3 & 4 Business Management

Unit Description

This course examines the role of money in society, how it can be effectively managed and strategies for young people to make effective consumer decisions. Students consider the function of currency, effective management of financial resources and how consumers are influenced in making their buying decisions. Students develop a checklist of steps to be followed when making wise consumer choices and management of financial resources. Topics include functions and characteristics of currency; personal record keeping; budgeting; borrowing, lending and using credit; advertising and marketing, and the role of government.

Assessment Tasks

- Annotated visual displays, e.g., posters and PowerPoint presentations
- Tests
- Research reports using a variety of resources

FINANCE AND INVESTMENT

Suggested Pathways: Year 9 Finance and Investment → Units 1 & 2 Accounting → Units 3 & 4 Accounting

Year 9 Finance and Investment → Units 1 & 2 Economics → Units 3 & 4 Economics

Unit Description

This course is comprised of two main areas:

An introduction to basic bookkeeping for sole proprietors: includes simple balance sheets, income statements, cash books, bank reconciliations and credit transactions. The aim of this section is for students to understand the basic accounting requirements for a small business owner.

Investment and taxation: includes a study of the operation of the Australian share market (primarily through an involvement in the stock market game). Selected public companies are investigated through an analysis of annual reports. Students study the taxation system in Australia with an emphasis on the personal tax system.

The aim of this course is for the students to be introduced to the nature of Accounting, Business and Economics and allows them to make more informed decisions when considering subject choices at VCE level.

Assessment Tasks

- Tests
- Reports
- Share market game
- Media task
- End of unit assessment

LAW AND THE ECONOMY

Why Study Humanities?

Students at Yarra Valley Grammar have a significant advantage as there are a number of great choices to select from in the Humanities. Far from just deciding a career path, these courses enrich how students think, study, communicate and participate in society and in the workforce.

Psychology has the benefit of teaching students how their mind (and others') works. What better

YANKEES, INDIANS AND REBELS: THE MAKING OF AMERICA

Suggested Pathways:

Languages

Students mustcontinue to study their language from Years 7 and 8 throughout all of Year 9

FRENCH

Suggested Pathway: Year 9 French Year 10 French Units 1 & 2 French Units 3 & 4 French

Unit Description

Why study Mathematics?

Not only is mathematics used on a daily basis in everyday life, it is also used in many other school subjects and in many different careers and workplaces.

In daily life some of the more obvious examples are: telling the time, shopping and calculating the prices of purchases, personal banking, cooking and following recipes.

Mathematics is used in many other subjects: the sciences of biology, chemistry and physics, the business studies subjects of accounting and economics, psychology, food technology, all fields of engineering, computer and technology studies and even in the arts of sculpture, drawing and music.

When learning mathematics you focus on how to think logically and solve problems using a logical sequence of steps. Mathematics teaches you how to be precise in thoughts and words and is considered an international language as the symbols used are universal and cut across borders.

The skills learnt in mathematics transfer to many different areas of education and the workplace. Those who qualify in mathematics are in the fortunate position of having a wide range of educational and career choices available to them.

Art, Design and Technology (ADT)

Minimum of two units from the Key Learning Area: The Arts (ADT, Drama and Music) must be studied by Year 9 students.

Product Design and Technology (PDT), Art, and Visual Communication and Design (VCD)

ART - DRAWING

Suggested pathway: Year 9 Art – Drawing Year 10 Art Units 1 & 2 Art Creative Practice
Units 3 & 4 Art Creative Practice

Unit Description

The ancient art of making and creating has been an essential part of cultures worldwide. Traditional art skills and techniques are as valued today as they ever have been. Learning these skills and techniques is both engaging and rewarding.

The Art course at Year 9 focuses on learning about various 2D art forms. Students will use their sketchbooks to experiment with techniques and develop art ideas and practices before creating a series of finished artworks. The artworks will be based around drawing in a variety of ways. They focus on viewing, discussing and writing about other artists from different traditions, times and cultures. Students respond to these various studies both individually and as a group.

This course will prepare students to continue studying Art at Year 10 and develop folio skills for

ART – PHOTOGRAPHY

Suggested pathway: Year 9 Art – Photography Year 10 Art – Photography

VCD – ARCHITECTURE AND INTERIOR DESIGN

Suggested Pathway: Year 9 VCD – Architecture and Interior Design Year 10 Visual Communication and Design Units 1 & 2 Visual Communication and Design Units 3 & 4 Visual Communication and Design

Unit Description

Spaces we occupy are an important contributor to how we think, feel and respond. Architects and interior designers are constantly creating innovative and engaging sp( )-10.4 (11.5 (d)-0.6 (.) e9 (n

VCD

PDT - TEXTILES

Suggested Pathway: Year 9 PDT – Textiles → Year 10 Product Design and Technology – Textiles Units 1 & 2 → Product Design and Technology – Textiles Units 3 & 4 Product Design and Technology

PDT - WOOD

Suggested Pathway: Year 9 PDT – Wood → Year 10 Product Design and Technology – Wood → Units 1 & 2 Product Design and Technology – Wood → Units 3 & 4 Product Design and Technology – Wood

Unit Description

The unique properties of wood have allowed for a wide variety of uses and applications throughout time. Emerging technologies and sustainable practices are allowing designers to rethink the way they use this natural resource. Product designers are responsible for making our lives easier by problem solving to create solutions that enhance and enrich our lives.

The Product Design and Technology – Wood course at Year 9 provides an introduction to design conventions, common construction methods and materials. Following a structured approach toward the design process, students create, analyse and evaluate design practice. The design and production work incorporates sustainable design principles.

This course will prepare students to continue studying Product Design and Technology – Wood at Year 10 as well as help students to gain skills for future subjects studied in the Art, Design and Technology Faculty.

Assessment Tasks

- Design folio – investigating and generating an eco amp
- Producing and evaluating an eco amp
- End of trimester assessment

Why study Drama?

Drama is about communication, the understanding of emotions and the spoken and written word, and performing. The study of Drama will certainly prepare students who wish to pursue a career in the area of Performing Arts; however, more than that it will provide a foundation for a whole range of careers. The skills that are learnt by studying Drama, such as teamwork, confidence, analysis and communication are invaluable in later life.

Students choosing Drama need to be creative and have an interest in understanding how we communicate ideas, thoughts and opinions to other people. In today's workforce, a person is expected to make presentations, to be able to speak confidently and deliver information effectively. Students need to prepare to be global workers who travel and work alongside people in different countries; having the ability to communicate and have empathy and understanding are qualities employers are looking for. Drama teaches teamwork and gives the student the skills so they can think on their feet and be able to quickly make decisions and act upon them.

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Drama

FROM PAGE TO STAGE

Suggested Pathway: Year 9 From Page to Stage Year 9 Musical Theatre Year 10 Performance Project Units 1 & 2 Drama Units 3 & 4 Drama

Unit Description

Students explore a range of acting and performance styles through class workshops. Students will draw upon this knowledge in the staging and performing of a scripted play to an audience. Students will learn how to take words on a page and perform them on stage. They will take on parts, develop characters, learn lines and give an evening performance to an audience. Students will be involved in design decisions and preparing the stagecraft for the performance. Stagecraft will include publicity, set design, costume design, hair and makeup and multimedia / sound production.

Assessment Tasks

- Practical workshops
- Performances to an audience
- Stagecraft folio
- End of trimester assessment

MUSICAL THEATRE

Suggested Pathway: Year 9 Musical Theatre Year 9 From Page to Stage Year 10 Performance Project Units 1 & 2 Drama Units 3 & 4 Drama

Unit Description

This course introduces students to the three key areas in Musical Theatre – Acting, Dancing & Singing. Students will explore the techniques used when telling a story on stage using these three areas. They will develop and improve their own skills in each of the three areas, develop their confidence and learn how to look after their body when performing. They will showcase their skills in one particular area in a final performance. Students will identify the social and cultural contexts of all musical theatre pieces included in the course.

Students are not required to be proficient in any of the areas.

Assessment Tasks

- Practical workshops
- Performances (group, duo and individual)
- Written reports
- End of trimester assessment

Why study Music?

Many students enjoy being involved in the music program at Yarra Valley Grammar by playing or singing in an ensemble outside of class time; however, fewer consider that there is also the opportunity to study Music as a subject, all the way through to VCE level.

Some students (and parents) take the view that if that do not plan to be a professional musician then there is no reason to study Music as a subject, but to do so would be to overlook the multitude of crucial life-skills that can be developed through studying music as a subject whilst doing something that they love.

Do you hope to be a Doctor? Or a lawyer? Then you need to be good at performing under pressure and being able to bring your best when it really counts. Music Performance is excellent at developing both of these skills, which are both taught and assessed in the subject. Do you hope to have a career where presentation skills are important? When presenting with confidence is critical? There are few occupations where these skills are not crucial and Music Performance teaches you how to excel in these areas.

Students who enjoy playing music and have reached somewhere around AMEB Grade Three level on their instrument by Year 9 are ideally placed to study VCE Music Performance. Students who are committed and who enjoy playing their instrument, can expect to achieve very good to excellent marks, whilst doing something which they are passionate about, rather than reading books or writing essays. Students who enjoy making use of their creative side and are looking for an outlet to express themselves will enjoy studying Music Performance as a subject.

There are three streams of Music that can be studied at VCE level:

- Music Contemporary and Repertoire Performance (the most common choice, for performers on all instruments and voice, and in all styles)
- Music Inquiry (for those who want to perform and research in detail one style or genre of music)
- Music Style and Co

Music

MUSIC EXPLORATIONS

Suggested Pathway: Year 9 Music Explorations Year 10 Music Performance Units 1 & 2
Music Performance Units 3 & 4 Music Performance

Unit Description

This is a practical course where all students can experience making and creating music using both instruments and devices, as well as developing skills in producing musical performances. Students are given the opportunity to choose a genre of music of interest to them, such as Jazz, Music Theatre, Rock, Electronic Music, Acapella, Chamber Music, or Celtic Music, and to then explore it through composition, research and performance.

Students will choose a genre to explore on their instrument and will develop performance skills in their chosen genre, as well performing in small groups and pairs. Students will also study arranging skills, preparing a piece of their own choice to perform with instruments of the class. The course will culminate in a performance where each student will perform their arrangement of a popular piece, as well as a piece in their chosen genre.

Skills developed will include performance skills, improvisation skills, music arranging skills and collaborative group skills.

Students undertaking this subject should be taking private lessons on any instrument or voice. If they do not have lessons on an instrument or voice they can perform using their device or tuned percussion.

Assessment Tasks

- Group performance
- Arrangement of own choice for class instruments
- Performance at the end of semester concert
- End of trimester assessment