



DONCASTER SECONDARY COLLEGE

YEAR 9 SUBJECT SELECTION HANDBOOK FOR 2024

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“We will empower learners to have a strong sense of self, so that they have the capabilities to become active and engaged members of the community.”

- Doncaster Secondary College, vision for the Middle School.

Dear Year 8 Parents and Students,

We welcome you to the Middle School.

The Year 9 program has been designed to reflect the interests and developmental readiness of young people who, having consolidated the basics in Junior School, are looking for increasing independence and agency. They want to understand how the world works, and how they can influence it.

At the same time, there is a recognition that year 9 students are preparing to enter the senior school, with its relentless pursuit of academic excellence, and that this is a year of transition and preparation for that all-important step. Attendance, effort, aptitude, achievement and growth are all closely monitored to ensure learners are achieving their full potential and setting themselves up for future success in a pathway suited to their individual interests, aspirations and skills. Highly motivated students who excel in each of these areas from the beginning of year 9 will be eligible to complete a VCE Advancement or VET subject in their year 10 program.

Managing Me is a core subject completed by all students which focuses on helping them learn more about themselves – their values, preferences and skills – so that they are prepared to make informed decisions for themselves and their future. Career pathways are initially explored through the Morrisby Profiling initiative and then continued through a careers and course counselling processes throughout the year.

All students also continue to engage in learning across core curriculum areas including English, Mathematics, Science, Humanities and Health and PE. There are also opportunities for learning in the Arts and Technologies subjects through a semester-based elective program, enabling students to specialise in areas of interest and aptitude.

Uniquely, year 9 offers a valuable opportunity for learners to engage in both leadership development and design thinking processes as a way to positively contribute towards the wider community, through our MYSELF program. Students generally select four term-based electives and respond effectively to environmental, social and economic challenges through reflection and innovation. They develop their capabilities through opportunities for meaningful decision-making, leadership, healthy risk-tasking and real-world applications of learning.

To facilitate the selection of year 9 electives in the Arts, Technologies and MYSELF programs, this booklet provides descriptions of the subjects offered, as well as descriptions of the core subjects all students will participate in. Students are asked to consider their selections carefully, and, if necessary, seek assistance from family, teachers, our Careers Coordinator and the Year Level Coordinators. Should you have any questions or concerns, please do not hesitate to contact any of our staff listed on the cover of this document.

Tony Leung
Middle School Excellence in Teaching & Learning Leader

CURRICULUM PROFILE 2024 YEAR 9

Please click on the blue links to be directed to the selected sections.

Core Year 9 Subjects

- English / English as an Additional Language (EAL)
- Mathematics / Mathematics (Extension)
- Science Inquiry
- Health & Physical Education (HPE)
- Humanities
- Managing Me (Pathways & Pastoral Care)

Elective Year 9 Subjects - SEMESTER Based

Students select four different semester-length electives. Languages takes the place of two elective slots as it is a year-long elective.

The Arts

- Media Arts - Media
- Performing Arts - Drama
- Performing Arts - Music Performance
- Performing Arts - Music Technology & Production
- Visual Arts- 2D Art
- Visual Arts - 3D Art
- Visual Communication and Design

Technologies

- Design and Technology - Electronics
- Design and Technology - Food Technology
- Design and Technology - Woodwork
- Digital Technology

Languages

- French
- Italian
- Mandarin Chinese

MYSELF Program Electives - TERM Based

Students select one Leadership based MYSELF subject, and three others in the Design Thinking, Entrepreneurship & Community category. Duke Of Edinburgh takes the place of two MYSELF electives (two terms).

Leadership	Design Thinking, Entrepreneurship & Community
<ul style="list-style-type: none">• My Future Leader• My Peer Leader• Duke Of Edinburgh	<ul style="list-style-type: none">• My Animal• My Business• My City Planning• My Coding• My Community• My Fitness• My Outdoor• My Product Design• My Urban Art

CORE YEAR 9 SUBJECTS

Students will consolidate their development of core Literacy and Numeracy skills across all subjects throughout the Middle School program.

ENGLISH

Overview:

Year 9 English will support learners to achieve the key concepts and skills. Year 9 English explores the world of language and ideas, providing students with the knowledge and skills to interact and engage with a range of multi-modal texts. Students employ increasingly complex language and structures to analyse concepts and texts, and to create their own forms of discourse. They also learn terminology to describe and discuss particular structures and features of language produced in a variety of contexts.

Key Concepts & Skills:

- Analyse the ways that text structures can be manipulated for effect, and analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
- Evaluate and integrate ideas and information from texts to form their own interpretations, selecting evidence from the texts to analyse and explain how language choices and conventions are used to influence an audience.
- Create a variety of texts in response to issues, interpreting and integrating ideas from other texts.
- Understand how to use a variety of language features to create different levels of meaning.
- Create presentations that respond to issues, interpreting and integrating ideas from texts and contribute actively to class and group discussion.

Assessment:

- Analytical tasks and essays
- Creative writing
- Creating texts about reality
- Oral presentations
- End of year examination

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Overview:

English as an Additional Language (EAL) is structured to meet the specific language needs of students of non-English speaking background and for whom English is an additional language. *Acceptance into the course will be based on teacher recommendation and/or testing by the EAL Co-ordinator.* EAL provides students with opportunities to develop their oral, aural and written English communication skills, to enable them to interact purposefully in school-based and interpersonal contexts.

Key Concepts & Skills:

- Explore grammatical structures; develop vocabulary, spelling and sentence construction
- Read, interpret and analyse a range of texts and respond to them both orally and in writing
- Develop speaking and listening skills
- Read, interpret and analyse current media issues, and the persuasive intention of writers
- Participate in writing activities to produce a variety of styles of writing; through editing, to clarify ideas and correct punctuation, grammar and spelling

Assessment:

- Oral presentation
- Creative writing folio
- Analysis of text

MATHEMATICS

Overview:

Mathematics provides students with essential skills and knowledge across a number of areas such as Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are required to practise and apply skills in exercises and undertake tasks that develop skills needed for logical reasoning, analytical thought and problem-solving. It is aimed to develop the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Key Concepts & Skills:

- Apply the index laws using integer indices to variables and numbers
- Express numbers in scientific notation
- Solve problems involving simple interest
- Use the distributive law to expand algebraic expressions
- Solving questions involving Cartesian planes, linear and non-linear relations
- Solve measurement problems involving perimeter and area of 2D and 3D shapes
- Explain similarity of triangles, interpret ratios and scale factors in similar figures
- Apply Pythagoras's theorem and trigonometry
- Compare techniques for collecting data from primary and secondary sources
- Construct histograms and back-to-back stem-and-leaf plots
- Identify mean and median in skewed, symmetric and bi-modal displays
- Calculate relative frequencies to estimate probabilities

Assessment:

In addition to maintaining an organised exercise book with all skill exercises and homework tasks, students may be given the following tasks:

- Topic tests and semester examination
- Application and analysis tasks
- Problem solving
- Investigations incorporating the use of ICT

MATHEMATICS - EXTENSION

Overview:

In the Year 9 Mathematics (Extension) course, the mainstream topics are covered in greater detail, depth and at an enhanced pace. Hence, additional topics are also studied. Students in this course will be challenged with varied and more difficult problem solving, application and analysis tasks. The advanced work will be assessed and recorded in the student's report, in addition to the students' assessment at the mainstream level.

SCIENCE INQUIRY

Overview:

Science Inquiry delves into the real-life scientific application of content and skills in the 21st century climate of Australia. Students will be taught the incorporation of ethics, to then critically question and reason with different stakeholders in order to form their own scientifically-based stance on their beliefs.

In addition to exploring scientific issues, students will also be taught how to design their own experiments through the three lenses of: Chemical Reactions (Chemistry), Light & Sound (Physics) and Coordination & Control (Biology).

Key Concepts & Skills:

- Consider ethics to form a scientifically evidence-based stance on whether Australia should:
 - Utilise nuclear energy (Atomic Chemistry)
 - Cull native animals that are considered pests (Ecosystems)
 - Send aid to countries that are in high disaster risk areas (Earth Science)
 - Use stem cells to enhance human functionality (Body systems)

- Learn key skills to design their own experiments:
 - Safely handle scientific equipment and chemicals
 - Creating risks assessments for their experiments
 - Posing hypotheses that can be investigated using a range of questioning and inquiry skills
 - Plan experiments which include the accurate control and measurement of variables
 - Develop reasoning skills to draw plausible conclusions

Assessment:

- Developing scientific reports for self-designed practical investigations
- Developing scientific reports for ethical issues in the scientific community
- Topic tests

HEALTH AND PHYSICAL EDUCATION

Overview:

Health and Physical Education (HPE) provides students with the knowledge, skills and behaviours to develop and maintain their physical, mental, social and emotional health. It focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society. It also promotes lifelong participation in physical activity through the development of motor skills and movement techniques, health-related physical fitness and sport education. Students of Year 9 HPE participate in practical sessions and theory sessions per week.

Key Concepts & Skills:

- Students will develop an understanding of a variety of mental health disorders. They will also look at the various behavioural techniques to combat these disorders including positive thinking and meditation.
- Students will take part in an intensive first aid course that combines theoretical understanding with practical application so they are well equipped to assist in an emergency situation.
- Students will discuss the various elements of their personal identity. Students will assess the key factors that influence their identity and discuss ways in which they can positively influence someone else's identity as a role model.
- Students will investigate the crucial elements that maintain a respectful relationship between two people. This investigation will involve looking at different forms of communication and body language as well as looking at how we should approach real life scenarios where some people are not being respectful.
- Students will form knowledge on the nature of independence in regards to adolescent development, including sexual relationships.
- Students will identify factors contributing to current trends in the nutritional status of Australians.
- Students will be involved in a variety of activities to improve or maintain regular participation in moderate to vigorous physical activity.
- Students will also understand the responsibilities required to undertake a variety of leadership roles in a sporting environment.

Assessment:

- First Aid Theoretical/Practical Assessment
- Mental Health Presentations
- Personal Identity Topic Test
- Respectful Relationships Case Study Assessment
- Sexual Education Investigation Task
- Nutrition Inquiry Task

HUMANITIES

Overview:

Students in Year 9 will focus on investigating key questions around social, political and environmental issues that effect them and those they care about. These are;

1. How does the way we work impact our lives and the world we live in?
2. How is the environment impacted by power and privilege?
3. Who decides our rights and how are they upheld in Australia and the world?

By the end of Year 9, students are able to use their understanding of the four humanities strands, Geography, History, Economic and Civics to investigate and explore the world around them, creating their own interpretations of how the social, political and economic issues that are relevant to them effect their lives and those they care about.

Key Concepts & Skills:

- Exploring how work has changed over time, due to technology & COVID
- Investigating importance of rules, both from society and the rule of law, and how this can be used to not only create order but propel social change.
- Analyse their own relationship with the environment, and explore how power and privilege influences how we treat the climates around us.

Assessment:

- Research task
- Multimedia campaigns
- Source analysis task
- Inquiry task

Managing Me (Pathways & Pastoral Care)

Overview:

Most Year 9 students when asked, have no idea yet as to the career they plan to pursue. This unit is based around building awareness in students about the possible pathways they could embark on in life. In a low-stakes environment students are encouraged to consider the different career opportunities that are available to them as well as the kinds of values and personal skills that they would like to embody. Students are given the opportunity to explore university, TAFE or alternate education pathways. They also begin to explore the realities of living in our society through learning to budget, plan for savings, create resumes and engage in job interviews.

To help learners gain a better perspective of which pathway may be the best for them, students will engage in the Morrisby profiling and Year 10 subject selection process in this subject. Regular reflections of their own learning will occur in this class through guided activities around identifying success and setting new goals based on feedback around attendance, assessment submission, assessment achievement and progress report data.

When preparing to become a respected member of society, students will be taught a range of Personal and Social Capabilities that will be required in the work place. Students will be walked through scenarios where they are taught to identify and regulate their emotions, whilst also identifying their own strengths which will be required in a range of vocations. Resilience is a recurring theme in this unit as classes will be challenged with a range of individual and collaborative tasks to build up team-working skills.

Key Concepts & Skills:

- Understanding of key terms and concepts relating to work and career building
- Practice resume writing, portfolio building skills and understanding how to seek work
- Exploring the link between income, lifestyle, choices and necessities
- Learning to deal with typical real-life situations that may challenge decision making skills
- Sharing stories of real-life experiences in the world of work based on interviews with adults.
- Self-assessment to give an insight into interests, skills and learning styles
- Development of resilience strategies
- Identifying good collaboration skills and conflict management strategies
- Reflecting on personal strengths and harnessing it to make wise career decisions
- Regulation and identification of different emotions in varying scenarios.

Assessment:

- Students will be required to regularly reflect upon their own Personal and Social Capabilities
- A rubric will be provided during the assessment which allows students to identify what they have demonstrated thus far, and to foresee their next level of advancement.
- All students will be required to provide detailed and specific evidence of their demonstration of these capabilities, which also acts as preparatory material for upcoming interviews they may partake in.

ELECTIVE YEAR 9

SUBJECTS - SEMESTER

For semester long electives, students will have the opportunity to continue any of the Arts, Technologies and Languages that they completed in Junior School with the addition of a few more subjects.

MEDIA ARTS - MEDIA

Overview:

This course provides an opportunity for students to refine and extend their understanding and use of structure, intent, character, settings, viewpoints and genre conventions in Media productions. As they use media technologies, they extend the use of media elements such as time, space, sound, movement and lighting. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks. Students will also develop video and photo editing skills through the Adobe suite. Please ensure you view the Media Arts course video linked on this page.

Key Concepts & Skills:

- Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text
- Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes
- Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues
- Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts

Assessment:

- Representation unit
- Film study unit
- Creating narrative unit

PERFORMING ARTS - DRAMA

Overview:

The Drama course is designed to introduce students to various styles of drama and performance work, in particular Naturalism and Non-Naturalism. Students will develop their performance skills and acting techniques by making, rehearsing and presenting group-based performance pieces. Please view the video linked at the bottom of this page.

Key Concepts & Skills:

- Study the elements of Drama
- Compare historic and modern theatre styles
- Engage in the playmaking process, creating performances based on scripted works and their own ideas
- Develop their stage design skills by experimenting with light, sound, costume, sets and props

Assessment:

- Group performances work
- Participation in activities
- Research in reflective tasks
- Folio tasks

PERFORMING ARTS - MUSIC PERFORMANCE

Overview:

Music throughout history has played a pivotal role in societies, and has been shown to have many benefits for the development of youth. With this unit of music, students will perform solo and ensemble pieces, whilst learning about improvisation and aural skills. Students will reinforce theoretical concepts through practical activities. Students intending to complete Music at the VCE level are highly recommended to select both this subject and Music Technology and Production.

Key Concepts & Skills:

- Music performance of solo and ensemble pieces
- Music improvisation and composition
- Investigating musical conventions and interpretations
- Developing aural skills
- Exploration of music in history and different cultures

Assessment:

- Performances of a piece
- Participation in activities
- Reflective journal
- Music theory/history research task

PERFORMING ARTS - MUSIC TECHNOLOGY AND PRODUCTION

Overview:

As the digital age continues, music also consistently evolves to match the times. In this unit, students explore how music can be composed and produced with technology, whilst developing their own tracks. Students will be encouraged to use both digital and acoustic instruments to create and manipulate songs through the use of software and recording techniques. Students intending to complete Music at the VCE level are highly recommended to select both this subject and Music Performance.

Key Concepts & Skills:

- Music production and composition of original tracks
- Re-imagining of pieces through the manipulation of effects
- Investigating the current industry and technology's influence in music
- Developing aural skills
- Exploration of music in modern history and different cultures

Assessment:

- Production of a track
- Participation in activities
- Reflective blog
- Music theory/modern history research task

VISUAL ARTS - 2D ART

Overview:

In Year 9 2D Art, we will delve into the world of two-dimensional art forms, exploring a range of mediums and techniques. This course aims to enhance your creativity, critical thinking, and technical abilities as you navigate through various art-making processes. By the end of this year, you will have developed a deeper understanding of 2D art and the ability to express yourself visually.

Key Concepts & Skills:

- **Drawing and Sketching:** You will hone your drawing skills, learning techniques for observation, proportion, shading, and creating different textures. Emphasis will be placed on improving your ability to accurately represent objects and scenes.
- **Painting:** Through the exploration of different painting mediums, such as watercolor, acrylics, and gouache, you will learn color theory, brushwork, and techniques for creating various effects. You will experiment with composition, tone, and style to communicate your ideas effectively.
- **Mixed Media:** This skill will allow you to combine various materials and techniques to create unique and expressive artwork. You will learn to incorporate elements such as collage, assemblage, and digital media into your art, expanding your creative possibilities.

Assessment:

- Compile a portfolio
- Painting Project
- Mixed Media Artwork

VISUAL ARTS - 3D ART

Overview:

In Year 9 3D Art, we will explore the world of three-dimensional art forms, working with various materials and techniques to create sculptures and installations. This course aims to enhance your creativity, critical thinking, and technical abilities in the realm of three-dimensional art. By the end of this year, you will have developed a deeper understanding of 3D art and the ability to express yourself visually in three dimensions.

Key Concepts & Skills:

- **Sculpting:** You will learn the fundamentals of sculpting, including techniques for working with clay, wire, and other sculpting materials. You will explore concepts of form, texture, and composition to create three-dimensional objects and figures.
- **Assemblage:** This skill involves creating art by assembling found objects or materials. You will learn to re-purpose and combine different elements to create unique and meaningful artworks, exploring themes of identity, society, and environment.
- **Art History:** Throughout the year, you will study significant sculptors, art movements, and installation artists. This exploration will deepen your understanding of art history, inspire your creative process, and enable you to analyze and critique three-dimensional artworks.

Assessment:

- Sculpture Project
- Assemblage Artwork:

VISUAL COMMUNICATION & DESIGN

Overview:

Students will develop essential skills and knowledge to effectively convey messages, ideas, and information through various visual mediums. This handbook provides an overview of the course, key skills learned, and assessment tasks to guide students throughout their learning journey.

Key Concepts & Skills:

- **Visual Literacy:** Students will learn to analyze and interpret visual messages, including understanding the use of colour, composition, typography, and visual hierarchy. They will develop the ability to critically evaluate visual designs in different contexts.
- **Ideation and Concept Development:** Students will learn techniques to generate and refine creative ideas. They will explore brainstorming, mind mapping, sketching, and storyboarding as tools for visual problem-solving and concept development.
- **Graphic Design Principles:** Students will understand the fundamental principles of graphic design, such as balance, contrast, repetition, emphasis, and unity. They will apply these principles to create visually appealing and effective designs.

Assessment:

- Visual Analysis
- Design Project
- Digital Portfolio

DESIGN AND TECHNOLOGY - ELECTRONICS

Overview:

The Electronics course is designed to focus students who are interested in design and engineering. The focus is on design and construction. We start the course by building some analogue models using traditional methods (soldering) and then compare this to creating more models using 21st century technology. The main aim for students is to be exposed to the design process and practical skills using new technologies. The course includes the opportunity for students to use CNC machining (programmable cutter), CAD designing, laser cutting and 3D printing. We use these technologies to produce a model 'speedster' car. If you like to build and design this is the course for you! The year 9 course is the first exciting step on Doncaster Secondary College's technology pathway towards Systems Engineering Units 1-4. A Year 10 Electronics course is also offered at Doncaster Secondary College.

Key Concepts & Skills:

- Build models using traditional and contemporary technologies
- Have access to using innovative technology (CNC, Laser cutter, 3D printer)
- Be able to develop key skills of design

Assessment:

- Analogue models, design briefs and safety (e.g., Flashing circuit board)
- Digital models – Arduino, coding and how this works with electronics (temperature sensors)
- CNC/Laser cut CAD designed **speedster car** plus a student race

DESIGN AND TECHNOLOGY - FOOD TECHNOLOGY

Overview:

The Food Technology course at Year 9 encompasses practical cooking skills, as well as developing an awareness for foods around the world and matters of food sustainability. Students are taught the importance of kitchen safety and hygiene procedures and demonstrate these practices weekly in a practical lesson. Students develop an awareness of the environmental impact of their food choices, and learn key life skills such as budgeting when planning meals and managing food waste. The Year 9 course is a stepping stone to senior Food at Year 10 and builds an excellent foundation of the concepts which underpin the Food Studies curriculum at VCE.

Key Concepts & Skills:

- Apply principles of safe and hygienic food handling practices in a range of practical activities
- Develop and create design solutions from a sustainable food production perspective
- Work collaboratively with peers in different food contexts, both practical and theory

Assessment:

- Practical safety and hygiene assessment
- Design brief
- Group work assignment

DESIGN AND TECHNOLOGY - WOODWORK

Overview:

Students create designed solutions due to the context based on an evaluation of needs or opportunities. The students begin to understand where the materials are sourced and therefore learn cost and effect on society and the environment. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

The students will establish safety procedures in the workshop to minimise their risk in the workshop and learn to manage the project correctly. They learn to transfer theoretical knowledge to practical activities. Students build confidence and independence through skill-building exercises to allow them to select, use tools and machinery correctly and safely to develop working solutions and projects.

Key Concepts & Skills:

- Development of Designs
- Understanding Occupational Health and Safety Practices
- Marking and Measuring
- Accurate Sawing of Materials
- Careful and proper use of handheld tools
- Group skills
- Manufacturing of timber and development tools in general use
- Developing appropriate and safe techniques when handling equipment and pieces of machinery

Assessment:

- Visual Development of Designs in a Visual Diary
- Documentation and Evaluation of Tasks
- Completed Production Models

DIGITAL TECHNOLOGY

Overview:

Digital Technology uses the Unity game development environment to learn how to make a simple 3D game using a set of guided tutorials. Students then learn how to analyse the end user requirements for a game to produce a simple Software Requirement Specification, then use this to produce design documentation to turn a game design into a 3D game. Using these ideas students then use a simplified Agile Software Development process to iteratively produce analysis and design documentation in the form of the SRS, object models and attributes, storyboards, and developed code. This process empowers students to collaborate to make a 3D game of their own design. Lastly, students learn about how operating systems make computers and networks work.

Key Concepts & Skills:

- Using the Unity game development engine 3D libraries and components to develop software
- The use of vectors in moving objects in a 3D game, as well as changing the camera angle in game
- Understanding software is made through following a software development model
- Using data collection to analyse user requirements
- Using design ideas and documentation to develop the objects and scenes in a 3D game
- Operating system software and how it's used to control and network computers, including less common ones such as Linux
- How to use collaboration software and processes to make software as a team of programmers

Assessment:

- 3D game CAT
- Design Project (Software Requirements Specification, object model and attributes, storyboard, developed code)
- Operating system CAT

LANGUAGES – FRENCH, ITALIAN, MANDARIN CHINESE

Overview:

Language (French, Italian & Mandarin) provides students with communication skills and knowledge to come to understand social, historical, familial relationships and other aspects of the language and culture. Students are provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of intercultural awareness.

Key Concepts & Skills:

- Extend and develop the basic skills of listening, speaking, reading, writing and viewing
- Comprehend factual information drawn from themes studied by comparing, analysing and selecting correct information in order to respond appropriately.
- Interact socially and obtain information based on themes presented in class
- Read and understand an authentic text in order to select information and demonstrate comprehension
- Creating and discussing personal, imaginative and factual information of the target language
- Broaden their knowledge and understanding of the linguistic concepts of the target language

Assessment:

- Reading comprehension tests
- Written responses
- Oral activities

MYSELF PROGRAM

ELECTIVES - TERM

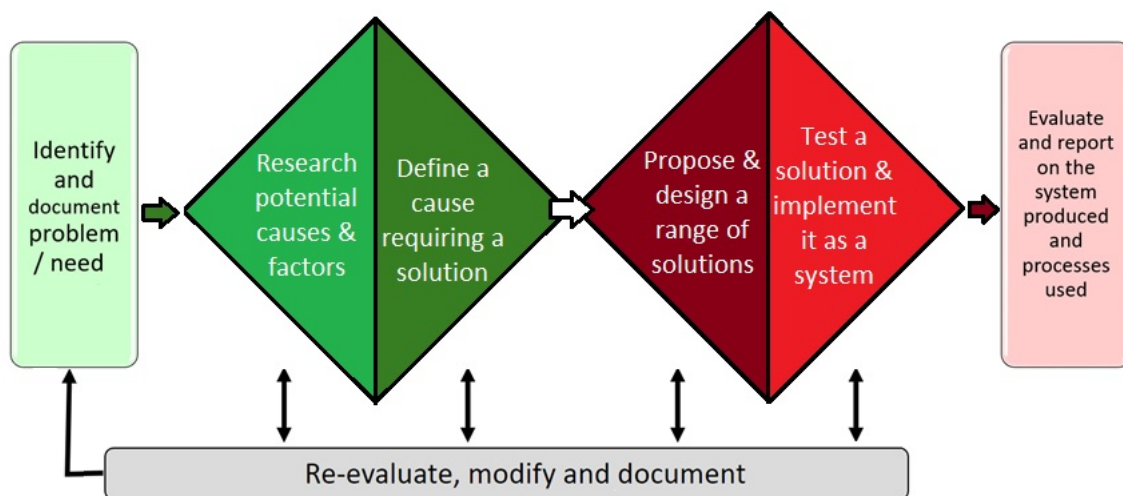
The MYSELF (Middle Years Selected Essential Learning for the Future) Program involves all Year 9 students undertaking a range of leadership development and design thinking application classes for one whole day per week over the year. It is compulsory for students to choose either:

- My Future Leader - **Sets the foundation** for students who have not had the opportunity to engage in long-term leadership opportunities in the past.

OR

- My Peer Leader - **Extends** students who have already taken part in other long-term leadership opportunities in the past.

Students must choose **three** other learning units, where the Design Thinking Process will be implemented through the lens of their interests and elective as a way to design solutions for the community. However, if Duke of Edinburgh which goes over two terms is chosen and successfully enrolled into, the student will have the option to be enrolled into only one other learning unit OR to opt out of My Peer Leader and My Future Leader, allowing for the selection of two other units.



The key skills that will be developed across all MYSELF units include:

- Leadership
- Design Thinking
- Critical and Creative Thinking
- Effective Collaboration
- Effective Communication
- Self-reflection and Meta-cognition
- Ethical Decision Making
- Factoring of other Cultures
- Resilience Strategies
- Networking with the Community
- Accountability and Independent Learning

Elective Assessments:

- Detailed action plans and reflections of the design thinking process

Subject Levy Cost:

Students are to regularly bring a valid MYKI card for any excursions.

MYSELF Core Unit - Option 1: My Future Leader

Overview:

Leadership is a common part of everyday life. However for some of us, it is always hard to take the first step into it. This subject is designed to build students up on the different types of leadership skills and to see where and when it can be applied in our real life and to the school community.

In comparison to My Peer Leader where students may have already developed their leadership skills in previous years and are using this year to apply it in more contexts across the school, My Future Leader is a great way to transition into exploring situations where students can show leadership when they may have never thought about it before or have always perceived others to be leaders instead of themselves.

Key Concepts & Skills:

- Goal setting and Evaluation/Reflection
- Exploring and investigating different styles of leadership
- Development into their own styles and skills for leadership
- Event organisation
- Learning about conflict management

Assessment:

- Reflection journal via an online record book
- Participation in all activities; including peer and self-assessment
- Inquiry into different styles of leadership and ways to manage conflict
- Celebration presentation

Subject Cost:

Students will be required to have a topped-up MYKI card to cover the cost of public transport to excursions.

Additional Information:

This subject is not compatible with My Peer Leader, but can be compatible with Duke of Edinburgh.

MYSELF Core Unit - Option 2: My Peer Leader

Overview:

My Peer Leader provides an opportunity for Year 9 students to train as a leader at Doncaster Secondary College. The program will be offered to chosen Peer Leaders and provides time for the students to work together to create programs and activities that facilitate the smooth transition of Year 7 students into the College.

My Peer Leaders is a program that will run for first term only and will provide opportunities for students to learn about planning, organising and implementing programs to support others. Students will participate in excursions and incursions and will spend their time setting up their leadership program so it runs smoothly for the remainder of the year. They will also experience planning week to week activities to implement in the college community and event organisation such as student led assemblies, lunchtime activities and visiting Year 7 classes.

Key Concepts & Skills:

- Goal setting and Evaluation/Reflection
- Facilitation of the transition of year 7 students.
- Event organisation

Assessment:

- Reflection journal via an online record book
- Participation in all activities; including peer and self-assessment
- Completion of Year 7 programs
- Celebration presentation

Resources:

Students will be required to find their own maps for planning purposes. This will mostly be done using the internet and library but depending on the location students choose, some maps may need to be purchased or outsourced. Students will be able to use school photocopiers and laminators to provide maps for the whole group as well as using school phones and fax machines to arrange transport and accommodation bookings. Students will need a folio book for class work and for lessons that are out in the field.

Subject Cost:

Students will be required to have a topped-up MYKI card to cover the cost of public transport to excursions.

Additional Information:

This subject is not compatible with My Future Leader, but can be compatible with Duke of Edinburgh.

Extracurricular Subject - Option 3: Duke of Edinburgh (Over two Terms)

Overview:

The Duke of Edinburgh is an internationally recognised program for young people, building their skills to equip them for life and work. It is an externally governed extracurricular program which will be taught during the hours that the MYSELF program is running in Terms 2 and 3. They will experience a range of activities and work in a team to complete tasks. Students will complete the Bronze Award. The Award equips young people for life and work, whether it is through unique activities, meeting new people or exploring an unfamiliar environment. Students are responsible for their development and setting their Award goals. Students will be required to complete the following components:

- **Service:** Volunteering time to assist others or their community.
- **Physical Recreation:** Improving fitness and discovering new sports or active recreational activity.
- **Skills:** Undertake a new interest or hobby or extending on a current one.
- **Adventurous Journey:** This is the only section of The Award required to be undertaken in a group. Undertaking a journey in an unfamiliar environment is about creating opportunities for team building through shared planning, role allocation, problem solving and accommodating physical and personality differences.

Through the Duke of Edinburgh, young people, schools and community organisations develop networks of relationships while achieving shared goals. Students must be responsible for their own learning in parts of the award. Duke of Edinburgh gives young people a chance to do something great in their community based on modules of their choice. Young people are able to plan projects, meet new people, build skills and make a difference in their community.

Key Concepts & Skills:

- Goal setting and evaluation/reflection
- Experience planning week to week activities to implement in their community.
- Event organisation
- Basic camping skills (packing, meal planning, activity organisation)
- Learning a new physical recreation activity
- Learning a new skill e.g., CPR/ First Aid Qualification
- Volunteering in the local community

Students will work in groups to research and analyse a dance performance of their choice, utilising some of the skills listed above and presenting their analysis in a multimedia mode. Students may also choose to further develop dance styles learned in class for taped or live performance.

Assessment:

- Reflection journal via an online record book
- Participation in all activities; including peer and self-assessment
- Completion of service, physical recreation, skill and adventurous journey modules
- Celebration presentation

Extracurricular Subject Levy Cost: \$480.00 (covers both terms)

This includes all costs associated with this unit including the cost of enrollment into this internationally-recognised external program and an overnight camp with the exception of a valid MYKI card.

Additional Information:

Students who choose Duke of Edinburgh have the option to opt out of My Future Leader and My Peer Leader. They may still complete either one of those two subjects if they wish to.

<https://dukeofed.com.au/>

MYSELF Elective Unit: My Animal

Overview:

Animals play many important roles in our lives. In the MyAnimal program, students will investigate the role of animals in society, animal welfare and animal rights issues, the importance of animals as pets, issues in animal industries and careers with animals. In addition to the learning of ecosystems and ethics which is already taught in Year 9 Science, students will have the opportunity to research local and global issues relating to fauna in a range of settings. They will have the opportunity to participate in local activities after they have researched and sourced the information.

Potential fees: While the subject itself has no cost, we have made some changes regarding class excursions. Previously, classes would have had to plan their own excursions, around an **\$85** levy for the entire term. However, moving forward, all excursions are optional and will only be organised based on class discussions on whether they see a need to visit these venues. As a result, the costs associated with these excursions may vary and could be more or less than our predicted amount of **\$85**. To ensure efficient processing, these costings will now be handled through Compass events whenever the class wants to organise an excursion. Please note that students who are unable or are not willing to pay for the excursion will have the option to stay at school and participate in a free alternative version of the experience where the same skills and topics would be taught during the days when the vents are occurring.

MYSELF Elective Unit: My Business

Overview:

Modern businesses don't require physical stores and shop fronts anymore. In the same way, it also doesn't require the business owner to start with a lot of capital, and they definitely do not have to be a high school graduate! In My Business, students are encouraged to flesh out new ideas to consider how it can be marketed, whilst looking into business ethics and practices to see how a potential business can be managed. Students will eventually have to develop a Shark Tank style pitch, where they will be questioned on the profitability and sustainability of their business. All Year 9 students will be investigating workplaces in their Humanities classes, and My Business is a great way for them to apply this knowledge into a practical manner. A part of this subject also includes the interviewing of local businesses to gain their expertise and perspectives on what it takes to own and run a business.

MYSELF Elective Unit: My City Planning

Overview:

The city of Melbourne is always looking at different ways to improve the livelihood of those who reside and visit our beautiful city. When looking at Melbourne's CBD, there are many factors which contribute to some areas of concern such as homelessness, lack of necessary resources, urbanisation, crime and the environment. In this subject, students will be researching what other states and countries are doing to tackle some of these issues in their own central business districts, before going out to the city themselves to partake in guided tours which expose our students to these challenges. In teams, students will regularly be tasked with designing ideal solutions based on their research, to then also consider how they could market or campaign for these ideas.

Potential fees: While the subject itself has no cost, we have made some changes regarding class excursions. Previously, classes would have had to plan their own excursions, around an **\$20** levy for the entire term. However, moving forward, all excursions are optional and will only be organised based on class discussions on whether they see a need to visit these venues. As a result, the costs associated with these excursions may vary and could be more or less than our predicted amount of **\$20**. To ensure efficient processing, these costings will now be handled through Compass events whenever the class wants to organise an excursion. Please note that students who are unable or are not willing to pay for the excursion will have the option to stay at school and participate in a free alternative version of the experience where the same skills and topics would be taught during the days when the vents are occurring.

MYSELF Elective Unit: My Coding

Overview:

With the constant evolution of technology in the 21st century and the continual reliance on AI, students will investigate the ethics of cyber-security. By investigating the different ways coding is used from app development, website making and system development, students will then be challenged to use their expertise to develop software that can better their local community. Students who are keen to incorporate their skills with hardware are encouraged to also choose My Product Design as another elective at some other point in the year. It is recommended that students who elect this subject already are proficient in block-based coding. Text-based coding proficiency of any language is highly recommended but not required.

MYSELF Elective Unit: My Community

Overview:

As members of Manningham, it is imperative to build positive connections with the community around us. As a starting point, students will investigate and help organisations which support particular areas, demographics and individuals in need around our own school. To extend themselves, students will be taught of ways to research other needs in the wider community, and to consider ways they can design solutions to helping people. Students may design solutions ranging from starting donation drives, raising awareness campaigns, all the way to cooking and preparing meals as ways to help their community. By completing this subject, it will also benefit students who are looking at building up a stronger portfolio, resumé and network due to the increased competition of part-time job position availabilities in the local area.

MYSELF Elective Unit: My Fitness

Overview:

This unit enables students to gain specific knowledge and skills in improving personal health and fitness for sport, including nutrition, training methods and principles and sport psychology. Students will then work together to consider how they can improve awareness around the importance of fitness in the community. They will also research and participate in an excursion where they will learn of the ways that non-abled bodied individuals stay active. Through this they will develop high level of teamwork, leadership, organisation skills and personal fitness. Students will be required to organise training sessions at a local facility, professional advice, consider nutritional requirements from food, effective choice, use and care of equipment. They will spend a substantial amount of time participating in physical activity in both individual and team activities.

Potential fees: While the subject itself has no cost, we have made some changes regarding class excursions. Previously, classes would have had to plan their own excursions, around an **\$40** levy for the entire term. However, moving forward, all excursions are optional and will only be organised based on class discussions on whether they see a need to visit these venues. As a result, the costs associated with these excursions may vary and could be more or less than our predicted amount of **\$40**. To ensure efficient processing, these costings will now be handled through Compass events whenever the class wants to organise an excursion. Please note that students who are unable or are not willing to pay for the excursion will have the option to stay at school and participate in a free alternative version of the experience where the same skills and topics would be taught during the days when the vents are occurring.

MYSELF Elective Unit: My Outdoor

Overview:

My Outdoors aims to equip students with the skills and knowledge required for safe and respectful participation in outdoor recreation activities. Students will examine a variety of different outdoor activities and the venues in which these activities can be conducted. Students will build confidence in themselves to step outside their comfort zone through activities that may be conducted in the urban environment where appropriate. An overnight expedition will be planned by the student group. There is a key focus on connecting to nature as a means of improving wellbeing and students should leave this program with a broader understanding of Australia's history and Koorie peoples, in relation to the land on which we visit throughout excursions and camp.

Potential fees: While the subject itself has no cost, we have made some changes regarding class excursions. Previously, classes would have had to plan their own excursions, around an **\$130** levy for the entire term. However, moving forward, all excursions are optional and will only be organised based on class discussions on whether they see a need to visit these venues. As a result, the costs associated with these excursions may vary and could be more or less than our predicted amount of **\$130**. To ensure efficient processing, these costings will now be handled through Compass events whenever the class wants to organise an excursion. Please note that students who are unable or are not willing to pay for the excursion will have the option to stay at school and participate in a free alternative version of the experience where the same skills and topics would be taught during the days when the vents are occurring.

MYSELF Elective Unit: My Product Design

Overview:

Have you ever looked at a situation or a product and just thought to yourself, that there must be a better and more efficient way of doing things? This subject will allow students to be hands-on with the building and designing of various items, whilst also considering the sustainability and marketing of these prototypes. Throughout this subject, designs will be given feedback by test audiences and experts by being put through tests in different scenarios to ensure students are regularly finding ways to improve their product in terms of safety and accessibility. Students who want to link their products to an operating system are recommended to also complete My Coding at some point in the year, and those who are keen to market their products should also sign up for My Business.

MYSELF Elective Unit: My Urban Art

Overview:

My Urban Art will provide students with the opportunity to develop their creative and expressive capacities by learning about the different practices, materials and techniques within the Urban Art world. Students will learn about how some urban art pieces such as those in Hosier Lane (the 'graffiti' lane of the city) can spread awareness of important world issues. Students will create visual art works through painting, sculpting and photography to communicate, challenge and express their own and others' ideas. By drawing on the world, specifically the Melbourne urban art culture, as a source of inspiration. Students will develop conceptual understanding and engage in Critical and Creative thinking throughout the unit. Students will develop a sophisticated understanding of practical skills required within the method/s of Street Art through the trialling and testing of a variety of professional techniques and materials.

