RUTHERGLEN HIGH SCHOOL

YEAR NINE HANDBOOK

Year ‘9ALIVE’ Program
Welcome to 9Alive, the Year Nine program operating at Rutherglen High School. During next year, you will have the opportunity to participate in many activities which you may not have experienced previously. So enjoy the ride and welcome to Year Nine.

During the year you will complete the following subjects:

- Humanities/ Connect
- Create
- English
- Maths
- Science
- Get Active
- Sport
- Project

Some of these subjects you will be familiar with, others will be completely new to you. More information will be provided on each subject later in the handbook, but broadly each of these subjects involve:

- Humanities/ Connect: Students will complete a series of Humanities based units across the areas History, Geography and Civics and Citizenship. Students will also have the opportunity to work on projects such as New Skill and Community Service. This subject runs for the entire year.

- Create - Students experience a taste of the Arts and Technology subjects. Each subject within this block runs for a semester.

- English - Students complete a number of units across the English strands - Speaking and Listening, Reading and Writing. Students study a series of theme based texts, complete a film study as well as writing and oral tasks. This subject runs for the entire year.

- Mathematics - Students will be blocked in Mathematics which allows for ability grouping and rotation where required. This subject runs for the entire year.

- Science - Students complete a series of Science electives in this subject. Some of the traditional Science units such as Biology, Chemistry and Physics will be combined with other electives. This subject runs for the entire year.

- Get Active - Students have the option of completing same sex or mixed Physical Education. This subject runs for the entire year.

- Project - Students choose which ‘Project’ they would like to complete— Farm to Table, Building & Construction, Movie Making & Photography (combined with Visual Communication) & Design and Art & Sculpture This subject runs a semester.

- Sport - Students will select from Sport electives which are offered throughout the year.
Throughout the year you will have the opportunity to complete a number of activities both within and outside of the school. Some of the events which you may be involved in include:

- Community Clean Up Days
- Community Service
- New Skill Camp
- Alpine School
- Mittagundi Camp/Reach Camps
- Animal Nursery
- Learning A New Skill
- Presentation Night
- Steer Handling at Royal Melbourne Show
- Construction tasks (i.e. Building garden seats)
- The Great Victorian Bike Ride
- Health Days
- Freeza Events
- Team building activities
- Assisting with the School Production
- French Food Safari
FREQUENTLY ASKED QUESTIONS . .

What costs are associated with the program?

There are some additional costs which are involved with the 9Alive program. These depend on the activities which the student chooses to be involved with. Some of the main activities include:

- New Skill camp Torquay (approximately $180.00)
- Steer Handling Royal Melbourne Show ($220.00)
- Various excursions (ranging from free to $20.00)

The Year 9 program has obtained funding which allows the school to heavily subsidise some events as this allows activities to run at the lowest cost possible. Grants can also be sought for individual projects which can help with the cost of events.

What book levies apply to the program?

Students will require specialised books for some subjects or a handbook fee may apply. These will be printed on the book list which will be sent home with your student.

What if my child wants to change a subject?

Students can change subjects after negotiation with the teacher, student, year level co-ordinator and parent. The student must approach the year level co-ordinator and complete the change of subject selection form. This must be signed by the parent. The cut off point for changing a subject is the end of week three of any given term. Each request will be assessed on a case by case basis.

Can parents be involved in the program?

Parents are welcome to become involved in the 9Alive program. At various times in the last two years parents have assisted in supervision of students and providing expertise or ideas for projects in which students can become involved. If you would like to become involved in some capacity with the program, feel free to contact the school on (02) 6032 9483.

What is expected of students in the program?

Students are offered more freedom and flexibility within the 9Alive course, but with that comes extra responsibility. Students are expected to become involved in many of the events which are run throughout the year. Students are expected to take a leadership role in many of the projects, be prepared to work independently and show an awareness for the learning of others working throughout the school. Students are expected to see one of the year level co-ordinators if they are encountering issues as this will help with the running of the program.

Are there any unsupervised activities?

At various times throughout the year students will be required to complete tasks without the direct supervision of staff. This may include walking to and from a venue or being at a venue under the supervision of community members. Letters will be sent home before the event if students are to be unsupervised in any of these situations. All community members assisting with events will have a Working With Children’s check.
HUMANITIES/CONNECT

Students will complete a number of units in Humanities across Geography, History and Economics. This is consistent with for the National Curriculum which is being introduced in 2014.

HUMANITIES

Some of the electives which students may have the opportunity to select from are:

- Ned Kelly—Hero or Villain?
- Australia and the New World
- Urban sprawl — Growth of Melbourne’s Outer Suburbs (fieldwork to Melbourne part of this)
- Government—Our Political System, You and the Law

CONNECT

This is a subject which operates unlike any other in Years 7 & 8. As part of the Connect section of this subject, students will work independently throughout the year. The idea behind this subject is that students show initiative and responsibility for developing, planning, completing and evaluating projects. The teachers will deliberately take a ‘low key’ approach and will have limited involvement in the development of ideas and planning of projects. Student will also be given the opportunity to pursue projects they have an interest in whilst also completing a series of structured Community Service activities, New Skills and an Own Project.

STRUCTURE OF SUBJECT

The structure of the subject is as follows:

- Humanities 3 periods (involving a series of Humanities electives)
- Connect 2 periods (involving students working on a New Skill, Community Service, Own Project and a Passport)
CREATE

HOW CREATE WORKS

Create is a subject which has an Arts and Technology focus. Create is structured in the following way:

- Students complete one subject per semester for three periods a week.
- Students should ideally complete at least one unit of Arts and one unit of Technology per semester between Project and Create.
- Students will gain a taste of each area. This will still enable students to experience a pathway through to VCE.
- The subjects which are being offered in 2013 are listed below in the table. Descriptions of each are available in the Handbook.

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It is important that students select subjects which they have an interest in, not their friends. This will enable them to gain the most out of the Create subject.
CREATE — FOOD TECHNOLOGY

SEMESTER ONE - HEALTH & CULTURE

In this unit students will focus on two areas: Healthy eating and foods from other cultures. Students will investigate the relationship between nutrition and eating practices. They will study links between diet and current community health issues such as obesity and consider special dietary needs as well as ways of improving their own diet. The dishes chosen to prepare are those, which can be prepared in a short amount of time and use readily obtainable ingredients.
The students will also take a cultural voyage around the world. They will work with a range of ingredients and food from different countries while gaining an appreciation and understanding of how the Australian eating pattern has evolved from the influences of these countries.

Assessment:

Students will produce a variety of products and complete product evaluations.
The students will also complete two investigations:
1/ An investigation on a dietary disease of their own choice. This involves choosing how to present their information to the rest of the class as well as producing one or two products that are rich in the nutrients needed to prevent the disease.
2/ An investigation on a country of their own choice. This involves choosing how to present their information to the rest of the class as well as producing one or two products typical of their chosen country.

SEMESTER TWO - BAKE & CELEBRATE

In this unit students will focus on two areas: Baking and foods used to celebrate occasions.
Cake making is regarded as a most rewarding accomplishment in the field of Food Technology. Students will undertake a variety of cake making and decorating techniques. They will also consider the nutritional value and evaluate their place in today’s diet.
Students investigate the challenges involved in providing interesting and healthy meals for a range of different celebratory occasions, together with the requirements for healthy and safe food when catering for other people.

Assessment:

Students will produce a variety of products and complete product evaluations.
The students will also complete two investigations:
1/ The students will follow the Design Process (Investigate, Design, Produce and Evaluate) for one of their designs. This will include an introductory cake making investigation.
2/ An investigation on occasions where food is used to celebrate. The students will also plan the food for an occasion including choosing how to present their information to the rest of the class.

Note: For both units of work topics are chosen by the teacher but a number of products / designs are chosen by the student.
CREATE — METAL

SEMESTER ONE - INTRODUCTION TO METAL WORK

Students develop skills in sheet metal Fabrication techniques. They complete a series of tasks that develop workshop safety and practical skills. They use different joining techniques such as ‘Knock-up Joints’, ‘pop-riveting’ and ‘spot welding’. Students develop knowledge and understanding of metal characteristics; specific tool use and correct machine operation. OH&S will be strongly promoted and enforced. Students are encouraged to have their own overalls and safety glasses.

Assessment:

- Students will be assessed on completion of set models such as:
  - Small utility box
  - A tool carrier
  - A lidded and hinged tool box
  - A safety poster created using I.T.
  - Design and ideas generation
  - Complexity of tasks
  - Quality and aesthetics

SEMESTER TWO - ENGINEERING

Students will be given a technical drawing from which they will make a small engineers vice. Tasks will include hand cutting steel, filing, welding, thread forming and some basic lathe work. They will be introduced to basic welding skills (see below).

Assessment:

- Keeping an organised book
- Following correct OH&S procedures
- Accuracy (+/- 1mm tolerance)
- Correctly following construction instructions

INTRODUCTION TO WELDING

Students will be introduced to the basics of oxy-acetylene, MIG and arc welding. They will learn safe operating procedures and welding characteristics. Students will complete several welding skill practical tasks. Once the practical skills have been developed they can use these skills to complete their Vice.

Assessment:

- Students will follow appropriate Occupational Health and Safety guidelines
- Students will complete skills development practical tasks
- Students will complete the theory assignment.
CREATE—MUSIC

CREATE—MUSIC

SEMESTER ONE – ENGINES OF CREATION

This semester explores how knowledge and skills in the areas of rhythm, melody and harmony can be used to create great-sounding original music.

Students will use ICT to explore and create music using the concepts studied in class. This will involve creating a four-part instrumental composition using Garageband software.

They will also perform pop and rock songs in a group setting.

Assessment:

- Performance and participation in group rehearsals
- Composition using ICT
- Rhythm, music theory and listening activities

SEMESTER TWO – MUSIC PROJECT/SONG AND SOUND

The first term (Term 3) of this subject is entitled ‘Music Project’. In this term students complete a project on an area of music that is of interest to them. They may work individually or in groups to complete this project. Upon completion of the project students make a presentation and write a reflection on their experience.

The next term (Term 4) begins with a unit entitled ‘Capturing Sound’ which explores the nature of sound as well as audio technology for live and recorded music. This term also includes a unit on understanding and creating songs in which students complete a variety of lyric and music writing activities with a view to composing their own song. As in Semester 1, there is an opportunity to perform pop and rock songs that demonstrate the concepts studied in class.

Assessment:

- Tests on sound and audio technology
- Practical activities for capturing sound
- Lyric and music composition activities
- Music theory and listening activities
- Performance and participation in group rehearsals
ENGLISH / MATHEMATICS

ENGLISH

In English students will undertake a range of tasks from the following areas:

Text studies: Novels, films, plays, poetry
Issues analysis: Topics currently in the media to be dissected
Language use: Spelling, punctuation, grammar

Assessment

Assessment in English will include:

Text Responses: Essays, short text responses, script writing, reviews.
Issues: Analysing newspaper articles, writing debates, persuasive texts in written form
Oral: Speeches, debates, group discussions, acting of scripts

In 2014 English is blocked which means that all students have English at the same time. This allows for ability grouping and rotation where required.

MATHEMATICS

In 2014, Mathematics classes will run at the same time for all Year 9 students. This enables students to be placed in ‘ability group’ classes regardless of their form groups. The classes will be determined through topic pre-testing together with teacher knowledge. This process is carried out throughout the year and therefore, it is likely that there will be some movement of students between groups based on their current topic knowledge and their next level of learning need.

Teaching Mathematics in this manner enables all students to progress through the Year 9 curriculum at a pace they are comfortable with and at a level where they can all achieve success.

Topics taught at Year Nine level include:

- Business Maths
- Algebra
- Linear equations and graphing
- Pythagoras theorem and trigonometry
- Measurement
- Indices and Surds
- Geometry
- Quadratics
- Probability and Statistics
Subject Description/ Outline

Students will be given the option of ‘Boys Only’, ‘Girls Only’ or ‘Mixed’ Physical Education classes. Units covered include:

- Water survival & Lifesaving skills
- A range of traditional sports (eg. Basketball, Soccer)
- Selected recreational pursuits (eg. Weight Training, Power Walking)
- Twice yearly fitness testing

Activities covered will reflect the nature of each specific group.

Assessment

Assessment will include some of the following:

- Successful demonstration of lifesaving techniques
- Teacher evaluation of student interaction and participation
- Pre and post skills testing
- Theory and rules tests
- Fitness test evaluations
- Participation and attendance rates

Other Information

Units covered may vary depending on teacher preference and availability of resources and venues.
STRUCTURE

Students will choose from the following four subjects in the Project block. All four of the subjects will run each semester. This block is designed to give students specific skills in an area and be able to apply these to a ‘Project’. The four subjects include:

- Construction and Development
- Farm to Table
- Movie Making (semester one)
- Photography (semester two)
- Visual Arts

PROJECT - WOODWORK/CONSTRUCTION

GENERAL COURSE DESCRIPTION

This subject involves a ‘hands-on’ approach in gaining a range of practical skills and experience in materials technology. Students will be given the opportunity of developing a variety of woodworking skills in class as well as being involved in building and construction activities outside the classroom.

SEMESTER ONE - FURNITURE CONSTRUCTION

In this part of the unit students will gain knowledge and skills in basic cabinet construction. They will apply a range of appropriate processes and learn to utilise a variety of tools, equipment and machinery in a safe manner. A small furniture project will be completed by students not wishing to continue with the subject beyond Semester 1. Students intending to complete a further unit in Woodwork may negotiate to complete a more complex item which may be continued as part of their studies in Semester 2.

Students will also be involved in completing Building and Construction tasks (see below).

SEMESTER TWO - WOOD DESIGN

This unit will allow students to extend their knowledge and skills in basic cabinet construction. Some students may wish to continue with projects commenced in Semester 1. Students will also be given an opportunity of involvement in other related practical activities such as furniture restoration, wood turning, carving and toy construction.

Students will also be involved in completing Building and Construction tasks (see below).

BUILDING AND CONSTRUCTION

(To be completed in conjunction with Units 1&2 Woodwork)

This aspect of the subject will be incorporated with both the above units. It will involve students in activities beyond the classroom where they will gain experience in a range of design, construction and building tasks that benefit the school and community. Students will have an opportunity to work independently and co-operatively on various projects. Projects will be selected from a range of options which may include:

- Farm to Table development projects (e.g. Garden beds)
- Chook sheds, fencing etc.
- Grounds development and landscaping
- Outdoor furniture
- Leisure area development
- Sculpture
- Building activities

Assessment:

Students will be assessed on the completion of a range of practical tasks. All students are required to maintain an up to date workbook. Practical work, journal activities and theoretical aspects of the course will be assessed. A class presentation will also need to be completed at the end of each project along with a self evaluation.
PROJECT - VISUAL ART

SEMESTER ONE - 2D/3D

In this unit, students will focus on both 2 dimensional and 3 dimensional artworks. Students will be introduced to famous sculptors throughout history as well as looking at contemporary public sculptures. Materials such as clay, stone, plaster, wood, metal and plastic will be explored as well as different methods of construction. Students will create a sculpture/s for the sculpture courtyard. Students will also look at printmaking as a form of communication used in art and graphic design. They will look at artists and designers who work in areas such as advertising, posters, art and t-shirt design. Students will explore the main printmaking techniques and produce a number of their own images. Techniques include monoprinting, linoprinting/woodblock, silkscreen and etching.

Assessment:

- Assessment is based on the production of a visual diary that records the design process and documents experiments
- Students will produce a sculptural artwork/s
- Students will produce a number of finished prints using different techniques
- Working effectively in teams as well as problem solving is observed and recorded

SEMESTER TWO - DRAWING & PAINTING

In this unit students will focus on two complimentary areas within art: drawing and painting. The drawing topic is about experiencing success in drawing and extending the traditional concept of what drawing means. Students will be introduced to a wide range of drawing materials as well as techniques. Students will create observational drawings from a variety of sources such as landscape, portrait and still-life. Students will be able to explore an area of interest in greater depth.

In painting, students are introduced to the development of painting movements and techniques throughout history. Students will be exposed to different painting materials such as oil, water colour, guache and ink as well as a number of application tools and techniques.

Students will create works based on realism and observation as well as abstraction.

Assessment:

- Assessment is based on weekly drawing and painting exercises in each topic
- A visual diary documents experimentation and the creation of images
- Working effectively in teams and problem solving is observed and recorded.
PROJECT - VCD/MOVIE MAKING/PHOTOGRAPHY

SEMESTER ONE - VCD AND MOVIE MAKING

Students will integrate Advertising and Design with elements of digital movie making and editing. They will study the role of graphic designers in creating images that the public respond positively to. Short ads for TV will compliment the product design folio. Students will also cover architecture and design. They will design buildings that take environmental considerations into account as well as the needs of the client. The designs will be generated using ‘Google Sketch-up’ and the 3D models constructed.

Assessment:

- Assessment is based on the production of a Visual Diary that records and explains the design process involved in the creation of images and designs.
- A folio of mounted and presented images of products and designs.
- Working effectively in teams and problem solving using a variety of strategies is observed and recorded.

SEMESTER TWO - VCD AND PHOTOGRAPHY

Student will study the use of digitally manipulated images in graphic design. They will become increasing familiar with Photoshop as a powerful creative design tool. A section of Landscape Architecture design will allow students to diversify and produce digitally enhanced images. The use of digital photography will be developed and students can specialize in the studio photography. Areas such as portrait, macro and photo-journalism will be studied.

Assessment:

- Assessment is based on the production of a Visual Diary that records and explains the design process involved in the creation of images and designs.
- A folio of mounted and presented images of products and designs.
- Working effectively in teams and problem solving using a variety of strategies is observed and recorded.
PROJECT - FARM TO TABLE

SEMESTER ONE - FARM TO TABLE 1

Farm to Table is a subject designed to give students a realistic ‘taste’ of the operations carried out on a typical farm. Students are involved in all aspects from start to finish, or, ‘From Farm to Table’. Students are involved in growing produce in the market garden, animal breeding and animal handling. In 2013 the students will also be responsible for the tending, pruning and harvesting of 750 grape vines.

Areas covered as part of Farm to Table semester one include:
- Introduction to sheep
- Introduction to cattle
- Introduction to chickens and egg production
- Feed and preparation—Melbourne Show
- Seasonal vegetables
- Vines—Growth to dormancy

Assessment:

Students are assessed on their physical participation and contribution to the school’s farm. They are also assessed on their book work where they must keep a journal of all planning and work done on a specified subject.

This subject will also involve completion of theory units related to various aspects of farming, however, students who select this subject must be prepared to complete the manual labour required.

SEMESTER TWO—FARM TO TABLE 2

Farm to Table is a subject designed to give students a realistic ‘taste’ of the operations carried out on a typical farm. Students are involved in all aspects from start to finish, or, ‘From Farm to Table’. Students are involved in growing produce in the market garden, animal breeding and animal handling. In 2013 the students will also be responsible for the tending, pruning and harvesting of 750 grape vines.

Areas covered as part of Farm to Table semester two include:
- Introduction to sheep
- Introduction to cattle
- Introduction to chickens and egg production
- Feed, preparation and showing cattle—Melbourne Show
- Seasonal vegetables
- Vines—Dormancy to growth

There will be opportunity for some students to participate in the Melbourne Show camp in semester two where they will be responsible for grooming, leading, handling and showing pure bred Welsh Black cattle before international judges.
SEMESTER 1 and 2

Students will study the following units.

**Biological sciences**
The Biology unit consists of the following topics, plants, animals and ecosystems. The plants section will see students examine structures, the process of photosynthesis (conversion of light to chemical energy) and transpiration (how plants obtain water). The animal section will see students study respiration (how animals convert glucose to energy) and adaptations to the environment. The ecosystems topic consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.

**Chemical sciences**
Students will examine basic chemistry. This will include a study of what is in an atom, elements, endothermic and exothermic reactions, synthetic materials and metals verse non metals, chemical reactions involve rearranging atoms to form new substances and reactions of acids.

**Physical sciences**
The Physics unit the students will study the different forms of energy and how the energy can be transferred through different mediums.

**Earth and space sciences**
This unit explores the theory of plate tectonics and how this explains global patterns of geological activity and continental movement.

**ASSESSMENT**
Workbook
Scientific reports
Practical reports