Key Dates

Key Dates

- 2017 Year 9 Information Night: Tuesday, 2 August 2016
- Subject Selection: Term 3 2016
- Semester One Exams: June 2017
- Semester Two Exams: November 2017

Homework in Year 9

At Canowindra students are encouraged to be self-directed learners and to achieve this they must develop the critical skills to make good decisions about how to manage and spend their time. Homework should not be seen as a tedious process, but rather as a critical part of the learning process that is being managed by a young adult. Developing a routine of regular study and homework provides a solid basis for future learning and foundation to develop skills at Year 9. Students are expected to complete both homework and study throughout the year.

Homework tasks may include:
- Tasks which build on and contribute to the learning occurring in the classroom
- Completing research or other aspects of assessment tasks
- Synthesis and application of concepts taught
- Skills practice
- Reading
- Learning reflections
- Viewing or listening to audio or video podcasts
- Preparation for camps, excursions or major events

Study may include:
- Set revision tasks for tests and exams
- Summarising and reviewing class presentations and notes
- Self directed study and revision for exams, tests and for improved understanding of concepts taught

Study Support and Resources:

Students are encouraged to take responsibility for their learning and to use the following resources to support them during their time at Canowindra:
- The App4 electronic diary is an essential organisational tool which is required for all classes. This should form the basis for recording homework during Year 9 and may be supported by other tools.
- Parents can access their child’s electronic diary using either the App4 iPhone app or through a web browser. Login details will be provided at the start of the school year.
- Stile is an online educational tool which is used for class and home learning tasks.

Study strategies and tools are introduced through the Pastoral Care program: It’s A W.R.A.P.. Students are encouraged to try all of these to see what works best for their learning needs.
Contents

Key Dates .................................................................................................................................................................. 3
Introduction ............................................................................................................................................................. 7
The Notebook Program .......................................................................................................................................... 8
Teaching and Learning ......................................................................................................................................... 9
Duke of Edinburgh Bronze Award ....................................................................................................................... 10
CORE PROGRAM .................................................................................................................................................. 12
   English ............................................................................................................................................................... 12
   English Study Skills .......................................................................................................................................... 12
   Humanities ......................................................................................................................................................... 13
   It’s a W.R.A.P. (Pastoral Care Program: Weekly Reflection, Achievement and Planning) ......................... 14
   Language – German ......................................................................................................................................... 15
   Language – Indonesian ..................................................................................................................................... 16
   Mathematics .................................................................................................................................................... 17
   Accelerated Mathematics ............................................................................................................................... 18
   Mind, Body and Soul ...................................................................................................................................... 20
   Religion Today ............................................................................................................................................... 21
   Science ............................................................................................................................................................ 22
FOCUS WEEKS .................................................................................................................................................... 23
   General Information about the Focus Weeks ................................................................................................. 23
LEARNING CHOICES PROGRAM ...................................................................................................................... 25
   General Information about Learning Choices ............................................................................................... 25
   Ahead of the Game ......................................................................................................................................... 26
   Animation ......................................................................................................................................................... 27
   Art ................................................................................................................................................................... 28
   Community Art .............................................................................................................................................. 29
   Dance ............................................................................................................................................................... 30
   Design and Technology .................................................................................................................................. 31
   Digging Deeper: Explorations into History, Geography and Beyond .............................................................. 32
   Digital Design ............................................................................................................................................... 33
   Drama .............................................................................................................................................................. 34
   Event Management ...................................................................................................................................... 35
   Game Development ..................................................................................................................................... 36
   Literature ........................................................................................................................................................ 37
   Model Solar Vehicle Challenge ...................................................................................................................... 38
   Music Performance .................................................................................................................................... 39
   Music Technology ........................................................................................................................................ 40
   Outdoor Education ........................................................................................................................................ 41
   Page to Stage ............................................................................................................................................... 42
Contents

Racing for the Future ............................................................................................................................................. 43
Real World Investigations ...................................................................................................................................... 44
Rock Band ............................................................................................................................................................. 45
Sports Officiating ................................................................................................................................................... 46
Under the Big Top ................................................................................................................................................... 47
Visual Communication and Design ....................................................................................................................... 48
Voluntary Service ................................................................................................................................................... 49
Cost Schedule .......................................................................................................................................................... 50

OVERNEWTON
ANGLICAN COMMUNITY COLLEGE
Introduction

Canowindra – The Year 9 Centre

Canowindra was developed in 1997 to provide a unique educational experience for Year 9 students, which will foster, through teamwork, a strong sense of individual worth and a sense of community.

CANOWINDRA’S VISION STATEMENT

We recognise that students in the 14-15 year old age group are going through transformation as they develop themselves spiritually, mentally, physically and socially. Canowindra provides a special environment where students can focus on the development of their individuality whilst maintaining social interaction with their peers. Students become personally involved with their education by participating and collaborating in an integrated, hands on program.

Canowindra is a small community of people working and learning together. Students, having graduated from the two Middle Schools, from the Taylors Lakes and Keilor Campuses, come together as a cohort for the first time at Canowindra, uniting these groups for their final four years at school.

The Canowindra staff specialise in the needs of middle adolescents aged 14 - 15. They see the child as a whole person, an individual who needs adult support and guidance during one of the most important growing stages of their life. Students continue to move from a dependent stage in their development into a more independent stage. The staff help the child make the transition through this stage of their adolescence as smoothly as possible and at the same time help each one become a life long learner and gain strong Christian values.

Students will learn as a member of a homeroom group in core subjects and as members of smaller groups in learning choices classes and Focus Weeks. The Canowindra staff are concerned about how students learn and the fact that they can learn. One of our aims is to show students that learning is within their grasp and is their responsibility, assisting students in making a confident transition into Senior School.

As a Learning Centre, Canowindra...

- Recognises the ongoing nature of learning
- Acknowledges that learning involves taking risks
- Recognises the variety of ways in which we learn
- Involves parents and other interested people in our classrooms
- Encourages talking, writing and doing - with parents, students and teachers
- Encourages participation from parents and students in decision-making
- Recognises that at different times of the year different programs require intense focus and attention, which impact significantly upon the regular delivery of the curriculum
- Ensures a team approach to the development of the whole curriculum across the year
- Focuses on current community issues
- Exposes students to the world beyond their local community
- Encourages professional interaction about the learning needs of young adolescents
- Acknowledges the value of having fun
- Promotes a culture of life long learning
- Involves teachers working with collaborative groups of students
- Provides a supportive learning environment
- Involves students in co-curricular activities
- Offers all students experiences in the bush and the city as well as their local community
- Fosters a close sense of community amongst the students through the emphasis on teamwork and collaboration
The Notebook Program

Information and Communications Technologies

The continuing advances in Information Communication Technologies (I.C.T.) have changed the way people share, use, develop and process information and technology. In schools, these changes have not only led to new ways in which students construct knowledge, collaborate, investigate and present ideas, but have altered the learning process itself. To successfully participate as 21st century citizens, all young people need become increasingly competent in the use of I.C.T. with a flexibility to adapt to ongoing changes to technology (MCEETYA 2008). Overnewton College has an integrated approach to the development of I.C.T. skills from Junior School through to graduation. The Notebook program at Canowindra represents an important step in this journey as students grow to become confident participants in this rapidly changing global community.

Since its inception, the Canowindra program has featured the use of notebook computers, through the Notebook Program and the teaching of I.C.T. capabilities across all learning areas students develop skills in information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and empirical reasoning. This can include conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others (Australian Curriculum 4.2). Therefore, the development of I.C.T. skills is not about learning a fixed set of skills applicable to various programs; rather, it is about developing responsiveness and confidence in navigating through ongoing technological developments, many of which have not yet been invented. The development of these skills is integral to students’ growth in becoming confident users and managers of their own device. Furthermore, being responsible for their own notebook increases student independence and responsibility.

The Notebook program at Canowindra provides students with a digital immersion learning experience, reflective of their increasingly digital lives. The use of I.C.T. at Canowindra supports the creation of flexible, interactive, student-centred learning environments and an I.C.T. curriculum which is continually developing to best provide opportunities to reflect advances and innovation in this field. Learning experiences at Canowindra currently involve a range of smart technologies, Web 2.0 tools, involvement in online communities, the use of a range of College and internet based applications to support creating and publishing finished products, as well as online strategies for collaboration, social networking and synchronis and asyncronis classroom conversations. Through this program, students not only develop their skills, they learn online etiquette, problem solving strategies, the appropriate use of different online strategies and new ways to learn and present their understanding.

To support this environment, all classrooms have wireless network access and access to power. Students can safely store notebooks in their lockers. The College will provide students with technical support when required. The computers are configured to run on the College Network and should continue to work effectively if students do not alter settings when using the notebooks at home.

All students are expected to read, sign and abide by the conditions outlined in the College Acceptable Use Policy.
The curriculum delivered at Canowindra comprises three sections:

1. Core Program
2. Learning Choices Program
3. Focus Weeks

The Core Program comprises:
- English
- English Study Skills
- Humanities
- It’s a W.R.A.P. (Pastoral Care Program: Weekly Reflection, Achievement and Planning)
- Language - German
- Language - Indonesian
- Mathematics
- Accelerated Mathematics
- Mind, Body and Soul
- Religion Today
- Science

The Learning Choices Program allows the students to choose three of the following subjects per semester:
- Ahead of the Game
- Animation
- Art
- Community Art
- Dance
- Design and Technology
- Digging Deeper: Explorations into History, Geography and Beyond
- Digital Design
- Drama
- Event Management
- Game Development
- Literature
- Model Solar Vehicle Challenge
- Music Performance
- Music Technology
- Outdoor Education
- Page to Stage
- Racing for the Future
- Real World Investigations
- Rock Band
- Sports Officiating
- Under the Big Top
- Visual Communication and Design
- Voluntary Service
Duke of Edinburgh Bronze Award

The Duke of Edinburgh’s Award scheme is an opportunity aimed at empowering young people to explore their potential and achieve success. This enriching challenge presents students a balanced, non-competitive program of voluntary activities, which encourages personal discovery and growth, self-reliance, perseverance, responsibility to themselves and service to their community. It is structured so students can design their own unique program centred on their interests and passions. The experiences gained can additionally assist those pursuing part time employment or in choosing a career path in the future.

To achieve the Duke of Edinburgh Bronze Award students need to demonstrate a regular commitment to four distinct areas over an extended period of time. Students are able to complete the ‘Service’ component as a part of the Voluntary Service subject and the ‘Adventurous Journey’ component as a part of the Outdoor Education subject. Throughout the year, students will be required to undertake the ‘Physical Recreation’ and ‘Skills’ components of the award in their own time. At Canowindra, students are supported by a program supervisor in their organisation of these components, the completion of online record keeping, finding service placement and for general program support.

Following Year 9, students are encouraged to progress through to different levels of the Award and to work towards the achievement of the Gold Award in years to come.

Physical Recreation

Exercise is a great way to clear the mind and gain focus in other aspects of life. This component requires regular commitment to and participation in a physical activity. This could be through a team sport, individual pursuit or just for fun. It does not need to be involvement in a formal competition, but should relate to students’ interests and personal goals. This component is to be completed during students’ own time.

Skill

Skill is about choosing a non-physical activity which students want to improve in, or have always wanted to try. As it is so broad, Skill provides students with the opportunity to take part in an activity that truly interests them, and develop skills they previously thought out of their reach. Activities chosen should be enjoyable and the goals set, realistic so that at the end of this component, participants feel a real sense of achievement. It could include anything from refereeing, to DJing, to learning a musical instrument to jewellery making. This component is to be completed during students’ own time.

Volunteering

Volunteering offers a young person the opportunity to engage with society and gain an understanding of the importance of their role within both their immediate and global community. It gives the chance to connect with individuals and groups they may have previously overlooked or not been aware of, and to make a real difference to their world. Students should be driven by their interests and passions to direct this component; which could include helping the environment, younger children or participating in charity work. This component is offered as an Authentic Learning subject at Year 9. Students wishing to complete the Duke of Edinburgh’s Award should select the subject, Voluntary Service.
Duke of Edinburgh Bronze Award

Adventurous Journey

The Adventurous Journey component is about undertaking a journey in a challenging environment. Participants will experience both highs and lows throughout the training, preparation and actual journeys themselves. A huge amount of personal dedication and perseverance is required for the Adventurous Journey, and some participants find the challenge much harder than they anticipate. Students gain a sense of achievement through the involvement of the qualifying journey and often take away fantastic memories of their trip and experience a great deal of fun. This component is offered as an elective at Year 9. Students wishing to complete the Duke of Edinburgh’s Award should select the elective, Outdoor Education.

ASSESSMENT

Students are required to submit a completed ‘Online Record Book’, which they can access after registering with Awards Victoria during Term 1. This indicates how they have met the requirements of each component of the Award. If this is deemed satisfactory then students are awarded ‘The Duke of Edinburgh’s Bronze Award’.

Note: Please refer to the Cost Schedule for details of costs relevant to this subject.
**CORE PROGRAM**

**English**

**DURATION OF SUBJECT**

Full year

**COURSE DESCRIPTION**

Students are exposed to a number of writing styles and genres that enhance their understanding and appreciation of literature. Key language conventions are taught via explicit instruction and developed through regular reading and writing exercises.

A variety of texts are explored including a novel, film as text, a play and persuasive texts. The study of text is extended with analysis of a piece of classical literature and an appreciation of its significance within historical and contemporary contexts, as well as creative and persuasive writing. Students’ verbal skills are developed through oral presentations, debating and class discussion activities.

**ASSESSMENT**

Tasks that students are required to complete may include persuasive writing, text response essays, creative responses, oral presentations and end of semester examinations.

**English Study Skills**

**DURATION OF SUBJECT**

Full year

**COURSE DESCRIPTION**

English Study Skills supports skill development in reading, writing, speaking and listening for students with a demonstrated need for literacy support. As far as is practicable, the program is tailored to meet the individual literacy needs of each student. There is a high focus on consulting with staff at Canowindra to ensure that students are supported in their learning across all subject areas. Content will vary due to the individualised nature of the program but may include; developing comprehension, summarising and analysing skills, development of writing and spelling strategies, essay writing styles and skills, extension of vocabulary, compiling of bibliographies, research skills and using the Internet and other sources of information with discernment.

This is not an open entry subject. There are specific guidelines set out by the College for entry into this subject.

**ASSESSMENT**

Assessment in this subject is formative and is based on negotiated individual student goals. As a result, the end of semester reports will be descriptive in nature. Activities include Literature Circles, vocabulary building activities, creative writing tasks, explicit teaching and practice of writing structures, class discussions and note taking and summarising.
CORE PROGRAM

Humanities

DURATION OF SUBJECT

Full year

COURSE DESCRIPTION

Students undertake a study of History between 1750 and 1918. They explore the influence of the Industrial Revolution on the movement of peoples throughout the world.

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history. They examine where Australia fought, the nature of warfare and the Gallipoli campaign.

Skills in historical reasoning and interpretation are developed including: creating research questions, locating relevant resources, consulting a wide range of primary and secondary sources and extending their use of referencing and bibliographies.

In the Geography unit, students examine the personal and global patterns of food production and consumption. They investigate the capacity of the world’s environment to sustainably feed the projected future population, in the face of competing land uses such as biofuel and urbanisation.

Students also examine the connectedness of Australia with its region and the world. They explore the nature and impact on Australia’s connections (with particular emphasis on social and economic ties). The ability of a student to act locally, but with a regional and global view of the consequences is investigated.

ASSESSMENT

This course is assessed through the completion of individual and group research tasks, written and oral responses, essays and examinations.
CORE PROGRAM

It’s a W.R.A.P. (Pastoral Care Program: Weekly Reflection, Achievement and Planning)

DURATION OF SUBJECT
Full year

COURSE DESCRIPTION

The Pastoral Care Program at the College focusses on the values of respect, environment, learning and community and is underpinned by the ethos of the Anglican Church. The program promotes student wellbeing and aims to facilitate strong social relationships among members of the College community. Skills that students aim to develop and improve include: general organisation, conflict resolution, resilience, goal setting and self-reflection, coping and problem solving, confidence and effective communication.

At Canowindra, Pastoral Care is undertaken weekly during It’s a W.R.A.P. These sessions allow students to develop the above skills through the use of class conferences and meetings, circle time activities and thinking routines. Students are also involved in reflective discussions and activities which aim to improve their metacognitive skills and enhance the goal setting experience through the use of a digital reflective tool. This culminates in the creation of a Digital Portfolio presentation for students to showcase their learning at the conclusion of the year. As examinations approach, Pastoral Care time is also used to assist students to develop key study skills including: organising their time, homework routines, utilising goal planners, summarising, note taking and revising. As they reflect on their progress, students consider personal strengths and weaknesses and explore possible pathways into Senior School and beyond.

During It’s a W.R.A.P. sessions, students investigate social and emotional issues relevant to their adolescent development. Throughout the year, students will develop skills and understanding in the topics of Growth Mindset, Healthy Relationships, Adolescent Risks and Identity. These topics will be addressed in both It’s a W.R.A.P. sessions, as well as on Respect Yourself Days, which are dedicated school days to explore these topics in detail.

During It’s a W.R.A.P., guest speakers from various community agencies also visit Canowindra to run workshops and speak to students about topical issues for adolescents. Students can also be involved in house meetings and activities, and undertake tasks that give them ownership over the beautification of the school grounds and buildings.

Throughout the year, assemblies are held during this time. Students leaders are charged with the task of preparing assemblies and aim to give as may students as possible the opportunity to speak in front of their peers, thus providing valuable public speaking experience. Students’ work is celebrated and recognised in front of the Year 9 cohort and awards are presented to individual students to acknowledge their efforts.

ASSESSMENT

Assessment for this program comes in the form of authentic learning opportunities in which students set goals, reflect and ultimately present their achievements in the form of a digital portfolio of their learning.
CORE PROGRAM

Language – German

DURATION OF SUBJECT
Full year

COURSE DESCRIPTION
This course is designed to provide students with language skills and intercultural knowledge to enable them to communicate effectively in social and workplace situations. Graduates of the Certificate II in Applied Language will be able to communicate in spoken and written contexts, requiring an exchange of information.

The German language course places emphasis on cross-cultural communication skills and strives to enhance intercultural awareness. Students will use the target language learnt in a real social and workplace context through diverse learning activities. They will learn practical skills and use them in problems that are related to real life situations.

Students learn to apply knowledge of the standard spoken and written language to a range of simple tasks and roles. They will understand, speak, read and write the standard language in a range of social and workplace settings.

ASSESSMENT
Tasks that students will be required to complete will include: listening, speaking, reading and writing tasks.

PATHWAYS
All Year 9 German language students who undertake the 22149 VIC Certificate II in Applied Languages, Vocational Education and Training assessment will receive a nationally accredited Certificate II in Applied Languages, upon achieving competency in the four units.

The four units are:
- VU20600 Conduct basic oral communication for social purposes in a language
- VU20601 Conduct basic workplace oral communication in a language
- VU20602 Read and write basic documents for social purposes in a language
- VU20603 Read and write basic workplace documents in a language

Additionally, this program credits students with two VCE units at 1-2 level. This program has pathways into VCE German.

Note: Students will undertake one of the two Language subjects, or English Study Skills.
Language – Indonesian

DURATION OF SUBJECT

Full year

COURSE DESCRIPTION

This course is designed to provide students with language skills and intercultural knowledge to enable them to communicate effectively in social and workplace situations. Graduates of the Certificate II in Applied Language will be able to communicate in spoken and written contexts, requiring an exchange of information.

The Indonesian language course places emphasis on cross-cultural communication skills and strives to enhance intercultural awareness. Students will use the target language learnt in a real social and workplace context through diverse learning activities. They will learn practical skills and use them in problems that are related to real life situations.

Students learn to apply knowledge of the standard spoken and written language to a range of simple tasks and roles. They will understand, speak, read and write the standard language in a range of social and workplace settings.

ASSESSMENT

Tasks that students will be required to complete will include: listening, speaking, reading and writing tasks.

PATHWAYS

All Year 9 Indonesian language students who undertake the 22149 VIC Certificate II in Applied Languages, Vocational Education and Training assessment will receive a nationally accredited Certificate II in Applied Languages, upon achieving competency in the four units.

The four units are:

- VU20600 Conduct basic oral communication for social purposes in a language
- VU20601 Conduct basic workplace oral communication in a language
- VU20602 Read and write basic documents for social purposes in a language
- VU20603 Read and write basic workplace documents in a language

Additionally, this program credits students with two VCE units at 1-2 level. This program has pathways into VCE Indonesian.

Note: Students will undertake one of the two Language subjects, or English Study Skills.
Mathematics

DURATION OF SUBJECT
Full year

COURSE DESCRIPTION
Students undertake a series of units of study throughout the year that address the content strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. In Semester One, the units include Number and Index Laws, Linear Algebra, Statistics and Probability. In Semester Two, students study the units Rates and Ratios, Linear Functions, Pythagoras and Trigonometry and Geometric Reasoning. Measurement and Financial Mathematics are addressed in the Focus Week program Grand Designs. The proficiency strands of Understanding, Fluency, Problem Solving and Reasoning are an integral part of the curriculum delivery and allow for a deep understanding of mathematical concepts explored. Further to this, students gain skills in revision and the preparation of logbooks.

ASSESSMENT
A variety of assessment tasks are completed throughout the year. This includes completion of class tasks, homework, topic tests, prior learning tasks, application tasks and end of semester examinations.
CORE PROGRAM

Accelerated Mathematics

DURATION OF SUBJECT

Full year

COURSE DESCRIPTION

Selected students are invited to take part in the Accelerated Mathematics program at Year 9, wherein students study one of two possible Year 10 Mathematics subjects. Selection is based on a strict set of criteria based on Mathematical understanding, standardised testing results and academic performance, as well as the student’s dedication to learning and work ethic in Middle School. A mature application of knowledge is also sought. A selection panel will determine which Accelerated Mathematics program students are invited to participate in. Students who are selected will receive regular monitoring of their progress as per established procedures.

10 MATHEMATICS 1 AND 2

This study of mathematics will assist students to; think critically and act logically to evaluate situations, solve problems and make decisions, identify patterns and form generalisations, use technology, instruments, tools, and information systems, effectively communicate ideas and information, plan and organise activities and collaborate. It provides students with a mathematical base with emphasis on content which will be of use in society. This will be complemented with skill development in appropriate technologies. They will develop knowledge in the areas of Money and Financial Arithmetic, Measurement, Simple Algebra, Linear Functions and Graphing, Geometry, Probability and Statistics. Technology to support the learning of mathematics will be incorporated throughout the course in the use of CAS calculators, spreadsheets, graphing packages and computer algebra systems.

This subject forms a solid basis for the Advanced Mathematics course in Year 10.

10 ADVANCED MATHEMATICS

The study of Advanced Mathematics will assist students to think critically and act logically to evaluate situations, solve problems and make decisions, identify patterns and form generalisations, use technology, instruments, tools, and information systems, effectively communicate ideas and information, plan and organise activities and collaborate with others. This course provides a sound background in Number, Algebra, Function, Measurement, Geometry, Probability and Statistics. The appropriate use of technology to support the learning of mathematics will be incorporated throughout the course in the use of CAS calculators, spreadsheets, graphing packages and computer algebra systems.

This study provides extended mathematical training for those students who wish to continue their studies in Functions, Algebra and Calculus. Students choosing this subject generally intend to continue to a tertiary level of study which may require mathematics as a prerequisite for entry. Advanced Mathematics contains additional content suitable for development of student mathematical background in preparation for further study of Functions, Algebra, Calculus, Statistics and Trigonometry.

Students satisfactorily completing Advanced Mathematics may continue into VCE studying any combination of Unit 1/2 Mathematics.
POSSIBLE PATHWAYS

Year 9-12 Accelerated Mathematics Pathways

10 Advanced Mathematics
VCE Mathematical Methods Units 1 and 2
OR
General Mathematics Units 1 and 2
OR
10 Mathematics 1 & 2
AND
Further Mathematics Units 3 and 4
VCE Mathematical Methods Units 1 and 2
Specialist Mathematics Units 1 and 2
Further Mathematics Units 3 and 4
Specialist Mathematics Units 3 and 4
Specialist Mathematics Units 3 and 4
Further Mathematics Units 3 and 4
Further Mathematics Units 3 and 4

Note: Students are advised to check prerequisites for tertiary courses with the LifeChoices Coordinator. The above is a list of examples, not an exhaustive list.
Mind, Body and Soul

DURATION OF SUBJECT

Full year

COURSE DESCRIPTION

Mind, Body and Soul incorporates two main areas: Physical Health and Personal Health. The program commences with fitness assessments and students evaluate their own personal fitness. Students explore the role of food in their lives as part of the study of nutrition. Exercise for healthy living is promoted as students examine issues about health and fitness and identify their own needs. The benefits and principles of fitness training are investigated by comparing a range of different training methods. Students undertake a posture assessment and identify posture faults, causes and ways of correcting posture. Other areas studied include Self Esteem and Body Image, which introduces the issue of eating disorders, obesity, media influences, peer pressure and the importance of an active lifestyle for wellbeing.

ASSESSMENT

Tasks that students are required to complete include: fitness assessment over a variety of fitness components; a written test on fitness theory; research assignment; posture assessment and evaluation, and a nutrition investigation.
CORE PROGRAM

Religion Today

DURATION OF SUBJECT
Full year

COURSE DESCRIPTION
The Religion Today course at Canowindra enables students to explore values that are important to them at this stage of their personal development. The course looks at how the many values, that people exhibit in life, are based on religious values.

In Semester One, students explore the eight aspects common to all religions and undertake a depth investigation and learning in expert groups, with students developing an understanding of Christianity, Hinduism and Buddhism.

In Semester Two, students examine the concepts of ethics, morality and social justice and how religion creates a framework for how we, on a personal level and as a community, address certain contemporary and historical issues.

ASSESSMENT
Assessment for this program may include group tasks, oral presentations and creative responses.
CORE PROGRAM

Science

DURATION OF SUBJECT
Full year

COURSE DESCRIPTION
Students undertake a series of units of study throughout the year. These include Biology, Chemistry, Physics and Earth Sciences. In Biology, students investigate further the interrelationship of human body systems, concentrating on how they respond to changes in their environment. Chemistry requires students to interpret the Periodic Table, model the structure of an atom and write balanced chemical equations. The Physics unit explores how energy transfer through different mediums can be explained using wave and particle models. Earth Sciences involves the study of plate tectonics and continental movement on a global and local scale.

Students further develop practical skills and understand their importance in the conceptual understanding of scientific principles. A focus on accurate and appropriate scientific reporting is undertaken.

ASSESSMENT
Students are required to complete a variety of assessment pieces including class work, school assessed coursework, practical reports, project work and examinations.
FOCUS WEEKS

General Information about the Focus Weeks

During Focus Weeks, the regular timetable ceases and students rotate through eight week-long, specific learning units, hence the name “Focus Weeks.” During a Focus Week, students will concentrate all of their core learning time on the set area of focus, encouraging them to delve deeply into a specific challenge. Each program addresses Year 9 students’ needs by providing relevant learning experiences which help develop 21st century skills. They collaborate, they think creatively, they problem solve and they develop products for an authentic purpose and audience. While providing a unique learning experience, Focus Weeks also address the core outcomes of the regular program, supporting the everyday learning at Year 9.

ASSESSMENT

All Focus Weeks are assessed except for the camp at Waratah Bay. Outdoor Education camps are assessed as part of the Learning Choices program. Assessment is a combination of the final product as well as ongoing skills, such as collaboration, I.C.T. and work habits.

Active Kids

In Active Kids, students investigate skill development and design and run a tabloid sports program for a Junior School year level. In this Focus Week program, students are engaged in activities designed to deliver an understanding of the processes of learning and Motor Skill Acquisition.

Camps

The Outdoor Education camps which make up the “Adventurous Journey” components of the Duke Of Edinburgh Award take place in two of the Focus Weeks. Additional time during the week is dedicated to camp preparation and skill building. Students who are not studying the Outdoor Education subject participate in an outdoor camping experience through a three day camp at Waratah Bay.

Mighty Melbourne

Throughout the Mighty Melbourne program students develop independence and confidence as they explore Melbourne’s inner city. They use their mapping and negotiation skills; undertake research; collaborate with local organisations and work in a team to discover the city of Melbourne in depth. This program takes place over two of the Focus Weeks.

Grand Designs

The Grand Designs Focus Week program is aligned with the core subject, Mathematics. Students work in small teams to design, construct and finance a house that meets their given client’s needs. Mathematical skill in scale, measurement and financial mathematics is developed as well as mathematical fluency as students apply these learnt skills to their overall project.

Faith in Action

In Faith In Action, students undertake an in depth exploration of religious, ethical and social values. By doing this, students are able to understand, experience and demonstrate faith and religion in action in modern societies.
FOCUS WEEKS

GENERAL INFORMATION ABOUT THE FOCUS WEEKS CONTINUED

Ecosystems

In Ecosystems, students investigate the relationships that occur between organisms living together in ecosystems. They develop an in-depth understanding of how energy flows through an ecosystem and how it must be replaced to maintain the sustainability of the system.

Writers’ Workshop

Writers’ Workshop links Year 9 students with a Junior School “buddy” with whom the meet throughout the week. Based on the Junior School student’s interests, the Year 9 student writes a children’s narrative using age appropriate language and literary devices. Year 9 students are exposed to a range of artistic techniques relevant to illustrating a children’s book, including painting, scrapbooking and creating images digitally. The final illustrated product is presented as a gift to the Junior School student at the conclusion of the week.
General Information about Learning Choices

The Learning Choices program is a key component of the Year 9 experience. Students are encouraged to use the opportunities provided by the Learning Choices program to extend their learning, try new things and to pursue interests and passions.

Students are encouraged to select a variety of subjects to ensure their Year 9 program has a degree of breadth. There are three different kinds of Learning Choices.

Electives

Electives form the majority of Learning Choices on offer. These comprise of a range of subjects drawn from learning areas not addressed in the Core program, including Visual Arts, Technologies and Performing Arts. Students are encouraged to select subjects which reflect a diverse learning experience throughout the year and enable them to continue to develop their skills in a number of areas.

Authentic Learning

To provide opportunities for students to engage in ongoing programs that are of substantial interest and challenge to them is integral to Year 9 teaching philosophy. Furthermore, students at this age benefit from the opportunity and incentive to achieve success in meeting challenges with real world goals and rewards. The Authentic Learning program is about providing opportunities for authentic learning experiences. There are eight subjects offered to students in Year 9 and each provides an emphasis on working toward a real life performance, product or contribution.

Depth Studies

Depth Studies are learning opportunities which build on the skills addressed in learning areas taught through the Core program. These subjects are designed to engage students with a passion for the learning area to further their skills and knowledge. These studies provide an excellent learning opportunity for students considering undertaking an accelerated subject in Senior School, although they are not a prerequisite.

Duke of Edinburgh

Students wishing to complete the Duke of Edinburgh’s Award should note that they must have Outdoor Education and Voluntary Service in their Learning Choices program. It is recommended that these subjects are in the top four preferences.

Note: Please refer to the Cost Schedule for details of costs relevant to the Learning Choices program.
LEARNING CHOICES PROGRAM

Ahead of the Game

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Depth Study

COURSE DESCRIPTION
Ahead of the Game offers students a broad study of the performance of individuals and groups in team sports. It will combine theory and practical activities to enable students to analyse game performances. Students interested in further studies in Physical Education or who have a passion for sport are encouraged to consider this subject.

Students will build on their understanding of the role of a Coach in helping individuals and teams improve their skill performance and decision making in games. They will learn about the structures and functions of the body that allow athletes to improve and perform at a high level. They will also investigate the advantages of video technology, to analyse movements and provide feedback to their peers.

ASSESSMENT
Students undertake a movement analysis of a player in a game situation and are asked to give feedback to improve their performance. They complete an assessment task on skill improvement and tactical analysis and explain how the structure of the body affects athletic performances. They will also analyse tactics in games and implement strategies with their teams.

Why choose this subject?
This subject provides a lead in to Year 10 Physical Education and provides an excellent foundation to accelerate into Year 11 PE (in Year 10).
LEARNING CHOICES PROGRAM

Animation

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Elective

COURSE DESCRIPTION
This subject offers students the opportunity to be involved in a Canowindra based media program. Students develop and refine Claymation and Stop Motion animation production skills through participation in planning, script writing, storyboarding, set and character construction, filming, editing and publishing. Students investigate the technical aspects of film theory and photography predominantly using the technology found in their own smart phones and notebook computers. Students are required to work in teams or independently to create their finished product.

ASSESSMENT
Assessment for this subject comes in the form of authentic feedback provided by showcasing of student achievement throughout the semester in class and at Canowindra events. There is also be ongoing self and peer assessment. Students are required to complete and submit two major assessments, their preproduction planning and a completed production.

Why choose this subject?
Although animation is one aspect of media studies, through this medium students will be exposed to a wide range of fundamental media skills and knowledge for enjoyment and future learning in media. Ongoing teamwork is an important feature of this subject.
Art

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Elective

COURSE DESCRIPTION
The Art subject involves students making and responding to artworks, drawing on the world as a source of inspiration. It includes the study and practice of various two and three dimensional methods of creating artworks and develops competence in adapting a variety of materials and techniques to express ideas. Design and creativity are a major focus of this course, and there is a component of Art history.

ASSESSMENT
Students’ work is monitored throughout the semester. They are required to submit a folio of work for formal assessment at the end of the course. A visual diary of material that corresponds to and supports the folio is also an important component of the assessment. The development of design skills and techniques is the focus of this support material. Another important component of the assessment is each student’s ability to discuss their own and other’s artworks.

Why choose this subject?
The arts are integral to our sense of identity – as individuals, as communities and as a nation. Through the arts and creative cultural expression, we learn about ourselves: who we are, where we have come from and what we feel, value and believe.

Art builds upon prior knowledge obtained in Middle School and provides a solid foundation to prepare for senior visual arts subjects. It is highly recommended that students interested in pursuing the visual arts in senior school undertake this subject.
Community Art

DURATION OF SUBJECT

Full year

SUBJECT TYPE

Authentic Learning

COURSE DESCRIPTION

Visitors to Canowindra will notice that there are several noticeable art installations embedded in the Canowindra environment. These works along with the production of theatrical sets that are used by College Performing Arts are the products of the Community Art program. It is the program’s aim that students design, develop and produce theatrical sets for the College and beautify a chosen environment with the installation of an art work. Skills covered include set design and construction, theatrical painting and skills relating to media such as clay, mosaic, metal, and wood. Students are required to select, combine and manipulate art elements and principles of design in a chosen theme. Through demonstration, followed by practical application, students use specific skills and techniques to develop art works to an appropriate level. They develop two-dimensional and three-dimensional art skills that are needed for the production of the final art pieces. They evaluate, reflect on, refine and justify their work’s content, design development and their aesthetic choices. When exploring and responding, students focus on the development of knowledge and understanding of key concepts, techniques, processes and practices associated with particular forms. Students work in teams to complete short and long-term tasks of varying complexity.

ASSESSMENT

Authentic Learnings emphasise the development of a real product as the focus for assessments. The design skills, creative and collaborative learning that takes place as students work toward a finished art piece provide opportunities for authentic assessment. Critical self and peer evaluation are an important part of Community Art as the students are required to create works that meet specific criteria outlined by an external client. This gives the students a valuable insight into working in the real world and meeting the expectations of a client.

Why choose this subject?

Students who are interested in working across a range of design and construction disciplines and are interested in the development of skills in a wide range of mediums in a fine art forum would enjoy this subject.

As emerging critical and creative thinkers, students gain the confidence and the tools to understand and critique the Arts in everyday life. Students learn that the Arts exist in process as much as in finished artistic products. Process does not have to result in a product or performance. Through their Community Art studies, students will discover that artists work both individually and in groups, and that the Arts connect many creative and mainstream industries contributing to the development of a vibrant, modern and inclusive Australian society.

Note: Please refer to the Cost Schedule for details of costs relevant to this subject.
Dance

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Elective

COURSE DESCRIPTION
This course allows those students with an interest in performance to further develop their practical and theoretical skills in dance. Students learn a variety of technical dance skills and styles such as contemporary, jazz, hip hop, funk and Broadway. They are required to demonstrate technical competence of these learnt skills and styles through solo and group performances. They experiment with, select, vary combinations of and manipulate the elements of dance (time, space and energy) to create their own work, and effectively realise their ideas by creating expressive intentions. They maintain a record of how their ideas develop in the creating and making process. Students focus on safe dance practices, anatomy, the warm up and cool down process, musicality and performance.

Students also research different dance styles, eras and choreographers and consider how they have influenced 21st century dance.

ASSESSMENT
Students are assessed on their practical performances throughout the semester, their own choreography and their critical ability to analyse and interpret their own and other choreographers’ dance pieces.

Why choose this subject?
This subject may be valuable for anyone who wants to enhance both their practical and theoretical dance skills. It provides an excellent foundation for those wishing to study Dance in Senior School.

Note: Please refer to the Cost Schedule for details of costs relevant to this subject.
Design and Technology

**DURATION OF SUBJECT**
One semester

**SUBJECT TYPE**
Elective

**COURSE DESCRIPTION**
This subject aims to enhance students’ practical skills in using a range of different materials and mechanical processes. Students are encouraged to develop initiative and the ability to improvise using varied small construction techniques. The subject is aimed at promoting students’ confidence to make practical decisions for themselves. As the course progresses, there is an increasing focus on the development of design skills. Evaluation and analysis of individual design is also an important consideration for this unit.

**ASSESSMENT**
Tasks that students are required to complete include a design folio and finished products made from a range of materials. The overall folio should demonstrate technical competence using materials that are appropriate to the project undertaken by the student.

**Why choose this subject?**
This learning area provides opportunities for students to apply practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.

It builds practical and construction skills and prepares students for Year 10 Design and Technology subjects and VCE studies.

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.
LEARNING CHOICES PROGRAM

Digging Deeper: Explorations into History, Geography and Beyond

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Depth Study

COURSE DESCRIPTION
Digging Deeper - Explorations into History, Geography and Beyond is a research based subject which aims to support students as they conduct an extended investigation into a focussed learning area. Students are guided through a process of developing, hypothesising, conducting an in depth research investigation, evaluating and presenting research in a creative manner. The research topic will be determined by the individual student and may be an extension of an area of curriculum already being undertaking within the Core Humanities program, or it may be a topic which develops Humanities skills exploring different content. This may include topics such as an investigation into a particular historical event or period; exploration of an environmental issue; research into global political structures, or another approved Humanities based investigation. Students are also encouraged to consider entering external research competitions, such as the National History Challenge, to guide the individual’s research pathway.

Students develop skills in conducting independent research, forming an opinion, defending and justifying their conclusions based on their research findings. They work towards meeting regular deadlines and checkpoints each working toward a final product. The research culminates in the development of a final product sharable with peers and the wider community.

ASSESSMENT
The major assessment for this subject is the research project, which is completed in several parts. These stages meet set outcomes based on research and Humanities skills as well as negotiated outcomes based on the student product.

Why choose this subject?
Digging Deeper - Explorations into History, Geography and Beyond provides an excellent foundation for critical thinking and research skills useful for and applicable to most learning areas in Senior School. Students who have a passion for History or Geography, Civics and Citizenship or Economics would enjoy this subject as would any student interested in exploring a topic in great depth.
Digital Design

DURATION OF SUBJECT
One year

SUBJECT TYPE
Authentic Learning

COURSE DESCRIPTION
This program involves investigating the use of technology and its application into a real world project. In this program, students are involved in practical activities that enable them to explore digital photography, file storage, image manipulation, and exercise creativity in presenting information.

Students work in small teams to design and develop layouts, articles images and presentations. The focus is on representing the activities and events held throughout the school year at the Canowindra campus.

ASSESSMENT
Assessment for this subject comes in the form of authentic feedback provided by a genuine showcasing of student achievement throughout the year at Canowindra events.

Why choose this subject?
Given the variety of media use opportunities, this program provides students with an opportunity to develop real life skills and to learn more about areas of vocational interest within the Media Industry. Ongoing teamwork is an important feature of this subject.

Note: Please refer to the Cost Schedule for details of costs relevant to this subject.
LEARNING CHOICES PROGRAM

Drama

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Elective

COURSE DESCRIPTION
This subject is designed for students interested in drama, who enjoy performing or would like an opportunity to improve confidence and self-esteem. The Drama subject provides students with a practical and theoretical understanding of the dramatic elements and theatrical conventions, with a particular focus on the non-naturalistic style to lay the foundation for senior drama studies.

The Drama subject includes an excursion to view and analyse a professional performance. Students explore and respond to the features of professional and peer performances and apply their observations and skills to creating their own original pieces in a variety of theatrical styles such as improvisation, mime, comedy and storytelling. Students develop both personal and interpersonal learning, gaining skills such as; self-reflection and evaluation, and working collaboratively by respecting and building on ideas and opinions of group members.

ASSESSMENT
Students are assessed on both written and performance tasks. Written assessments include:
● Documenting processes and engaging in reflection
● Analysis of an Ensemble performance

Performance tasks include:
● The process and performance of an ensemble performance for an audience

Why choose this subject?
This subject prepares those students wishing to pursue VCE Drama and provides students with an opportunity to develop confidence and interpersonal skills that can be transferred into any area.

Note: Please refer to the Cost Schedule for details of costs relevant to this subject.
Event Management

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Elective

COURSE DESCRIPTION
Master your own destiny – be an event manager. Explore the event process from concept to evaluation, creating an event vision, event documents to plan your event, the event budget including sponsorship and attracting sponsors. This course enables students to organise an event for the College, local community or for a fictional scenario. Students develop time management skills, ability for creative thinking, negotiation and public relations skills. This unit provides students with skills which enable them to perform the role of an event manager, planning, organising and ultimately presenting the project to a real or fictitious client.

This unit enables students to develop specific Digital Technologies skills, including:

- Project Management
- File management and backup procedures
- Applying appropriate formats and conventions

Further skills this unit addresses include:

- The presentation of ideas and understandings to a client
- Selection of appropriate strategies to process and organise information
- Creative thinking behaviours and strategies

ASSESSMENT

Students work toward the organisation of an event; their assessment is based on the Digital Technologies tasks supporting the planning, organisation and presentation of the project.

Why choose this subject?

Students who have a passion for Digital Technologies, organising events or an interest in the field of Event Management would enjoy this Elective.
LEARNING CHOICES PROGRAM

Game Development

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Elective

COURSE DESCRIPTION
Why do video games captivate? Does playing computer games make you smarter? What makes a video game successful? These are all questions that will be explored throughout the Game Development Course.

Computational thinking, problem solving and writing algorithms are skills essential to becoming innovative thinkers. This is essential, as many of the jobs that will exist for today’s youth in the future don’t yet exist.

The Game Development course requires students to work individually or in small teams to review, design and create gaming applications for the iOS platform. Students will learn about digital systems, data management and security and develop skills in project management. They will utilise flow charts and storyboards, as well as methods to test and record the functionality and usability of their app. The course enables students to develop understanding and skills in computational thinking, problem solving and visual design. It introduces students to Apple’s unique ‘Swift’ programming language and the software Xcode. Further to this, students will develop generic skills essential to Digital Technology subjects such as file management, backup procedures, data security and project.

ASSESSMENT
Students are required to work individually or in small teams to evaluate, design and create apps for the Apple iOS platform. This is achieved through weekly tasks and two major projects.

Why choose this subject?
This subject is suitable for any student who has an interest in computer programming. It provides an excellent foundation for those wishing to study Digital Technologies in Senior School.
LEARNING CHOICES PROGRAM

Literature

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Depth Study

COURSE DESCRIPTION
This Depth Study subject is designed for students who have shown an appreciation for reading and analysing literature. It aims to promote critical thinking from discussion, debate and exploration of texts. Students who have previously achieved enjoyment and success in English or are avid readers, are encouraged to undertake this subject.

Students will develop a higher order understanding of text structures and language through analysis and interpretation. This subject involves students paying close attention to vocabulary choices and semantics within the contexts of selected texts. Students in this subject will be encouraged to express opinions and understanding verbally of texts within small group and whole class discussions.

Throughout the semester, students will have the opportunity to read, interpret, analyse and explore a range of literary texts and apply their understanding through analysis and discussion. Students will develop competencies in the analysis and the use of literary features.

ASSESSMENT
Students are required to complete a variety of assessment tasks throughout the semester. These include both written and oral tasks.

Why choose this subject?
This subject prepares students for Year 10 Literature, VCE English and Literature and is a pathway to acceleration in VCE Literature, as well as providing each student with the opportunity to further experience and appreciate a wide range of literary texts.
Model Solar Vehicle Challenge

DURATION OF SUBJECT
Full year

SUBJECT TYPE
Authentic Learning

COURSE DESCRIPTION
This challenge provides students with a hands-on engineering experience that expands their knowledge across a range of Science and Technology disciplines. Working in teams and individually, students explore the potential of renewable energy while building model boats and cars powered by solar panels. They are involved in all areas of their vehicle’s design and production and gain an understanding of how solar cells work, circuitry and why and how gears are used for propulsion.

ASSESSMENT
In this subject, students choose a Model Solar Vehicle to construct and compete at the Victorian Model Solar Challenge. As part of this process, marks are awarded for vehicle construction and presentation of a poster outlining the design and construction of the vehicle, showcasing knowledge of how solar panels produce sustainable energy. Students are required to use their solar panels to ensure their vehicle meets race regulation requirements.

Why choose this subject?
This subject suits students who are interested in working across a range of engineering disciplines and in developing a more sustainable approach to energy use.

Note: Please refer to the Cost Schedule for details of costs relevant to this subject.
LEARNING CHOICES PROGRAM

Music Performance

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Elective

COURSE DESCRIPTION
Music Performance is a practically based subject for students who are passionate about playing music and have attained a level of competence on their instrument or voice. This subject will extend students musically and guide their growth as performers generally. The emphasis is on developing general and specific performance skills on their chosen instrument and on learning the underpinning theoretical and aural knowledge needed to improve solo and ensemble performance. It is designed to lay the foundations for future musical study at VCE as well as for personal enrichment and reward.

ASSESSMENT
Solo Performance: students are required to perform a solo program of three works. There is no prescribed standard for this, though students need to be taking private lessons to fulfil this assessment task.

Ensemble Performance: students are expected to be involved in a College ensemble to develop their musicality and performance style.

Written Assessment: students are expected to complete a written analysis of a composition using appropriate musical language.

Why choose this subject?
This subject provides invaluable opportunities for students learning an instrument or studying voice, to deepen their musical knowledge and to increase their performance skills. This subject prepares students to take music subjects in Senior School.
LEARNING CHOICES PROGRAM

Music Technology

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Elective

COURSE DESCRIPTION
This subject is designed to introduce students to arranging and remixing using professional software. Logic Pro will be used to develop the students’ theoretical and software understanding, enhancing their ability to create music in a variety of electronic styles. Students interested in any style of music would enjoy this subject, and throughout the course they are encouraged to experiment with a variety of genres.

Key skills that are developed in the unit include:
- Analysing techniques used in digital composition
- Experimentation and exploration of a range of sounds in the given sound palette
- Skills in arranging, remixing and mixing

ASSESSMENT
Students are required to create a folio of original compositions and arrangements throughout the semester. They also prepare a number of remixes. The course concludes with a written test.

Why choose this subject?
This subject prepares students for Year 10 Music Technology. As an addition to Music Performance, it provides enrichment for students intending to study VCE Music Performance or Music Style & Composition.
Outdoor Education

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Elective

COURSE DESCRIPTION
The Outdoor Education program is about preparing for and undertaking expeditions in a challenging environment, with a clear purpose. During this course, students undertake a number of outdoor experiences which can include navigation, paddling skills, camp craft and camp cooking, in preparation for the Adventurous Journey Camp. Outdoor Education is about team work and social connection, for both the team members who will undertake the journey and also with the staff who train, instruct, supervise and assess them. The program provides the opportunity for students to engage in activities that require determination, physical effort, perseverance, problem solving and cooperation.

During the course of the subject, students develop skills which can be applied to the outdoors. This includes the reading of topographic maps, environmental awareness and preparing for camp experiences. The program helps students develop their leadership competence and their understanding of group dynamics. It is a great opportunity to gain independence and work cooperatively.

ASSESSMENT
All students completing Outdoor Education are expected to undertake practice activities and a qualifying journey. Students involved in The Duke of Edinburgh’s Award Scheme will be assessed both by the College and externally.

Why choose this subject?
Participants experience both highs and lows throughout the training, preparation and actual journeys themselves. A huge amount of personal dedication and perseverance is required for the Adventurous Journey, and some students can find the challenge is much harder than they anticipated. The rewards at the completion of the qualifying journey, however, are hard to match – elation, a real sense of achievement, self confidence, trust, and belief in oneself and others.

This subject can be selected as part of the Duke of Edinburgh’s Award scheme, or as an independent subject.

Note: Please refer to the Cost Schedule for details of costs relevant to this subject.
LEARNING CHOICES PROGRAM

Page to Stage

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Elective

COURSE DESCRIPTION
This course allows students to explore two artistic worlds simultaneously: Literature and Performance. In Page to Stage, students will undertake an in-depth study of a play of cultural and literary merit, applying both a historical and contemporary reading. They will have an opportunity not only to read a text, but to experience it. Through analysing structure and interpretation, students will enjoy workshopping and performing the text, allowing them to experience how context affects meaning and thus how meaning is created.

Students will have the opportunity to explore theatrical conventions and dramatic elements in understanding plays. They will then further their understanding through writing creatively and bringing to life, individually and in groups, their own performative works.

This subject is designed for students who are interested expressing their creativity in the process of storytelling and performance and is ideal for those who are visual and/or kinaesthetic learners. Students will develop a further appreciation of literature and the performing arts as well as developing their writing, critical and creative thinking and confidence.

ASSESSMENT
Students are required to complete a variety of assessment tasks throughout the semester. These include a variety of group and individual, written and performance tasks.

Why choose this subject?
This subject prepares students for Year 10 English/Literature and Drama and is a pathway to VCE English, Literature and Drama. It provides each student with the opportunity to further experience and appreciate plays of cultural and literary merit through creative, visual and kinaesthetic means.

Note: Please refer to the Cost Schedule for details of costs relevant to this subject.
Racing for the Future

DURATION OF SUBJECT
Full year

SUBJECT TYPE
Authentic Learning

COURSE DESCRIPTION
This subject offers exciting real world challenges for girls and boys in a hands-on engineering experience that will expand their knowledge across a range of science, technology, environmental, health and fitness disciplines with a focus on sustainable transportation. Working in teams, students design, develop and build an environmentally sustainable form of transportation that is used in an endurance race at the end of the year. Each student also develops their personal health and fitness in order to power the vehicle for the endurance race.

ASSESSMENT
The proof of the performance is in the scores that the team obtains over the duration of their endurance race. Marks are awarded for design and construction, display and presentation and knowledge of sustainable production and energy systems and the final distance covered in the endurance race.

Why choose this subject?
Students who are interested in keeping fit, have an interest in environmental and sustainability issues, engineering and designing with a variety of materials including metal, and enjoy working cooperatively as a team member would benefit from this subject. This is a subject that offers students an opportunity to experience a hands-on learning challenge with practical applications of all their subjects.

Note: Please refer to the Cost Schedule for details of costs relevant to this subject.
Real World Investigations

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Depth Study

COURSE DESCRIPTION
This Science subject will take the students on a scientific journey through a range of topics chosen to develop their skills and cater to their specific interests. Topics could include Forensics, Microbiology, Infectious Diseases, Physics, Biology and Chemistry. The options are endless. It also allows students to select an area of particular interest and explore their chosen field in more depth.

This course aims to enhance students’ practical skills using a range of materials and scientific equipment. There is an emphasis on completing tasks and solving mysteries scientifically through experiential learning. Working in teams and individually, students explore and develop a diverse range of skills required to work within a scientific field. Students have opportunities to design their own experiments and test hypotheses.

ASSESSMENT
Students’ work is monitored throughout the semester with peer and self evaluation through group and individual case studies. Development of scientific inquiry and conclusions is an important component of the assessment. Working within a team is also an ongoing component of this course, along with individual tasks.

Why choose this subject?
This subject appeals to students who have an interest in Science, providing opportunities to explore scientific thinking and to develop practical laboratory skills. It is a great opportunity for students with a passion for Science to engage in a broad range of scientific enquiries.
LEARNING CHOICES PROGRAM

Rock Band

DURATION OF SUBJECT
Full year

SUBJECT TYPE
Authentic Learning

COURSE DESCRIPTION
This subject gives students with an interest in music the opportunity to experience being involved in a Rock Band. Students investigate the many aspects of being in a band with the emphasis on collaborative decision making and with the ultimate goal of performing a set of songs for the rest of the Year 9 population at the end of the year. Additionally, Rock Band students prepare performances for other audiences, including at Information Night, the College Fair and the Canowindra’s Got Talent competitions.

Workshops in selected performance skills and instrumental styles enhance learning.

ASSESSMENT
The process of preparation, practice and collaborative learning provides opportunities for authentic assessment. The assessment by a real audience, critical self and peer observation, and technical improvement are elements of this authenticity.

Why choose this subject?
This subject is for those students who enjoy music and have wondered what it is like to be in a band and perform songs for other people’s enjoyment as well as their own.

Note: Please refer to the Cost Schedule for details of costs relevant to this subject.
LEARNING CHOICES PROGRAM

Sports Officiating

DURATION OF SUBJECT
One year

SUBJECT TYPE
Authentic Learning

COURSE DESCRIPTION
This program begins with students negotiating a partnership with a Middle School ACS Winter Team. Students use Term One to investigate their negotiated sport, history and development of the game, rules and umpiring, skills, tactics and coaching, equipment, safety, scoring and statistics. Students will also familiarise themselves with ACS specific rules and codes of conduct. Once the winter season starts, students will commence their partnership with the Middle School team. For Terms Two and Three they work closely with the ACS Coach to support the team in a variety of ways. This will vary from sport to sport but could include assistant coaching, specific skill work, umpiring roles, scoring, collection and analysis of statistical data, equipment management, match reports, photography and article writing. During Term Four, students will complete the year supporting a summer team through to the grand finals. After the season finishes a presentation will be created using material collected during the year to promote ACS Sport to Middle School students about to enter the program.

ASSESSMENT
Authentic assessment and feedback comes through working with the team, feedback from the coach and players, team performance, publishing of articles and the final presentation to an audience of Middle School students.

Why choose this subject?
Possible future pathways and other benefits from taking this subject include preparation for Year 10 Physical Education subjects and possible acceleration into VCE Units 1 and 2. The subject will benefit any student interested in officiating with local sporting clubs.
LEARNING CHOICES PROGRAM

Under the Big Top

DURATION OF SUBJECT
Full year

SUBJECT TYPE
Authentic Learning

COURSE DESCRIPTION

Under the Big Top is a student-driven performing arts subject. Throughout the year, students develop circus skills that incorporate music, drama and movement culminating in a performance extravaganza late in Term 4. Students collaboratively devise and organise acts, costuming and props as appropriate.

The subject offers workshop incursions presented by professionals in selected circus skills.

ASSESSMENT

The process of preparation, practice and collaborative learning provides opportunities for authentic assessment as performance deadlines are met. The assessment by “real” audiences, progressive self-reflection and peer observation are elements of authenticity.

Why choose this subject?

This subject allows students to use and develop their skills in movement, drama and music in the context of Circus. In doing so, they have the opportunity to work collaboratively in a large team and to develop confidence in performance. Under the Big Top offers a unique and exciting opportunity to conceive and develop a performance from scratch. Students pool their collaborative skills to produce a ‘never to be forgotten’ performance.

Note: Please refer to the Cost Schedule for details of costs relevant to this subject.
Visual Communication and Design

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Elective

COURSE DESCRIPTION
This subject comprises of a series of continuing units aimed at developing knowledge of Communication, Environmental and Industrial design processes. It includes the study and practice of various methods of communicating visually, developing competence in expressing ideas, and gaining knowledge of a variety of design techniques. There is a focus on digital and manual drawing methods supported by the understanding and practice of the design elements and principles.

ASSESSMENT
Students’ work is monitored throughout the semester. They are required to submit a folio of work for formal assessment at the end of the course. A visual diary of material that corresponds to and supports the folio is also an important component of the assessment. The focus of this support material is on the development of design skills. The overall folio should demonstrate technical competence using a variety of techniques to create images that communicate effectively.

Why choose this subject?
In an age saturated by visual images, the Visual Communication Design subject arms the students with the skills, knowledge and understanding to actively engage, analyse and contribute in meaningful way to the visual world around them.

Visual Communication Design builds upon prior knowledge obtained in Middle School and provides a solid foundation to prepare for senior design subjects. It is highly recommended that students interested in pursuing the visual communication design in Senior School undertake this subject.
LEARNING CHOICES PROGRAM

Voluntary Service

DURATION OF SUBJECT
One semester

SUBJECT TYPE
Authentic Learning

COURSE DESCRIPTION
The program expects students to actively organise a placement in a not-for-profit organisation in the community. Students then attend this placement once a week for the duration of the semester. Students are required to keep a reflective journal and log the hours completed. Placements range from working with animals, children and the elderly to volunteering services for a charity. The students maintain their records each week in the ‘Voluntary Service Weekly Record Booklet’, to be able to demonstrate that they have met the requirements of the Duke of Edinburgh’s Bronze Award; a minimum of 15 hours service over a minimum of three months.

ASSESSMENT
All students completing Voluntary Service are expected to organise their placement in a timely manner and maintain accurate records of their service over the semester. This subject is assessed both externally as part of the Duke of Edinburgh’s Award scheme, if students choose to complete the Award, and by the College.

Why choose this subject?
Voluntary Service offers students the opportunity to engage with society and gain an understanding of the importance of their role within both their immediate and global community. It gives them the chance to connect with individuals and groups they may have previously overlooked or not been aware of, and to make a real difference to their world. By getting involved with the community, students enjoy making a real difference to the lives of others, and through this develop a greater responsibility to themselves and wider society. Through regular commitment, they will begin to form a lifelong habit of community involvement and voluntary service.

This subject can be selected as part of the Duke of Edinburgh’s Award, or as an independent subject.
Cost Schedule

COMMUNITY ART
There is a fee of $30 to cover the cost of specialised materials associated with this subject.

DANCE
There is a fee of $30 to cover the cost of an excursion associated with this subject.

DESIGN AND TECHNOLOGY
There is a fee of $40 to cover the cost of materials and equipment associated with this subject.

DIGITAL DESIGN
There is a fee of $25 to cover the cost of incursions and excursions associated with this subject.

DRAMA
There is a fee of $30 to cover the cost of incursions and excursions associated with this subject.

DUKE OF EDINBURGH BRONZE AWARD
There is a fee of $100 that partially contributes to the cost of registration to participate in the award.

MODEL SOLAR VEHICLE CHALLENGE
There is a fee of $55 to cover the costs of specialised materials, equipment, incursions and excursions associated with this subject.

OUTDOOR EDUCATION
There is a fee of $250 to cover the cost of excursions associated with this subject.

PAGE TO STAGE
There is a fee of $30 to cover the cost of incursions and excursions associated with this subject.

RACING FOR THE FUTURE
There is a fee of $150 to cover the cost of this subject.

ROCK BAND
There is a fee of $30 to cover the cost of excursions and incursions associated with this subject.

UNDER THE BIG TOP
There is a fee of $30 to cover the cost of excursions and incursions associated with this subject.