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OUR KEY VALUES AND RIGHTS

OUR KEY VALUES

At Footscray City College our key values are:

ACHIEVEMENT
• A culture of achievement and the pursuit of personal excellence in learning
• Development of the full potential of the individual student, including their intellectual, creative, social, emotional and physical aspect
• Development of skills, attributes and confidence to meet the challenges of the future

RESPECT
• Respect for others, the environment and self
• Respect for learning
• Respect for each other’s differences and talents
From these three key values come a set of basic rights that are fair and applicable to everyone.

**OUR KEY RIGHTS ARE**

- Students and teachers have the right to do as much work as possible
- Students and teachers have the right to feel comfortable and safe
- Students and teachers have the right to expect we all make a positive contribution
THE YEAR 9 PROGRAM

The Year 9 Program at Footscray City College allows students to choose a range of subjects that suit their interest as well as following the curriculum defined by AusVELS.

Every subject in the Year 9 program presents curriculum based upon a central VELS discipline and includes a number of dimensions from the other strands. There is an emphasis upon Civics and Citizenship through the Community Action & City Experience.

Year 9 presents an opportunity for students to choose a large part of their course, so they should take care to think not just about interests, but also areas of strength and potential. This handbook should be read carefully by students and subject selection must also be discussed with parents/guardians.

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<th>YEAR 9 SUBJECTS</th>
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<td>Elective choice from full range</td>
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<tr>
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YEAR 9 CORE CURRICULUM
ENGLISH

In a range of formal and informal contexts, students explore and respond to a variety of themes, genres and forms. Through reading, writing, speaking and listening, students analyse different texts including print and digital media, novels, poetry, plays and films. Key tasks involve students developing a collection of writing, reading and interpreting texts and engaging in forums based on spoken language. Activities allow students to extend their literacy strategies in order to deal with increasingly challenging texts.

ASSESSMENT TASKS

- Writing Tasks
- Reading Tasks
- Speaking Tasks
- Listening and Viewing Tasks

ENGLISH AS AN ADDITIONAL LANGUAGE

Students read a variety of texts and write in a variety of styles for different audiences, study issues and develop responses, and participate in a range of oral activities based on the set texts and issues. The emphasis is on strengthening speaking, listening, reading and writing. As students range from beginners onwards, their level of development varies, and hence the assessment tasks they complete will also vary.

ASSESSMENT TASKS

- Students may complete the following assessment tasks: oral response activities including texts, written responses, cloze exercises, grammar exercises, analysis of articles, ICT activities, character analysis.

HEALTH EDUCATION

STUDENTS WILL LEARN TO:

Identify and describe a range of social and cultural factors that influence the development of personal identity and values. Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and relationships. Describe mental health issues relevant to young people. Compare and evaluate perceptions of challenge, risk and safety. Demonstrate understanding of appropriate assertiveness and resilience strategies. Analyse positive and negative health outcomes of a range of personal behaviours and community actions. Identify the health services and products provided by government/ non-government bodies and analyse how these can be used to support the health needs of the young. Identify and describe strategies that address trends in the nutritional status of Australians. Analyse and evaluate factors that affect food consumption in Australia.

ASSESSMENT TASKS

- Data Analysis
- Written Report
- Health Promotion Project

REQUIREMENT - FCC Health and PE Flexibook available from booklist.
HUMANITIES

At Year 9, students study the modern world and Australia, with a focus on the years 1750 to 1918. Students examine how new ideas and technological developments contribute to change in this period. Further looking into the origin, development, significance and long-term impact of imperialism. World War I will be a key study area, where students learn about Australia’s involvement in the war.

ASSESSMENT TASKS

• Research Assignments
• Oral presentation
• Extended writing task

MATHEMATICS

In Year 9, students begin to develop their ability to analyse problems while furthering their conceptual understanding and practising their numerical skills. Students at this year level are encouraged to participate in the Maths Talent Quest and Westpac Maths Competition.

NUMBER: Irrational numbers and basic operations with surds; negative indices and scientific notation; use of ratios in scale drawing.

SPACE: Construction and properties of 2D and 3D figures; congruency; similarity. Probability: long-run proportion; compound events; simulation; measures of centre and spread; box plots and dot plots

MEASUREMENT, CHANCE AND DATA: Length, area and volume relationships involving triangles, quadrilaterals, circles, prisms and pyramids; Pythagoras’ Theorem; trigonometric ratios and solving right-angled triangles.

STRUCTURE: Expanding products of linear factors; factorising quadratic expressions; linear, quadratic and simultaneous linear equations; graphs of linear and quadratic functions.

WORKING MATHEMATICALLY: Efficient use of scientific calculators and graphing calculators; continuing use of computers; using conventional mathematical language and symbolic expressions to communicate clear and logical accounts of mathematical activities.

ASSESSMENT TASKS

• Skill Exercises – including homework book
• Tests
• Problem Solving Assignments
PHYSICAL EDUCATION

IN PHYSICAL EDUCATION STUDENTS

• Develop proficiency of movement and manipulative skills
• Implement ways to improve performance
• Identify potential conflict and employ strategies to avoid/or resolve it.
• Provide constructive feedback to others and use it to improve future performances.
• Participate in peer teaching with a focus on skill development.
• Describe how they respect and clearly articulate on the effectiveness of learning in a team.
• Apply their knowledge and skills to explore community based Sport and Recreation Activities.

ASSESSMENT TASKS

• Practical Participation & Portfolio of Laboratory Reports & Fitness Assessment
• Theory Assignments & Written Research Report

REQUIREMENT

• FCC Health and PE Flexibook available from booklist
• Appropriate clothing

SPORT EDUCATION

Sport Education provides students with the opportunity to play a variety of sports in the local and wider community and allows them to experience managing the cooperative and competitive requirements of those sports. The subject consists of 2 periods per week with students selecting a different sport each term. Some sports require the hire of an outside facility and therefore have a weekly cost. These will be kept to a minimum and outlined each term before final sport selections are made. Sports are offered according to availability of venue, staff and according to the season. Sports usually offered include: tennis, baseball, softball, netball, table tennis, football, soccer, hockey, cricket, badminton, volleyball, rowing and basketball. More recreational activities are also offered including: roller blading, martial arts and ten-pin bowling. Team sports compete in round-robin competitions against other schools in the region at the end of terms 1-3.

ASSESSMENT TASKS

Participation in the sport & a small theory component on rules
Throughout year 9 Science students further their understanding of the atom as the ‘building blocks of the universe’. They will learn how atomic instability results in the release of radiation and consider some of the benefits and dangers of natural radiation.

Students will explore local and national marine, aquatic and terrestrial ecosystems and develop their understanding of ecosystems as communities of interdependent organisms and abiotic components of the environment. They will learn about the impact human activities are having upon the environment and what this means for individual organisms. For example, they will explore the link between burning fossil fuels, ocean acidification and loss of coral on Australia’s shores. In doing so they will further their understanding of chemical reactions. Students will also investigate how matter and energy flow through these ecosystems.

Students’ will discover that scientific understanding, including models and theories relating to the environment and Earth’s geological processes, are contestable and are refined over time through a process of review by the scientific community. They will also learn about how the values and needs of contemporary society can influence the focus of scientific research.

**ASSESSMENT TASKS**

- ICT Research & Project
- Practical Reports
- Tests
- Workbook

**MATERIALS AND EQUIPMENT**

- Science Quest 9 – eBook
- Netbook
- Writing Materials (including pen, paper and folder or exercise book, pencil, ruler)
- Homework Diary
- USB memory stick
- Earphones
In each semester students in Year 9 you will do 2 electives
Across the year they will do four electives
Each elective runs for 3 periods per week for a semester

- Across the year ONE elective MUST be an ART elective

and

- Across the year ONE elective MUST be a TECHNOLOGY elective

- Across the year TWO electives and are selected from the total range of elective offered
STUDENTS MUST SELECT AT LEAST ONE ART ELECTIVE

ART

This study provides students with the opportunity to further develop their own creativity. In this subject students will use a variety of media to produce a folio of personal artworks involving Drawing, Painting, Printmaking and 3D construction. Students will be introduced to the work of artists in association with folio tasks and develop an appreciation of Art and Culture through the study of selected artists.

ASSESSMENT TASKS

• Folio Activities assessed progressively
• Painting, Drawing, Printmaking & 3D works
• Written research and analysis tasks

DANCE

Students will be involved in practical activities during classes. They will learn and perform a group dance work and be involved in the choreography and performance of a solo/duo/small group dance work. Students will complete research into and analysis of a dance from other cultural backgrounds. Students will learn to look critically at the processes involved in choreographing, refining and performing their own choreography.

ASSESSMENT TASKS

• Performance of Learnt Group Work
• Performance of solo/small group choreography
• Dance in Other Cultures assignment
• Write up of Choreographic process
DIGITAL ART

Students learn skills in digital animation, digital drawing and digital photography applying the tools and techniques of Photoshop Elements and Flash Animation. Each student completes a series of skill building exercises and makes a product exploring a theme in each area. Students learn to design and plan for the making of their products and to document the decisions they have made and the skills they have developed. Students also learn about the work of artists working in the digital environment. They complete worksheets and research tasks.

ASSESSMENT TASKS

- Folio Tasks
- Workbook activities

DRAMA

This unit focuses on students continuing to develop their improvisational and performance skills through various activities. Students will experience and learn the theoretical and practical aspects of performance and theatre: tension, focus, space, role and motivation. In term 2 students will undertake performance work that involves working with a script, blocking scenes and working through the rehearsal process to the final presentation of a group ensemble.

ASSESSMENT TASKS

- Reflective journal/Script/Research
- Rehearsal and performance in Production
- Solo Performance

MUSIC

Students will develop skills in ensemble playing, music language and aural recognition, listening and responding to music and creative music production. A focus for some of the activities will be the Blues.

ASSESSMENT TASKS

- Music Language & Aural Skill - Ensemble
- Creative Music Production
- Ensemble Performance
- Music Styles Listening Task
PHOTOGRAPHY

Students will use photographic materials to creatively explore a range of techniques including photograms, sunprints and pinhole photography. The course also includes an introduction to the diversity of photography in society, the analysis of selected artworks using the elements and principles of design.

ASSESSMENT TASKS

- Photographic darkroom tasks
- Visual analysis tasks

VISUAL COMMUNICATIONS

Visual Communication is a truly global language. It is about communicating ideas, information, solutions, feelings and more using drawings, images and graphics. There are a variety of internationally accepted drawing conventions which are studied and practised to allow students to develop ideas and solutions to specific visual needs. Students apply a design process and consider design elements and principles in the development of their productions. Traditional freehand and instrumental drawing skills are demonstrated along with the use of specialised ICT software and equipment to expand students range in defining and producing their presentations.

ASSESSMENT TASKS

- Pictorial Drawings Collection
- Technical Drawing Package
- CAD Project
- Project Folio
- Test
TECHNOLOGY ELECTIVE SELECTIONS

STUDENTS MUST SELECT AT LEAST ONE TECHNOLOGY ELECTIVE

THE BAKERY

Students will be introduced to a chef’s life in a commercial bakery kitchen. The focus of the unit is preparation of products made from cereals. In practical sessions students will expand their food preparation skills in preparing a range of baked products as well as designing recipes for a bakery. The theory sessions will cover the functional properties of ingredients, testing and tasting new foods. Students will learn to investigate, design, produce and evaluate a variety of flour based products. Topics will include food hygiene, different types of breads, cakes, slices, muffins savoury items and biscuits using different processes.

ASSESSMENT TASKS

- Design Plans and Evaluations
- Productions using a design brief
- Research Tasks, Short answer responses

BOSB - BRING BACK THE OLD

Students create new garments and artworks combining old and new fabrics. They also explore complementary art techniques such as tie-dying, felting and jewellery making to create works of their own design.

ASSESSMENT TASKS

- Project Work
- Project Folio
- Research Assignment
**CAD/CAM [COMPUTER AIDED DESIGN & MANUFACTURING]**

This unit provides students with a range of design briefs increasing in complexity to allow them to develop skill and understanding of how to design products using Computer Aided Drawing [CAD] software. Some of the designs can then be manufactured using CNC or computer controlled machinery. Dedicated 3D modelling software allows students to design various parts and assemble them on screen. Experience in Computer Aided Machining [CAM] and 3D rapid prototyping are also features of this course.

**ASSESSMENT TASKS**

- CAD tutorials
- Research Assignment
- Project Work
- Project Folio
- Test

**DESIGN & TECHNOLOGY: WOOD TECH**

This unit is largely a “hands on” project based experience where students learn how to design and make products using a range of design and technology processes. Students learn how to assess and control risks, describe and quantify materials before using tools and machinery to manufacture projects made predominantly from timber. CAD software and wood machining including CNC machining are also features of the unit.

**ASSESSMENT TASKS**

- Project Work
- Project Folio
- Research Assignment
- Final Test

**FOODS OF THE WORLD**

Students will be taken on a cultural voyage of diverse cuisines from all around the world. Each week students examine a new country and complete an investigation-based task, followed by a production that is rich in authentic ingredients and processes. The investigations each week form the basis of the portfolio. Some of the countries students will investigate are: Italy, Greece, Mexico, Spain, France, Thailand and The Middle East.

**ASSESSMENT TASKS**

- Research Assignment
- Productions
- Portfolio
FLIGHT

Students will learn the basic principles of flight and some of the technology involved in the construction of flying machines. They also develop technical skills to construct balsa wood models of aeroplanes using working drawings and templates. Models constructed may include: a hand line controlled, motorised flying model aeroplane and a 450mm wing-span glider.

ASSESSMENT TASKS

- Workbook
- Project Models
- Research Assignment
- Test

INFORMATION TECHNOLOGY

The regular use of computers plays an increasing part in daily life. This course develops student’s skills in Desktop Processing, PowerPoint and Spreadsheets and there will be the opportunity for both individual and group projects. Students develop their awareness of file management and the theory involved in using computers. The skills developed in this course will be applicable across the curriculum. This subject provides a direct pathway to Information Technology in years 11 & 12. It sets the foundation for a career in Information Technology by allowing students to gain valuable skills required to produce professional tasks in all aspects of computing.

ASSESSMENT TASKS

- Office tutorials
- PPT presentation
- Research assignment
- Web assignment

SYSTEMS TECHNOLOGY: MOTOR TECHNOLOGY

This subject is offered to enable students to develop an understanding of the construction and application of electric and small internal combustion motors. Students investigate the application of electric motors in various devices such as DVD players, Washing Machines, Inkjet Printers, Mobile Phones and more. They disassemble and reassemble an electric bike and an electric scooter. The basic parts and function of a single cylinder petrol engine will also be studied. Students compare the design similarities and operational differences between a small engine and the engine of a motor car. Students get hands-on experience working with a variety of workshop tools to disassemble, reassemble and test one or more single cylinder petrol engines. They also determine the fuel consumption rate of an engine by data logging and analyse performance graphs. The electromechanical knowledge gained from this course is recommended for Systems Technology studies in Year 10 and beyond.

ASSESSMENT TASKS

- Work Sheet Tasks
- Practical Motor Building Tasks
- Research Assignment
- Tests
SYSTEMS TECHNOLOGY: ROBOTICS & ELECTRONICS

This course is designed for Year 9 students to develop analytical and problem solving skills in the context of electronics and control circuitry. Students are introduced to the world of robotics using LEGO robots along with basic skills and knowledge in electronics, soldering and programming.

THEORY TOPICS INCLUDE:

- Identification and anatomy of robots,
- Mechanical power and its transfer,
- Technological systems used in the construction of a basic robot,
- Introduction to simple Control Systems,
- Computer Controlled Technology,
- Industrial Robots and their application,
- Special purpose robots such as service robots, unmanned aerial vehicles, space robots, welding robots, military robots, underwater robots, ASIMO etc.,
- Micro-controllers,
- Robots and Humanoids,
- CAD/CAM Technology and application in CNC Milling Machines,
- Artificial Intelligence (AI),
- Video information on ASIMO, use of sensors in robotics, service robots, industrial robots, assembly robots, painting robots, fighting robots and many more.

Practical sessions involve the construction of LEGO Robots using assembly drawings; Robolab programming, testing and modification; robotic challenges like racing, wrestling, hill climbing and tunnel inspection; and the design and development of a line tracking robot.

ASSESSMENT TASKS:

- Project Work
- Project Folios
- Research Assignment
- Semester Test
FURTHER ELECTIVE SELECTIONS

Students may select up to TWO further electives, including additional Arts/Technology electives. LOTE is offered as TWO semesters which equals two electives.

ADVANCED ALGEBRA

Advanced Algebra provides an extension of the concepts taught in Algebra in year 7 and 8. Topics covered will include equations and inequalities, coordinates and graphs, general functions, polynomial and rational functions, exponential and logarithmic function, trigonometric functions of angles and of real numbers, analytic trigonometry, systems of equations and sequences and series. Graphing calculator skills will be taught and used extensively in this course. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses. This subject will lead on to Advanced Algebra at year 10 and VCE Mathematics.

ASSESSMENT TASKS

- Skills Exercises
- Major Project
- Assignments
- Worksheets
CREATIVE WRITING

Students will explore a wide range of text genre and writing styles to use as models for their own writing. They will be encouraged to experiment with a range of styles and genre. Students will be challenged to understand and use a range of literary devices to create particular effects. They will also share and publish their work using a range of media both print, digital and imagery in order to gain understanding of audience and purpose.

ASSESSMENT TASKS

• Published folio of 3 pieces in at least 2 styles using variety of publishing methods
• Oral presentation of an original piece
• Research assignment.

GAME MAKING (TECHNOLOGY/ARTS)

This course covers curriculum primarily in the Arts-media and Visual Arts field. Additionally, it covers some aspects of Science, Mathematics and Information & Communications Technology [ICT]. It involves exploring games and game making processes; the game making industry; the maths and science to do with game making along with practical game building sessions. It also involves game review presentations.

ASSESSMENT TASKS

• Major Game Project
• e portfolio
• Research Assignments
• Game Review Presentations

GOING BALLISTIC (SCIENCE)

Recommended for students thinking of attempting VCE Physics. Students investigate rocketry and the Newtonian physics behind the launch of a rocket. They will calculate payload, maximum altitude and range using mathematical formulae as well as constructing and launching their own solid fuel cell rockets.

Students will investigate how Australian scientists are contributing to the development of materials and technologies for space exploration including plasma propulsion, scram jet technology and the space elevator using carbon nano-tubes.

Students develop their own space project by designing, constructing and presenting in teams some aspect of aerospace materials technologies contributing to our efforts to explore and colonise space.

ASSESSMENT TASKS

• Classwork
• Space Project
• Rocket Building and Launch
• Astronomy Research
**ITALIAN**  SELECT FOR WHOLE YEAR (TWO ELECTIVES) - LANGUAGES

This is a year 9 language and culture course. Immersion in the language and culture of Italy will be a key feature of this elective. Emphasis will be on speaking, listening, writing and reading skills.

**ASSESSMENT TASKS**

- Writing and reading activities
- Oral Presentations
- Research Activities
- Vocabulary and grammar tests
- Listening and speaking activities

**JAPANESE**  SELECT FOR WHOLE YEAR (TWO ELECTIVES) - LANGUAGES

This is a year 9 language and culture course. Immersion in the language and culture of Japan will be a key feature of this elective. Emphasis will be on speaking, listening, writing and reading skills.

**ASSESSMENT TASKS**

- Writing and reading activities
- Oral Presentations
- Research Activities
- Kanji and Vocabulary Tests
- Listening and speaking activities

**PHYSICAL EDUCATION** - INVASION GAMES

Invasion games are competitive team games in which the purpose is to invade the opponents territory while scoring points and keeping the opposing team’s points to a minimum, and all within a certain time period. These include sports where the ball is being carried or caught across a line, thrown or shot into a target, or struck with a stick or foot into a specific target area. Invasion games are the most strategic types of games with many transferable skills.

**THIS ENCOMPASSES A WIDE RANGE OF SPORTS INCLUDING:**

- Football
- Rugby
- Basketball
- Lacrosse
- Hockey
- Soccer
- Handball
STUDENTS:

• Develop proficiency of movement and manipulative skills
• Implement ways to improve performance
• Implement fair play and good sporting behaviours
• Learn and practice strategies and tactics
• Use complex verbal and non-verbal cues in a wide range of communication forms

ASSESSMENT TASKS

• Practical participation (teamwork, fair play, cooperation, persistence, appropriate attire)
• Theory component: including Sport Analysis - Written report
• Planning and Development of a Short Coaching Unit

PHYSICAL EDUCATION - MIND, BODY & SOUL

In this elective, students will explore the complex factors of social, emotional, physical, spiritual and cognitive health and how to incorporate them into a balanced lifestyle. Students will learn the advantages of physical health by participating in a range of theory & practical activities including:

• Cardio fitness - e.g., Aerobics, Zumba and Spin classes,
• Core strength training - e.g., Yoga, Pilates and Body balance
• Relaxation techniques- e.g., Meditation

Students will learn the responsibilities associated with developing greater independence in making choices toward social interactions, nutritional benefits and overall well-being.

CURRICULUM AIMS

• Social, emotional, physical, spiritual and cognitive effects on personal well being
• Positive and negative health outcomes of personal behaviours and community actions
• Social and cultural factors that influence the development of personal identity and values
• The rights and responsibilities associated with developing greater independence, including those related to relationships and personal well being
• Health knowledge and promotion which acknowledges the social reality of young people.
• An understanding of appropriate assertiveness and resilience strategies to promote self esteem
• Strategies that address trends in nutritional status of young people within the local environment
• The benefits of living an active balanced lifestyle by collaborating mental, physical and social health
**ASSESSMENT TASKS**

- Practical participation (teamwork, fair play, cooperation, persistence, appropriate attire)
- Theory component:
  - Developing a dietary plan
  - Modern social issues essay
  - Planning and development of a balanced fitness routine

**SPORTING EXCELLENCE (HEALTH/P.E.)**

In this project you will develop your physical/game skills in several chosen sports. You will participate in tournaments, take on a key leadership role within a team and study the history, rules and tactics of a sport. You will also develop units in coaching these sports and teach these units to Primary School students. The units will include a practical and theory component, including coaching ethics, lesson structure and delivery. You will also participate in a swimming unit.

**ASSESSMENT TASKS**

- Lesson Plan Implementation
- Presentation of Coaching Unit
- Interaction with Junior Sport Students
- Participation and Team Work
In year 9 you will complete **TWO** projects. Each project runs for **SIX** lessons in **ONE DAY** each week for a semester.

The **COMMUNITY ACTION & CITY EXPERIENCE** project is compulsory for all students except those who may choose to select ‘Weather Stations’ in its place. Students may do both ‘Community Action’ and ‘Weather Stations’. This means that you will complete **ONE** additional Project from the list on the following pages.
COMMUNITY ACTION & CITY EXPERIENCE

(COMPELLSORY FOR ONE SEMESTER EXCEPT FOR STUDENTS WHO SELECT BIG HISTORY)

COMMUNITY SERVICE

This project focuses on students developing values of caring, giving and respect by working with people who are at some disadvantage and in need of special care. It is centred on the local community. Students will participate in a range of workshops which will prepare them for their community service placement. At the completion of this unit students will be awarded Young Ambassador Certificate (SCOPE) and Community Action Certificate (Red Cross). Participation in these activities will assist students who are completing the Duke of Edinburgh Award.

LOCAL INVESTIGATION

After completing a local tour, students will identify and research a local issue of interest to be presented at Maribyrnong Town Hall.

CITY EXPERIENCE

The City School Experience will be based in our city classroom during project days over a 6 week period. Students will participate in a wide range of activities which are based on city familiarisation, exploration of wider issues, furthering their participation in community service and present a weekly radio program and explore health and lifestyle issues. The 'All Stars' fitness program will be used to enhance personal development, goal setting and mentoring skills. Much of the program will be based on independent group work which uses the four pillars independence, trust, responsibility and connectiveness as the key drivers.

ASSESSMENT TASKS

COMMUNITY SERVICE

- Complete 2 modules in Understanding Disabilities and Diversity and communicating with people with disabilities.
- Complete a humanitarian assignment.
- Organise an activity to be shared with a wider audience E.g. Wheel chair day, picnic or luncheon for a community group.
- Complete reflective task to form part of a class display.

LOCAL INVESTIGATION

- Present the findings of their investigation at Maribyrnong Town Hall.
CITY EXPERIENCE
• Completion of tour modules.
• Completion of investigation with a presentation to a wider audience.
• Participation in Skate mentoring program and completion of module on Community Participation as a prerequisite for students receiving their Young Ambassador (Silver) Certificates
• Reports written on excursions, e.g., Asylum Seekers Resource Centre.
• A full folio of the experience maintained.
• Plan, shop and prepare a communal lunch for the group.

Participate in exercise and relaxation tasks based at Flagstaff Gardens and the Tan at the Alexandra Gardens.

AND

Students complete ONE project from the following cross faculty selections

ART ADVENTURE (ARTS)
Students will visit different locations for inspiration in making art (such as the beach, city and the country.) They will learn to use many different art materials to make art inspired by visits to these locations. Art media will include paints, screen printing on fabric and different surfaces, dry point, lino cuts, ceramics, mosaics and murals. Students will explore the idea of public art – making their art into murals to decorate the College walls.

ASSESSMENT TASKS
• Developmental Folio
• Major practical task
• Research task

CSI - FORENSIC SCIENCE (SCIENCE)
Research and analyse the role forensic science plays in society (crime, natural disasters etc.) and the different ways it is portrayed in a range of media. Investigate and practise various forensic science techniques including:
• Fingerprinting
• Plaster casting
• Blood spatters
• Hair and fibre analysis
• Face Recognition software
• DNA extraction
• Crime Scene Procedures

ASSESSMENT TASKS
• Practical Activity Reports
• Research assignments
• Excursion reports
GARDENERS AND CHEFS  (TECHNOLOGY/SCIENCE)

The purpose of this project is to teach students the importance of eating slow foods as opposed to fast foods. They work in conjunction with the Horticulture teacher where they grow the herbs and vegetables that are then cooked in the kitchen. The focus is on the growing and preparation of organic foods and the enjoyment of eating unprocessed foods and the skills involved in the preparation of them. The students will cover topics such as seasonal produce and bottling tomato sauce. Preserving foods such as pickled cucumbers and making herbed bread in flowerpots. Free-range products such as chicken and eggs are used in various recipes as well as designing and making a gourmet sausage. Students will make their own cheese and on a sweeter note, students will use fresh honey in a variety of recipes.

ASSESSMENT TASKS

• Research Assignments
• Enterprise Diary
• Portfolio

COMPULSORY ACTIVITIES - Excursions to Victoria Market and Botanical Gardens

HOT DOCS JOURNALISM  (HUMANITIES/ENGLISH)

Documentary film has become an important method of alerting our community about important issues. In this project you will learn what makes a good documentary film. You will select an issue important to you and in small teams, learn the techniques and skills involved in planning, filming and editing your own documentary.

ASSESSMENT TASKS

• Media research
• Story research
• Production Plan
• Digital filming and editing

MYTH BUSTERS  (SCIENCE)

Why does bread always fall with the buttered side down? Is it for the same reason that cats always fall on their feet? Can drinking too much cola dissolve your teeth? Myths about natural phenomenon, both modern and ancient abound, but how many are based upon fact? You will investigate and research the science behind a wide range of cultural and scientific myths to discover the truth. Many can be tested out with practical experiments and others can be investigated by consulting the experts in the field. Can all of these stories be true, or are they just waiting for you to BUST them? Learn a wide range of historical and scientific skills and cover vast areas of knowledge as you join the Myth Busters to test the tall tales of past and present.

ASSESSMENT TASKS

• Practical activities and reports
• Multimedia assignment and demonstration/presentation.
HOT DOCS JOURNALISM  (HUMANITIES/ENGLISH)

Documentary film has become an important method of alerting our community about important issues. In this project you will learn what makes a good documentary film. You will select an issue important to you and in small teams, learn the techniques and skills involved in planning, filming and editing your own documentary.

ASSESSMENT TASKS

• Media research
• Story research
• Production Plan
• Digital filming and editing

MYTH BUSTERS  (SCIENCE)

Why does bread always fall with the buttered side down? Is it for the same reason that cats always fall on their feet? Can drinking too much cola dissolve your teeth? Myths about natural phenomenon, both modern and ancient abound, but how many are based upon fact? You will investigate and research the science behind a wide range of cultural and scientific myths to discover the truth. Many can be tested out with practical experiments and others can be investigated by consulting the experts in the field. Can all of these stories be true, or are they just waiting for you to BUST them? Learn a wide range of historical and scientific skills and cover vast areas of knowledge as you join the Myth Busters to test the tall tales of past and present.

ASSESSMENT TASKS

• Practical activities and reports
• Multimedia assignment and demonstration/presentation.

OUTDOOR ADVENTURE

This subject offers practical and theory units in Outdoor Adventure. Students will have the opportunity to enhance individual skills in swimming, surfing, indoor rockclimbing, river and ocean kayaking and camping. There is a strong focus on developing an appreciation for the natural environment and theory based units covering topics such as values of outdoor education, leadership skills, safety in the outdoors and the psychology of adventure. This subject leads into Year 10 Outdoor Education.

ASSESSMENT TASKS

• Swimming
• Camp Skills
• Adventure Activities
• Folio
ROADIE TO ROCK STAR (ARTS/MUSIC INDUSTRY)

Roadie to Rock Star is designed to cover a broad range of musical areas and give students a chance to sample the music industry, exploring the worlds of songwriters, rock bands, record companies and recording studios. Working individually and in groups, students will write, perform and record original and covered music to be showcased across the school and in the community. They will also study and complete tasks on a wide range of musical subjects to gain important skills in areas including; Music language and stage craft; Song-writing and arranging, Rehearsal and Performance; Music History & Styles Analysis Recording & Production (Including a CD and full demo package)

ASSESSMENT TASKS

• Song-writing folio, Rehearsal activities, Research project on music production, Production of recordings
• A community performance

WEATHER STATIONS - TACKLING CLIMATE CHANGE THROUGH CREATIVE WRITING AND FILMMAKING.

(Students selecting this project may choose this project in place of Community Action)

BACKGROUND

After speaking to our students about his writing, Melbourne based author Tony Birch decided to invite Footscray City College to become part of a global project that he is involved with - The Global Weather Station Project.

PROJECT OUTLINE

Through this project, Footscray City College will become a ‘sub-station’ of the global Weather Stations Project. Weather Stations is an international project that places literature and story telling at the heart of discussions about climate change. Students will tackle climate change through creative writing and filmmaking. In conjunction with The Wheeler Centre and Tipping Point, students will respond to a series of provocations’ from Melbourne based scientists and artists through story telling, including film. Melbourne author Tony Birch, who will be our writer in residence, will work directly with students to explore creative ways of responding to these provocations and to develop writing skills. Students will attend and ‘Open Forum’ at The Wheeler Centre in the city, where they will set the agenda for a conference on climate change resulting in a film that will be shown at the culmination of the Weather Stations Project in Berlin in September, 2015.

ASSESSMENT TASKS

• Creative Writing Projects
• Open Conference
• Film
WHAT IF? FILM MAKING (ARTS)

Students will investigate Australian film making and Australian films. They will analyse story elements, conventions and production techniques that Australian filmmakers employ to make effective films on the social and cultural issues for both national and international markets. Students will learn techniques from designing and planning film production, story telling, organization and technical skills and develop and produce, write and direct an Australian film for public screening.

• Assessment Tasks
• Folio
• Individual Research Task
• Major Film Task