Year 9 ExCEL
2018
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learning4life

Be a Man......Become a Man - Code: 9BwBM

Description
This program covers the following topics:
- Forming and maintaining relationships
- Communicating in relationships
- Feelings and thoughts in relationships
- Social problem solving
- How to seek help for yourself and others

Assessment
This program will be assessed using the following methods:
- Students will be asked to complete home tasks after most sessions. These tasks are designed to consolidate learning from the sessions and to provide students with the opportunity to practice skills and to reflect individually on issues.

Weekly Outline

Day 1
- Getting on with others
- Relationships
- Communicating in relationships
- Feelings in relationships
- Thoughts in relationships

Day 2
- Solving problems in relationships
- Journey into the unknown – survivor
- Lean on me
- How we’d like it
- We made it!
**Brain Boot Camp – 9BwBB**

**Description**

This program is aimed at students who want to improve their academic performance. Good thinking is essential for optimum performance across all subjects in the curriculum. How we understand new material and how we apply this understanding to new situations in assessment tasks is all built on good thinking. In this subjects, students will assess the state of their thinking and help them improve it. Students will investigate modes of thinking such as: logic, lateral thinking, creative thinking, problem solving, seeing things from multiple perspectives and decision making.

**Assessment**

There will be both a pre-test and a post-test. Assessment will be of the improvement shown.

**Weekly Outline**

**Day 1**

1. Pre-test

2. Thinking about thinking. Brainstorm different types of thinking used at school and in life in general.

3. Introduction to deduction. Students will be shown the laws of logic and then apply these in areas such as: logic puzzles, set theory, crime solving and applying a set of rules to different situations.

4. Lateral thinking. How do we solve conundrums? Conundrums will be presented in small groups and the process of finding a solutions will be recorded, analysed and discussed.

**Day 2**

1. Analysing arguments. Students will learn the difference between valid arguments and fallacies, and the requirements of a sound argument. Students will analyse newspaper opinion articles and political speeches to sort the logical argument (if any) from persuasive language (rhetoric).

2. Learning styles. Students will complete a questionnaire to help them discover their better learning styles. Learning strategies for each style will then be discussed.

3. Understanding the behaviour of others. Students will consider some basic psychological theories of desires/drives/motivations, e.g. Maslow. They will complete a questionnaire on desires/drives/motivations and write an account of a situation from a foreign perspective.

4. Post-test.

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Buying & Owning a Car - Code: 9BwBC

Description
In this course students will investigate various aspects of car ownership: getting your Ls; budgeting/saving/borrowing to buy the car; types of loans, application forms; insurance types and insurance application; calculation of running costs; road safety issues; and legal responsibilities.

Assessment
This program will be assessed using the following methods:

- Students will complete set research/investigative activities over the two days. They will submit a folio of their work for assessment.

Course Outline

Day One:
The steps involved in obtaining a Learner’s permit to drive. Students will be required to investigate car hazards and safety. Buying a new car versus a second hand vehicle. How to formulate a budget to enable your first car purchase. An overview of buying a car using websites and some of the mechanical details to inspect when purchasing a car.

Day Two:
Internet research on types of cars, and the alternative ways of buying a car. Students will be required to research finance and insurance options and will be introduced to some of the legal requirements and protections relevant to buying a car. An overview of on-going the on-going costs of owning a car and the common maintenance concerns.

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**Career Voyaging - Code: 9BwCV**

**Description**
Students will use a variety of resources to learn more about the direction of Australian jobs and economy in the future, research potential job options and learn more about Tertiary life and pathways through a visit to a university campus before comparing experiences with other students who visited different campuses.

**Assessment**
This program will be assessed using the following methods:

- Students are to complete the Career Voyaging activity booklet

**Weekly Outline**

**Day 1**
Students participate in a variety of activities to learn more about Australia’s economic future and job opportunities, research professions of interest to them and consider valued skills and traits in young employees.

**Day 2**
Students visit a university campus (RMIT, La Trobe, ACU or Monash) for a presentation on university life and course options before touring facilities. Students return to school to participate in a jigsaw activity comparing experiences. An evaluation of the program is made by students.
First Aid & CPR - Code: 9BwFA

Description
In this course students will develop the skills and knowledge required to recognise emergencies, identify and eliminate potential dangers in their environment and make appropriate decisions for first aid care until the arrival of medical assistance. Students will learn a variety of basic first aid management procedures and undergo training and assessment in CPR and Anaphylaxis.

Assessment
This program will be assessed using the following method:

- Students will be assessed on their CPR technique amongst other practical skills such as Anaphylaxis management.

Weekly Outline

**Day 1**
Introduction
The Unconscious Patient
DRABSCD
CPR
Anaphylaxis

**Day 2**
Fractures
Soft Tissue Injury
RICER
External and Internal Bleeding
Wound Management
Bandaging and Slings
CPR Practical Assessment
Anaphylaxis Practical Assessment
Outdoor Education - Code: 9BwOE

Description
Students will undertake both skills and an adventure component as a precursor to the Year 9 Outdoor Education camp program in November. A range of Outdoor Education skills and adventure activities will be offered, activities may include; navigation and orienteering, shelter construction, food preparation, knot skills, rock climbing, mountain bike riding, bushwalking and group initiatives. This course provides an excellent base for the Year 10 Outdoor Education elective.

Assessment
This program will be assessed using the following method:

- Competency and participation in various skills and adventure activities

Weekly Outline
Day 1 (may include, but not limited to)
- Introduction to Outdoor Education and Year 9 Camp
- What is adventure?
- Understanding and comprehension of the necessities of preparing for outdoor adventure, including; equipment, health hygiene and menu plans
- Skills: orienteering excursion at Gresswell Reserve, shelter construction, knots and basic team building exercises

Day 2 (may include, but not limited to)
- Adventure activity: mountain bike riding, rock climbing or bushwalking

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Description
This is a wide ranging drug education program following the "harm minimisation model". This program acknowledges that students will at some stage encounter issues relating to drugs, either legal or illegal. The program aims to equip students with vital knowledge, which will help them to make informed decisions when faced with these issues. Throughout the program students will learn assertive behaviour, how to 'look out for and look after themselves and their mates' and where to access quality Drug Education Information and Support Services.

Assessment
This program will be assessed using the following method:

- A presentation focusing on providing peers with key facts and information about an illicit drug.

Weekly Outline

Day 1
Students will get a clear picture of drug use and abuse and the impact that it has on individuals, families and the wider community. They will explore a variety of legal and illegal drugs and learn about the effects that they have on the body. The drugs in focus will include medicines, caffeine, alcohol and cannabis. Discussion, audio visual presentations, quizzes, roll plays and practical activities will be utilised to engage students throughout the day.

Day 2
Students will continue to broaden their knowledge of illegal drugs. They will learn about the highly addictive and destructive nature of ICE, which has been nominated by the government and public as the illegal drug of most concern. Using accurate and reputable sources of Drug Education Information available on the internet, students will work collaboratively to explore other illegal drugs and make a presentation to their peers. These presentations will build the knowledge base of students even further.
EXTENDED LEARNING PROJECTS

Architecture and Graphic Design - Code: 9BwAG

Description
An alternative and active Extended Learning project that provide students with a range of experiences. Students acquire skills in reading maps, locating and exploring the Melbourne CBD in an orienteering style excursion and visit Art Galleries and or teaching institutions. There is an opportunity to use “Design Thinking” to develop and participate in hands on projects, designing structures such as building or landscape designs or interior spaces. Conventional and computer aided methods of drafting are utilised to create drawings. The project culminates in the production of a 3-D model and presentation.

Assessment
This program will be assessed using the following methods:

- Assessment will be based on the production in each practical activities and the write up of reports on excursions and lectures.

Weekly Outline

Day 1
Design Thinking project work and Excursion Preparation: Students work on basic visual representational drawing of structures/house. Using research on the internet to use as starting points for design. Students are briefed on Excursion requirements, safety, and working on maps to locate significant buildings in Melbourne.

Day 2
Excursion: Significant buildings in the Melbourne CBD.

Day 3
Drafting Drawings: Drawings of projects using basic drafting conventions. House plans produced with traditional and computer aided methods.

Day 4
Planometric Drawing: A planometric representation of the house/room.

Day 5
Visit to the NGV: Exploring design in art.

Day 6
Production of a 3-D house/ structure in foam core.

Day 7
Production of a 3-D house/ structure in foam core (continued).

Day 8
Production of a 3-D house/ structure in foam core (continued). Presentation of Project.
**Chill Time - Code: 9BwCH**

**Description**
The Chill Time program involves a range of creative and reflective activities, integrating mind, body and spirit and learning coping mechanisms for teenage stresses and tools to live a fulfilling life. It offers students the opportunity to practise composure, centring, and focussing. It builds on ROCK AND WATER practice of being grounded and centred.

Students are taught BREATHING PATTERNS that promote the skill of centring and attentiveness. Efforts are made to ground this awareness as a mainstream practice in society. Meditation has its going in the religious traditions, but the practice has been appropriated as something of value for living with a centeredness and calm focus.

**Assessment**
This program will be assessed using the following methods:

- **Personal Project:** Students complete a report linking a personal and special interest with the themes and concepts of contemplation and meditation learnt during the ‘Chill Time’ program.

- **Journal:** Students make and keep regular weekly records to show evidence of the efforts to use meditation in their everyday.

**Weekly Outline**

**Day 1**
The program is introduced to students, team building and getting to know you activities and self-awareness activities. Also to present meditation to students as mainstream. The students are presented with a journal outlining the program.

- To learn the steps of a meditation process and see that it is just a more formalized way of doing the basic steps of problem-solving.
- To see how meditation is one of the ways to deal with stressful and conflict-laden situations.
- To help the students in their posture, breathe awareness and deal with distractions of thoughts.
- To understand that conflict presents a unique opportunity to grow, change and communicate

**Day 2 – City Experience**
This activity challenges students to plan their transport to the city, connections with companions and then walk around to the various sites as outlined by teacher. City Excursion – Where are people able to find a quiet place in the city to reflect/refocus, ‘chill out’ around the CBD?

**Day 3 - Self-awareness – Greater awareness**
Students Consolidate Breathing Patterns. Mantra is introduced and further discussion of the nuts and bolts of meditation. Students learn that we all have things we are good and not so good at. It is important to be aware of both, so that we can use the strengths to work on our weaknesses. Students revise and make connections with the City Tour.
**Day 4 - Buddhist Temple**

The purpose of the excursion is for students to be attentive to oneself and to others whilst walking in the Buddhist garden. The Venerable Dow then leads the boys in meditations practice. This offers students the opportunity to investigate the Buddhist use of meditation. The students share a lunch with the Buddhist monks which offer students the chance to ask questions in an informal setting.

**Day 5 – Amberley**

Students examine further the Nuts and Bolts of Meditation. Discuss the question what is my purpose? Students view the Cosmic Voyage narrated by Morgan Freeman. Explore the universe from its tiniest particle to its greatest expanse. The objective of this exercise is to create an awareness and alertness of the universe and our place in it. Questions should arise; where do I fit into all of this? What is my purpose? Foster contemplation – meditation. I am at one with the universe. I am conscience – aware. I am connected with the universe

River walk/Aboriginal connection to Nature

Tree planting exercise, connection to self, others and the land.

Students are introduced to the LECTIO DIVINA practice.

**Day 6 – Tarrawarra Abbey**

Students are made aware of the Christian Monasteries that have practised meditation since the earliest days.

Students will experience something new – the lifestyle of the monks who pray, work, rest and play. The monks opt to have a life of balance. Students will participate in the recitation of Psalms and community prayer. This could model for the students a way of life that they can strive to implement in their own lives. The labyrinth will be introduced and explained to students.

**Day 7 – Parade College**

Students undertake a number of visible thinking activities to consolidate learning.

**Day 8 – Parade College**

Connection to self = connection to others = connection to environment. Putting it all together and consolidate learning.
CO₂ Dragsters - Code: 9BwDR

Description
Students will design, construct, test and race a CO₂ powered dragster. We will investigate aerodynamic principles of lift, drag and down force and apply these to the design and construction of the dragsters. Students will test their vehicles under race conditions and evaluate their performance.

Assessment
This program will be assessed using the following methods:

- Students will be assessed on the research work and folio produced during the design, construction and testing phase of the project. The finished dragster will also be assessed.

Weekly Outline
Day 1
Investigation of aerodynamic principles and begin research into exploring a range of car designs. They will then begin designing their dragster with a series of sketches, based on their research, selecting colour and surface graphics.

Day 2
With Orthographic drawing methods and rendering techniques students produce a series of drawings of four sides of a vehicle that will be the basis of their final car design. This will then be used for transferring their design onto a balsa block.

Days 3 & 4
Construction of dragsters using a range of tools in the workshop.

Day 6
Students attend organized excursions to the Fox Car Museum and other exhibits of car design. This is to look at the input of aerodynamics into car design.

Days 7 & 8
Final testing and modifications before race time. Organised Race which students organize and record results. Students also expected to complete research and folio work that documents the design and construction of their car.

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**Culture Vultures - Code: 9BwCU**

**Description**
In this program students will have the opportunity to work independently and in groups at school and in various areas of Melbourne. Students will learn more about the Japanese, French and Italian cultures through various practical activities such as art, sport, food and technology.

**Assessment**
This program will be assessed using the following methods:

- Students will complete various assessment tasks including visual displays, posters, reports, artwork, collages, 3D models, oral presentations and worksheets.

**Weekly Outline**

**Day 1**
Students undertake a number of visible thinking activities, which help them define and develop an understanding of the term culture. A line debate is conducted in which the students investigate the question; is there a connection between culture and art? They research and create art works that use famous techniques from the 3 cultures.

**Day 2**
Students undertake a number of activities to explore the connection of culture and sport in Japan, France and Italy. They investigate what a country’s sport tells them about that country’s people, culture and history.

Students explore different sports and dances prominent in the 3 cultures.

Students are introduced to and take part in the Fisher Man’s Dance. They learn the significance of the dance.

Students participate in a martial arts session where they learn about the history and significance of the martial arts.

**Day 3**
Students visit the Immigration Museum and Lygon Street, Carlton, to gain an overview of the history of immigration in Victoria/Australia. With a particular focus on the immigration from Japan, France and Italy; to gain an increased awareness and understanding of Australia’s immigration history, to experience and understand the influences the three cultures have had on Australian society.

**Day 4**
A visit to an Italian social club to experience sport, food and dance traditional to the region of Italy.

- Students undertake a soccer clinic.
- Students participate in a bocce session.
- Students make pizza dough and pasta.
- Students share an Italian lunch that they have helped to prepare.

**Day 5**
Students participate in an “Amazing Race” around Melbourne in which they explore the three cultures and their influence on Melbourne society; students gain an increased awareness of cultural diversity in Melbourne.
Day 6
Students undertake a number of visible thinking activities, which investigate the following questions:

- Tug of War – Can society exist without culture?
- Think – Puzzle – Explore: Culture
- Claim – Support
  - Claim 1: Immigration weakens national identity and unity.
  - Claim 2: Immigration strengthens national identity and unity.

Day 7
Students explore a country, (Japan, France or Italy), and its culture through its landmarks. They construct a 3D model of a famous landmark.

Day 8
Consolidate learning

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Defining Law & Influencing Change - Code: 9BwDL

Description
The aim of the unit is for students to investigate the three-tiered parliamentary system, the process of law-making that exists, and the democratic processes available to the community in voicing concerns and initiating change. Students will identify and research an area of concern in relation to a law they feel needs to be addressed. They will then work towards providing a detailed proposal for change.

Assessment
This program will be assessed using the following methods:

- Folio of work
- ‘People Power’ Poster
- ‘Changing the Law’ Campaign

Weekly Outline
Day 1
Introduction and outline. Investigation into the Australian Parliamentary system.

Day 2
Excursion to Magistrates Court and Old Melbourne Gaol. Developing an understanding of the workings of the court, and exploring the issues and consequences around 'sexting' through re-enacting an actual sexting court case that occurred.

Day 3
Excursion to Parliament House and Old Treasury Building. Students are given a tour of Parliament House, and a talk on its function within our democracy. Students participate in a tour of Old Treasury Building, with a particular emphasis on early democracy in Victoria, and how that has helped to shape our society today.

Day 4
Examination of famous Australians who have played a significant role in creating change in society and investigation into one of these people, undertaking a research task on them; visiting the Darebin Council chambers to be briefed on the role local council plays within our three-tiered Parliamentary system.

Day 5
Students view the film “12 Angry Men”, looking into the way the jury system works. They explore some of the themes of the film in completing set class work.

Day 6
Students will choose an issue that they would like to focus on for their ‘Changing the Law’ campaign. They will complete considerable research on the issue, which will inform and direct the nature of the campaign that they produce.

Day 7
Students will present their campaign to the class. They will also engage in a workshop run by the Victorian Electoral Commission, exploring the whole process of voting and democracy.

Day 8
Students view the film “Erin Brockovich”, looking at it as an example of ‘people power’ in action, with one woman galvanising a community to take action against a huge energy...
corporation. Students evaluate the course. An end of course lunch takes place at the Preston market.

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Defying Gravity - Code: 9BwDG

Description
Students will be involved a number of problem solving activities where they will use their knowledge of Physics to complete a series of challenges. Activities are focused on how science can overcome and/or use the force of gravity and will be completed in a group setting.

Assessment
This program will be assessed using the following methods:

- For each day a Journal entry will be written and then submitted at the end of the course.
- A major research and scientific report will be completed based on the Balsa wood gliders activity.

Weekly Outline

Day 1
Students will construct a catapult from given materials and launch a tennis ball. This activity revolves around mechanical advantage and imparting energy.

Day 2
Students will design and construct an air canon using plumbing supplies and balloons. This activity explores the use of air pressure and movement as a force.

Day 3
Students will be asked to design, construct and then fly an airship around an obstacle course using motors and control boxes. This activity will also involve some electronics.

Day 4
Field trip. Students will make observations of the different types of wings and planes at the National Aviation Museum at Moorabbin airport. This will be the beginning of their investigation in to the principals of flight

Day 5
Students will continue researching the physics of flight. They will write an introduction for their major assessment. They will also begin writing a scientific report including Aim and Materials

Day 6
During this 6 period day the students will design, construct, test and fly a Balsa wood glider. They will use their knowledge of the principals of flight gained from the field trip and research.

Day 7
Students will complete their scientific report on Balsa wood gliders. This will include in depth analysis, discussion and conclusions on the success of the gliders.

Day 8
A fact or fiction analysis of the forces of gravity as portrayed in popular media and entertainment.

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Dreamtime @ PC - Code: 9BwDT

Description

By participating in the 8 day program students will develop an understanding and appreciation of the history and richness of Aboriginal and Torres Strait Islander lifestyle and culture. Students will have the opportunity to meet Aboriginal elders, and visit sites of cultural significance to the people of the Kulin nation in the heart of Melbourne and Healesville Sanctuary.

Students will investigate Indigenous culture and identity through a number of hands on learning experiences with Indigenous people. They will learn about the importance of art and music within the lives of Aboriginal and Torres Strait Islanders, and how they are integral in storytelling and ritual.

Students will develop an extended learning project based around a significant political event – the 1965 Freedom Rides – an event which served to highlight to the Australian public the discrimination which existed against Aboriginal people in some rural communities, and to rally support for change.

Assessment

This course will be assessed using the following methods:
- Presentations of research
- Newspaper article / news feed
- Profile of a famous Indigenous sportsperson

Weekly Outline

Day 1
Knowledge of Indigenous issues, Aboriginal history, first contact and looking at this experience through both an Indigenous and non-Indigenous perspective. Choose one topic to research and develop a presentation on, e.g. Stolen Generation, Indigenous Art, Dreaming, Tools and Artefacts, Diet, Languages, European Settlement, Native Title etc.

Day 2
Exploration into famous Indigenous Sportspeople, past and present. State coordinator for Aboriginal sport and recreation runs a workshop with students teaching them about various games (that are placed within an Indigenous context), and then having the students play these games.

Day 3
Excursion to the Koori Heritage Trust to participate in a Cultural Education Program: cultural detail on the Victorian Aboriginal people; visit to ACMI looking at the contribution Indigenous Australians have made to film and television.

Day 4
Study of “Yolngu Boy”, Exploration of the various characters following the viewing of the film, resulting in boys completing a character poster task. Investigation into the themes of ‘identity’ and ‘culture’.

Day 5
Students present Keynote research topic presentations. Students visit CERES and participate in a half day program exploring Indigenous art, music and dance, through the programs “Ochre” and “Boomerang and Dance”.

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Day 6
Excursion to Healesville Sanctuary to participate in the ‘Fighting Extinction’ program, with a particular emphasis on Indigenous culture. Experience the ways of hunting and gathering in traditional Aboriginal cultures.

Day 7
Investigation into racism and segregation through looking at particular periods in Australian history, and how Indigenous people were treated during these periods. Students view and respond to “Harry’s War”, and are introduced to the Freedom Rides campaign that occurred in 1965.

Day 8
Presentation of Freedom Rides assignments; students decorate a small didgeridoo as a keepsake of what they have learnt in the course. Students complete an evaluation of the course.
Ecological Tourism: Exploring the Bike Paths of Melbourne’s North - Code: 9BwEC

Description
This program is designed for students to use bicycles to explore Melbourne’s bike paths, map these bike paths using a variety of mapping and geospatial technologies and then conduct research into their environmental, social and historical significance. Once completed students will then create an ecotourism publication or website that can be offered to people wanting to explore these areas. Students will need to provide their own bicycles.

Assessment
This program will be assessed using the following methods:

- Field work: fulfilment of a number of competency requirements for cycling, mapping, and research
- Ecotourism: demonstration of an understanding of the concept of Ecotourism through the presentation of a hypothetical ecotourism business
- Publication / website: creation of a publication which demonstrates geospatial skills, environmental, social and historical understanding of Melbourne bike paths

Weekly Outline

Day 1
Ecotourism: what is it? Workshopping the concepts of ecotourism. Understanding of the need for ecotourism in the context of growing environmentalism. Mapping and geospatial skills workshopping and route planning using ‘MapMyRide’ ipad APP.

Day 2
Mapping and geospatial skills workshopping and route planning using ‘MapMyRide’ ipad APP. Bicycle safety check, cycle skills session and practice ride: Darebin Creek trail.

Day 3
Field work: Merri Creek trail. Cycle Parade College (Bundoora) to Clifton Hill station via CERES environmental park.

Day 4
Publication / webpage production. Mapping and geospatial skills workshop and route planning using ‘MapMyRide’ ipad APP.

Day 5
Field work: Plenty River and Main Yarra trails. Cycle Parade College (Bundoora) to Clifton Hill station via Fairfield boathouse and Dight’s Falls.

Day 6
Publication / webpage production. Mapping and geospatial skills workshop and route planning using ‘MapMyRide’ ipad APP.

Day 7
Field work: Capital City trail. Cycle anti-clockwise circuit from Clifton Hill station.

Day 8
Publication / webpage completion and presentation
**Engineering: Bridge Building - Code: 9BwBR**

**Description**

Bridge Building explores the fundamental elements of engineering involved in the design and construction of the built environment. The focus of investigation are bridges. Over eight weeks students are given a broad introduction to the theory behind design and construction in the built environment and develop their understanding through applying this knowledge to their own design and construction projects.

**Assessment**

- Workbook
- Research Assignment based on fieldwork
- Design Folio
- Model Construction

**Weekly Outline**

**Week 1** – Introduction to Bridge Building: Distribution of workbook; introductory video; preparation for fieldwork.

**Week 2** – Bridges of Melbourne Fieldwork: Students investigate different bridge types in Melbourne and are allocated their own bridge to research using field notes and photographs.

**Week 3** – Research Presentation: Students produce a PowerPoint based on their fieldwork research which they present to the class.

**Week 4** – Building Suspension Bridges: Students, working in teams, are given basic material to build a suspension bridge across a shallow drainage culvert.

**Week 5** – Video (The Building of the Brooklyn Bridge); students also begin working on their box-girder bridge design.

**Week 6** – Engineering Problem Solvers: Students are introduced to the video of the building of the Rio-Antirio Bridge in Greece which explores how engineers use a process of problem solving to find solutions to complex problems; students then work in teams to problem solve hypothetical engineering problems in Melbourne which are then presented to the class; students continue working on their designs for a box girder bridge.

**Week 7** – Design and construction: Students use their box girder bridge designs to construct a model.

**Week 8** – Construction and evaluation: Students complete their box girder bridges and subject them to load testing and evaluation.

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Journalism - Code: 9BwJR

Description
In this class students will learn the basic skills and principles of print journalism. The focus will be placed on news, sports, music, film and photo journalism and students will work collaboratively to build an interactive multi-media website. The course is student centred and students are encouraged to take initiative and be the drivers of their own learning process.

Assessment
This program will be assessed using the following methods:

- Students will need to file "reports" and meet production deadlines. There are two major assessment items to complete.

Weekly Outline
Day 1
Brief and Website design

Day 2
Field work: Reporting followed by production meeting

Day 3
Field work: Reporting followed by production meeting

Day 4
Field work: Reporting followed by production meeting

Day 5
Field work: Reporting followed by production meeting

Day 6
Production Day 1

Day 7
Production Day 2

Day 8
Production finalisation and Lunch

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Markets in Australia - Code: 9BwMK

Description
Australia has a market type of economic system with many different types of markets operating within this system. Markets are institutions or organisations used to make economic decisions, where particular goods or services are bought and sold at prices that are negotiated between buyers (creating a demand) and sellers (creating a supply).

Students will examine this principle of demand and supply through a range of different markets in Melbourne. Students will visit various retail markets in their local area, and Melbourne’s CBD, such as Melbourne Central, QV centre, and Myer Emporium. Students will gain an understanding of how their consumer choices impact these markets. They will visit the South Melbourne market and the Queen Victoria Market and well as participate in a unique tour of the Melbourne Wholesale Fruit and Vegetable Market to identify the common elements and what drives demand and supply in each. An investigation of the Melbourne Port area gives students an understanding of the impact of importing and exporting in Australia.

Assessment
This program will be assessed using the following methods:

- Assessment will be by completion of:
  - Set activities/worksheets on practical learning days
  - An investigative Report and presentation of a particular market.

Weekly Outline
Day 1
Introduction to the concept of ‘Market’ and an investigation of unique markets operating in Australia and the world.

Day 2
Investigation of Retail markets in Melbourne’s CBD – Comparison of demand and supply in Melbourne Central, QV Centre, and the Melbourne Emporium.

Day 3
High Street & Preston Market Investigation; research on the number of stalls and other services, transport and parking access, mapping, demand & supply, competition. Examination of the property market.

Day 4
Tour of Melbourne Wholesale fruit and Vegetable market, investigation of Melbourne Ports and History of the Queen Victoria Market.

Day 5
South Melbourne Market Investigation – research on the number of stalls and other services, transport and parking access, mapping, demand & supply, competition and comparison to Preston market.

Day 6
School based investigation of a number of markets, e.g. AFL player market, stock market. Examination of the negative impact of various markets such as the chocolate and coffee market on the environment.

Day 7
Research day for Investigative Report and Presentation.

Day 8
Report Collation Day and Presentation Day and Windup activity/activities
**Mechatronics - Code: 9BwMT**

**Description**
Mechatronics is a STEM technology program combining electronics and mechanical engineering with virtual world and real robots. Developed by one of the world's leading universities for robotics, artificial intelligence and computer science students learn to code, program and use virtual and real robots to solve problems and develop robotic projects with real world applications.

**Assessment**
This program will be assessed using the following methods:

- Workbook
- Modules in virtual world coding and physical robotics
- Robotic challenges
  - Advanced option: students may design and build a robot for an entrepreneurial solution.

Two options will be offered;
- Option 1 for beginner coders
- Option 2 for advanced coders with a passion to make robots for real world applications

**Option 1 (mainly virtual world)**

**Day 1**
Introduction to course and software
Expedition Atlantis
Virtual world: Moving forward sub-module and Sensabot challenge

**Day 2**
Build physical robot
Physical robot: Sensabot challenge

**Day 3**
Virtual world: Finish Orchard Challenge
Physical robot: Orchard Challenge
Virtual world: Touch sensor and vacuum challenge

**Day 4**
Physical robot: Vacuum challenge
Virtual world: Sonar sensor and maze challenge
Physical robot: Maze challenge

**Day 5**
Virtual world: Gyro sensor and mower challenge
Physical robot: Mower challenge
Virtual world: Colour sensor and traffic light challenge
Day 6
Physical robot: Traffic light challenge
Virtual world: Loops and Container Handling Challenge

Day 7
Virtual world: If/else statements and Strawberry Sorter Challenge
Virtual world: Repeated decisions and obstacle orchard challenge

Day 8
Virtual world: Search & Rescue Challenge

Option 2 (Virtual world with physical extension challenges)

Day 1
Introduction to course and software
Expedition Atlantis
Virtual world: Moving forward sub-module and Sensabot challenge

Day 2
Virtual world: Turning sub-module and Orchard Challenge
Build physical robot
Introduction to physical design challenge 1

Day 3
Physical design challenge 1 – planning phase
Physical design challenge 1 – begin build phase

Day 4
Physical design challenge 1 – finish build phase
Physical design challenge 1 – competition/showcase phase

Day 5
Virtual world: Touch sensor and vacuum challenge
Virtual world: Sonar sensor and maze challenge
Virtual world: Gyro sensor and mower challenge

Day 6
Virtual world: Colour sensor and traffic light challenge
Introduction to physical design challenge 2
Physical design challenge 2 – planning phase

Day 7
Physical design challenge 2 – begin build phase
Physical design challenge 2 – finish build phase
Day 8
Physical design challenge 2 – competition/showcase phase

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Melbourne: the Dead and the Living - Code: 9BwME

Description
Are you ever curious about the city of Melbourne? Few people actually live in the city but thousands work there every day, hundreds of tourists explore it each day and many are drawn to its retail and entertainment centres. By world standards, Melbourne is a young city. But it has layers of history. In this unit students actively explore some of these. This unit is about the history and development of Melbourne and the significant people and events that impacted its growth and development. The more you discover about that past of Melbourne, the more interesting and richer your life becomes living in the modern Melbourne of today.

Assessment
This program will be assessed using the following methods:

- Set activities/worksheets on practical learning days
- Planning and completion of an individual research project on an aspect of Melbourne’s history. Eg- the impact of the gold rush or immigration on Melbourne’s development.

Weekly Outline
Day 1
Introduction to the subject and preparation for practical learning days.
Timeline of Melbourne’s History

Day 2
Whole group tour of various sites in Melbourne CBD eg (Treasury Museum, Old Melbourne gaol, Melbourne Story Exhibition- Melbourne Museum, State library, Laneways and arcades)

Day 3
Whole group tour of various sites in Melbourne CBD eg (Treasury Museum, Old Melbourne gaol, Melbourne Story Exhibition- Melbourne Museum, State library, Laneways and arcades)

Day 4
Planning day students choose their research topic and plan their Independent learning day investigations.

Day 5
Independent Learning day in Melbourne CBD – students visit historical sites in groups to gather information for their research topic.

Day 6
Independent Learning day in Melbourne CBD students visit historical sites in groups to gather information for their research topic.
- Hoddle Waddle Amazing race

Day 7
Collation of investigation material gathered and work on Project.
- Historical investigation of Preston and Northcote.

Day 8
Report Collation Day and Presentation Day and Windup activity/activities
**Setting Up a Small Business - Code: 9BwSB**

**Description**
Students will be required to set up a theoretical business using the research they have undertaken during the course.

They will be required to provide ‘real’ costings for this business as well as identify a product or service.

**Assessment**
This program will be assessed using the following methods:

- Completion of set activities and presentation of a final report.

**Weekly Outline**

**Day 1**
General introduction/organisation. Spend a day in the city looking at different businesses and their locations. Identify successful positions for different businesses.

**Day 2**
Discussion from Day 1. Introduction of compliance issues and costs. Internet research on this.

**Day 3**
Meet with a Real Estate agent to discuss location and costs for various businesses.

**Day 4**
Visit ASIC/ATO to look at Compliance issues for small business. Visit to KPMG (or other Chartered Accounting firm). Meet with an expert in a boardroom.

**Day 5**
Spend a day in the city looking at different businesses and their locations. Identify successful positions for different businesses.

**Day 6**
Visit and interview a number of local (to the student) small business owners.

**Day 7**
Identifying niche markets. Students will research gaps in particular markets. They will draw together different observations about which types of businesses that are currently succeeding and why. Then they will start to plan the final assignment.

**Day 8**
Completion and submission of final report. Using ICT and multi-media techniques, students will complete the assignment which showcases their business idea in a professional and engaging manner.

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**Shark Tank Innovation - Code: 9BwIE**

**Description**
In Shark Tank Innovation, students tackle real-life problems to find innovative, creative solutions for their chosen audience. Students engineer their entrepreneurial skills to design, prototype, test and create 21st Century solutions to problems. In teams, students will research their chosen topic to better understand users and create tailored solutions for them. Shark Tank Innovation caters to all students, especially students who enjoy the challenge of problem solving, creative design, science, technology, business and engineering.

**Assessment**
This program will be assessed using the following methods:

- Workbook
- Design folio and model construction

**Weekly Outline**

**Day 1**
Students become aware of issues or needs, and build empathy with various people or stakeholders.

**Day 2**
Sparked by curiosity, students ask questions to better understand the issue, and the needs of others.

**Day 3**
Students work towards a better understanding of the needs of others by undertaking applicable and relevant research.

**Day 4**
Research continues, with an engineering and/or entrepreneurial in/excursion.

**Day 5**
Students apply newly acquired knowledge to potential solutions and navigate their ideas.

**Day 6**
Students work on a prototype for their audience.

**Day 7**
Students highlight and fix iterations of their prototype.

**Day 8**
Students launch their design to an authentic audience.
SuperCoach - Code: 9BwSC

Description
This program is aimed at students who wish to explore pathways for their own development in various sporting fields whether it be playing, coaching, refereeing or as a sports administrator. The program is an ideal lead in to future studies in VET Sport and Recreation and is focused on a range of sports including soccer, AFL, track cycling and gymnastics.

Assessment
This program will be assessed using the following methods:

- Students explore a Government-approved online coaching course and complete various assessments throughout the course. Successful completion of the course will result in the attainment of a Nationally-recognised Beginning Coaching Principles certificate/accreditation.

- In small groups, students will be shown how to prepare, plan and facilitate a coaching session either to their peers or other students from local Primary Schools. Students will be assessed on the planning and implementation of their coaching session.

- Students will be assessed on their Personal Fitness Diaries- these include learning and performing fitness testing and implementing a plan to improve their deficiencies. At the culmination of the course, students are required to reflect on their progress (or lack thereof) and indicate why their plan was/was not effective.

Weekly Outline

Day 1
Fitness Development: An investigation and practical application of the fitness requirements specific to a chosen sport and what is required to succeed at the highest level. This will involve a series of fitness pre-tests relevant to the sport selected and an investigation into the way in which these can be improved upon.

Day 2
Students commence an online coaching course which forms a major part of their assessment. The course includes information/questions/activities on topics such as ‘The Role of the Coach’, ‘Planning’, ‘Safety’ and ‘Communication’.

Day 3
Students explore coaching through ‘hands-on’, ‘practical’ sessions at local sporting venues. They experience lower profile sports such as Gymnastics and Track Cycling and gain an understanding about learning new skills. These sessions prepare the students well for their own coaching, when they will be teaching their athletes completely ‘new’ or ‘foreign’ skills.

Day 4
Students examine the history of coaching and explore Australia’s rich sporting culture in an excursion to important sporting landmarks (e.g. The MCG).

Day 5
Students participate in a variety of incursions from major sporting bodies, which are designed to get them thinking about their upcoming coaching sessions. Students are taught coaching theory and practical activities which they can apply to their coaching sessions. This may include but is not limited to organisations such as AFL Victoria and Cricket Victoria.
Day 6
Students gather information necessary to plan a coaching session, which will be implemented in the following week. They piece their information together to create a safe, sequential, articulate and professional Coaching Plan.

Day 7
Students are given an opportunity to coach at local primary schools or run an event for students at Parade.

Day 8
Elite Sports Pathways: Excursion to elite sports training facility to investigate the processes required to succeed at the highest level. This could include a visit to the School of Exercise Science at Victoria University to participate in some ‘tertiary-style’ classes and receive important information from the university staff with regards to preparing for post-secondary school study, entry requirements and university life.
**SuperFoods: Exploring Food Technology - Code: 9BwFT**

**Description**

This program will involve an intensive investigation of nutrition. Students will investigate major elements of a good balanced diet and the components of food, focusing on nutrient dense “SuperFoods”. The students will also examine the ill effects of a poor diet including the extended use of convenience and take away foods and the marketing tactics used by food producers.

**Assessment**

This course will be assessed using the following methods:

- Excursion worksheets
- A research task on nutritional “SuperFoods”
- The practical completion of healthy recipes

**Weekly Outline**

**Day 1**
Introduction, course outline, research and investigate the composition of breakfast foods. Getting started in a kitchen.

**Day 2**
Understanding nutrients – the good and the bad. Practical cookery.

**Day 3**
Research and folio development The A-Z of SuperFoods; practical cookery.

**Day 4**
Research and folio development The A-Z of SuperFoods; practical cookery; excursion to a supermarket to understand marketing practices of food producers.

**Day 5**
Research and folio development The A-Z of SuperFoods; practical cookery.

**Day 6**
Field work – Preston Market discovering and investigating foods in natural and healthy state and apply range of food items into to their portfolio. This process will involve sampling, testing, and practical applications.

**Day 7**
Finalisation of research and folio development, practical cookery.

**Day 8**
Excursion to a food court investigating range of foods available, cultural influences and hygiene practices.
**Superheroes, Myths & Legends in Art - Code: 9BwAR**

**Description**
An alternative, active and innovative program to experience art. Student will have the opportunity to visit art galleries, appreciate and analyses art, participate in art projects and to work outdoors ("plain air").

**Assessment**
This program will be assessed using the following methods:

- Assessment will be based on the production of artwork involved in each practical activities and the write up of reports on excursions and lectures.

**Weekly Outline**

**Day 1**

**Day 2**
Pavement Art – Onsite work on campus. Production of large scale drawing in pastel on site.

**Day 3**
Sculpture in public Space: Orienteering Excursion to locate sculptures in the CBD. Preparation of a task using the photographs and information collected.

**Day 4**
Art Production: Students use “Design Thinking” to research, design personal approach to the interpretation, development and presentation of a given theme.

**Day 5**
Excursion to Heidi Centre of Modern Art. Viewing and talk on the Heidi collection and Drawing on site.

**Day 6**
Art Production: Students use “Design Thinking” to research and design a personal approach to the interpretation, development and presentation of a given theme.

**Day 7**
Excursion to the National Gallery of Victoria. Viewing the collection of Drawing/photographic work by the Yarra River, Shrine of Remembrance and Botanical Garden.

**Day 8**
Art Production: Students use “Design Thinking” to research, design personal approach to the interpretation, development and presentation of a given theme. Presentation of Art Production.
**Description**
This elective encourages students to use their problem solving skills and mathematical knowledge to solve interesting, engaging, and relevant problems. The problems will vary from easy to difficult and could be solved in a matter of minutes or require more time and energy. Students will have the opportunity to design their own investigations and conduct research to answer questions that are challenging and of interest to them. They will work in groups and individually, using a wide range of media to solve, model, and discuss problems.

**Assessment**
This program will be assessed using the following methods:
- Students will produce solutions and accompanying reports to various problems.
- They will be assessed on their ability to work as part of a group as well as individually.

**Weekly Outline**

**Day 1**
Introduction to the idea of problem solving and possible strategies to use when tackling in-depth problems.

**Day 2**
Working in groups students investigate a range of shorter problems and present their findings to the class.

**Day 3**
Students begin Extended Mathematical Project #1. Research, brainstorming and designing.

**Day 4**
Presentation, testing and conclusion of Extended Mathematical Project #1.

**Day 5**
Students begin Extended Mathematical Project #2. Research, brainstorming and designing.

**Day 6**
Presentation, testing and conclusion of Extended Mathematical Project #2.

**Day 7**
Excursion: Mathematics in Melbourne. Rationale: Students investigate a variety of Mathematical concepts in the city of Melbourne.

**Day 8**
Students complete problems based on evidence obtained during excursion: Mathematics in Melbourne.

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**Survivor Parade - Code: 9BwSR**

**Description**
This diverse program aims to allow students to explore their local environment in order to identify ways they can maintain their own general health and fitness now, and for the rest of their lives. The program takes the whole person into account and develops physical, social and mental health and offers something for everyone.

**Assessment**
This program will be assessed using the following methods:

- Students will produce an informative guide to Sexually Transmitted Infections and their long and short term effects. Students will also be required to submit classwork relevant to each of the topic areas.

**Weekly Outline**

**Day 1**
Introductory Day: Students spend time getting to know each other. They participate in various activities learning how to work with new people and in teams.

**Day 2**
Boys' Talk: Students complete a series of workshops addressing social issues such as sexuality and relationships.

**Day 3**
Tell Someone Who Cares: Students complete a series of workshops addressing issues to do with mental health and coping strategies.

**Day 4**
Personal wellbeing: Students complete a series of workshops addressing various aspects of mind, body and spirit. Possible sessions could include: Pilates, Body Pump, creating nutritional snacks, meditation and brain teasers.

**Day 5**
Hands on Food: Students have a hands-on opportunity to learn about nutrition and the issues around healthy eating by creating healthy meals.

**Day 6**
Aussie Sports Excursion: Students attend an excursion, exploring the sporting history and current offerings in the Melbourne Sports Precinct. Students do a tour of the MCG Sports Museum along with the possibility of touring venues such as Melbourne Park and Etihad Stadium.

**Day 7**
Amazing Race: Students race around the local area of Bundoora facing physical and cognitive challenges, and working in teams.

**Day 8**
Reflection: Students undertake physical fitness tasks and participate in team activities. Finally, there will be an opportunity to reflect on their participation in the program with some journal writing.
Try A Trade - Code: 9BwTR

Description
In this program students will explore various trades and will be introduced to the skills required for vocational pathways.

Assessment
This program will be assessed using the following methods:

- At the end of each day, students will receive a participation and skills certificate. The skills certificate will be S or N

Weekly Outline
Day 1
Carpentry/Construction: An introduction to the trade.

Day 2
Roofing: An introduction to the trade.

Day 3
Cladding/Painting: An introduction to the trade.

Day 4
Cladding/Painting: An introduction to the trade.

Day 5
Design: An introduction to the trade.

Day 6
Bricklaying: An introduction to the trade.

Day 7
Bricklaying: An introduction to the trade.

Day 8
Bricklaying: An introduction to the trade.

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