



2024

VERSION 1

HAZEL GLEN COLLEGE
YEAR 9
SUBJECT PATHWAYS
HANDBOOK

YEAR 9 STUDIES: IT ALL STARTS WITH YEAR 9

It is with great excitement that I welcome our Year 9 students to our Experiential Learning Program at Hazel Glen College.

Year 9 is universally agreed by educational researchers as a time of significant change cognitively, physically, socially and emotionally. It is a time that students transition from dependence to interdependence, face challenges and uncertainty beyond their own ability to resolve and show unbelievable growth and development in their desired areas of interest and passion. It is a time when they are discovering and defining their personal values and beliefs which parents and teachers may see as challenging authority, rules and expectations placed on them.

Hazel Glen College recognises the importance of relationships (deeply knowing our students) in supporting them through this stage of their life. Having the knowledge and ability to recognise the needs and expectations of adolescence during this time is critical.

Research has shown that Year 9 students benefit from a stimulating, challenging and rewarding curriculum that caters for diversity in learning styles and abilities. A pedagogy that recognises and rewards student's strengths, providing them with a supportive and nurturing learning environment where they can 'take calculated risks,' knowing that guidance and support are always available. The ability of teachers to build trust, honesty and respect is never more important or more difficult to achieve.

Students are provided with learning opportunities that take them beyond the school boundaries on a regular basis, relating theoretical learning in the classroom to its relationship within the real world in which we live. Students are given opportunities and responsibility as community members to interact as global citizens and make the world a better place for others less fortunate - ARK (Act of Random Kindness).

They are treated as young adults but guided as developing teenagers in their abilities and decision making leading to independence. Regular city experiences allow students to learn about the culture and history of Melbourne, undertake exploration and discovery and develop independence in train travel and behaving in public. Applying learning in school to the wider world outside of the four walls of the classroom helps students connect learning in a real sense.

Hazel Glen College has explicitly selected a core group of staff that will work solely in the Year 9 program. The College has strategically designed its facilities to provide a stand alone area as the Year 9 facility to help develop connectedness to their peers, teachers and environment, which is supported by extensive research. By providing the students with ownership over an area with their core set of teachers, we hope to provide the supporting foundations where strong relationships are to be formed.

Students additionally undertake an intensive Personal Development Program (PDP) focused on 4 key areas. These areas include City Experience/ Teamwork, Personal Best, Community and Self Discovery & Pathways, each being a focus respectively each term.

Students and their teachers undertake at least two "focus" camps that are planned for Term One and Four. The aim being to build relationships between peers as well as with the teachers. Activities are designed to build teamwork, critical thinking and challenge students whilst in an outdoor environment. These are always great fun and an integral part of the Year 9 experience.

Students often reflect on their Year 9 experience as a highlight of their time at Hazel Glen College.

Neil Baillie
College Principal



OUR VISION

ONE COLLEGE. EVERYONE MATTERS.



Our Mission

We nurture and empower every student's educational journey through connected stages of learning from Kindergarten to Year 12. We do this by providing enriching opportunities and through the investment and commitment to our staff.

OUR SCHOOL VALUES

Hazel Glen College has four values that students should demonstrate as a part of the Year 9 program. These values are respect, responsibility, resilience, and relationships. Students in Year 9 have an opportunity to represent these values as they work on learning tasks in class, engage in discussions with peers, are out on excursions and city experiences as well as when they work in groups on a variety of projects each semester.

These core values drive what we expect from students and we use these values in conversations as they are important in shaping who they are as members of our school community and beyond. We want to recognise students for their efforts and how they engage with one another.

HOLISTIC EDUCATION

Hazel Glen College prides itself in seeing each child as an individual, knowing their strengths and interests and acknowledging their personal pursuits and success. Only by making mistakes and errors do we often recognise our weaknesses and our need for continual development in particular areas. In Year 9, teachers recognise the importance of each child's Zone of Proximal Development (ZPD), a student's ability to learn and achieve success unaided, against what is achievable with teachers' or peers' guidance and support. By having a deep understanding of the cognitive development of adolescence and by knowing each student explicitly we can identify their ZPD to cater to their individual needs accordingly.

Social and emotional challenges develop a deeper level of complexity as adolescent growth continues, resulting in extreme emotional fluctuations and, at times, social isolation. The physical location of the Year 9 courtyard, classroom and office facilitate an environment where positive relationships can develop. Senior teachers aim to upload and guide students building mutual respect and trust with learners to provide support during a key development stage in learning and life. Learning to manage our emotions lies with our ability to communicate effectively, and develop self-regulation and self awareness.

Students' physical development and adult bodies are starting to take shape. For many people, this is a smooth and natural progression, but it can also be a significant trigger point of insecurity for others. Mental health issues can arise from our physical appearance during adolescence. Only by having a deep understanding of these identity issues and their impact on our student's wellbeing and learning can we support them.

The journey to early adulthood has never been more thrilling and challenging for today's adolescence in the ever evolving world we call the 21st century. Teachers today are much more than just conduits of information standing at the front of the class. Expectations from home have escalated regarding what teachers are expected to cover and have responsibility for to be far beyond just curriculum and learning needs.

With this understanding, Hazel Glen College Year 9 teachers accept this responsibility and will support, guide, nurture and educate your child's holistic development through our Experiential Learning Program.

CURRICULUM

Core Curriculum & Electives

The Year 9 curriculum is built around the core subjects of English, Humanities, Mathematics, Science and Health and Physical Education. Over a fortnight, literacy and numeracy have the most amount of time, totalling eight one-hour sessions. Science and Humanities have each been given six sessions, while Physical Education has four sessions. Each of these subjects are supported by experiential learning experiences throughout the year.

Students will also be given the opportunity to choose four electives, two each semester within their overall core program. One elective must be chosen from the Arts/Technology elective block and three are to be chosen from the general elective block. Please note that students can only choose a maximum of one PE elective.

Electives are designed to give students the opportunity to make calculated choices in areas of study and interests for future studies and career pathways. Providing students with a diversity of elective choices helps students' engagement and motivation levels in Year 9 and 10.

EXPERIENTIAL LEARNING

Experiential Learning is about actively engaging students in new experiences that have real life consequences. Students investigate and make discoveries developing the knowledge themselves instead of hearing or reading about it from others. Through these experiences, students develop deeper understandings, skills and values.

Through their personal reflections, they develop new abilities, attitudes, and theories to think and see the world in which they live differently. Experiential Learning is about promoting an environment where students are at the centre of all planned learning activities. It's about providing experiences and lifelong memories that can be recalled explicitly when required in the future.

It's about using the world in which they live and interact as a classroom for deeper learning, using different environments that challenge them to think differently and solve real life issues and problems. It requires them to take risks and learn from their success and mistakes, to push their boundaries and limits in areas of interest or weakness. It's to reflect on experiences leading to personal growth. In the end, this all results in the ability to use new knowledge in their pathway through their senior years and beyond.

The History Of Experiential Learning

The first Experiential Learning program was established after World War Two in 1947 by Caulfield Grammar in Victoria. This was based around the Outward Bound model developed by their founder, Kurt Hahn. This form of learning stemmed from the significant fatalities in World War Two, which Hahn believed were a result of an educational system that failed to provide people with the basic skills to cope when faced with real life challenges. His programs focus was based around outdoor adventure activities and survival skills.

There are many diverse methodologies in teaching styles, and the debate continues as to the preferred best practice, Traditional V's Progressive. Traditional methods used in many countries around the world are based around the "Transmission Model or Instructional Learning", where an expert shares what they know to the novice learner, e.g. teacher to student. This places the teacher at the centre of all learning and not the child, a theory that Jean Piaget, clinical psychologist known for his pioneering work in child development challenged from the late 20th century. Piaget believed that learning happened through new experiences, thoughts and reflection. This resulted in a new student centred learning methodology. Plato (Greek philosopher, Born 428-427 BC) stated, "experience is the primary instrument of education".

John Dewey was an American philosopher, psychologist and educational reformer from the late 18th-19th century. His view on education has influenced many of today's educational philosophies to teaching. His legacy on education is viewed as one of the most influential still practiced today in the 21st century. His model of "Progressive Education" or put simply "learning by doing". Dewey believed that learning happens through a hands on approach. Pragmatism is a belief that reality must be experienced and from Dewey's perspective this meant that students must interact with their environments in order to adapt and learn. In today's language, this translates to Experiential Learning!

LEARNING AT HGC

Blending Traditional And Real Life Learning

Year 9 combines both a blend of traditional teaching methods supported by real life learning experiences. Our focus is to blend students' theoretical learning in the classroom with practical learning experiences outside the college in the real world. The cognitive development of the brain recognises a deeper level of learning and understanding when students are actively involved and motivated in their learning experience.

The organisational structure behind our Year 9 Experiential Learning Model has a Head of Year 9, leading the overall program supported by an Experiential Learning Leader and two Year Level Leaders.

Year 9 students will have one day a week dedicated to Experiential Learning. The Experiential Learning days run on Tuesdays and Thursdays, depending on which side of the cohort their home group is on. Students have a variety of "experiences" on these days, both on-site and in the city.

If they are in the city for an experience, students will be required to meet at a designated spot in the city before heading off for the day's planned activity. Students will be taught to travel safely and will be supported by teachers during this process. The days are planned around linking what students have learnt in class to the world in which they live. This could involve historical facts, interviews, research tasks, investigation, surveying, tours, specimen gathering, problem solving, experimenting, communicating, listening and reflecting.

Students are given opportunities and responsibility as community members to interact as global citizens and make the world a better place for others less fortunate through ARK (Act of Random Kindness). They are treated as young adults but guided as developing teenagers in their abilities and the decision making that leads to independence.

Students additionally undertake intensive personal development opportunities focused on two key areas; "Self" and "Community". Throughout the year, students attend City Experiences, work on teamwork/interpersonal skills, complete a Personal Best Project in Semester One, and a M.A.D. (Make A Difference) Community Project in groups in Semester Two. These major Projects allow students to grow through self-discovery, and fuels discussions around different pathways for their future.

Students also participate in two "Focus Camps", one at the start of the year in Term 1 focusing on team building and relationships, and the other towards the end of the year in Term 4 focusing on celebrating their year. These camps allow students to collaborate with classmates, challenge one another in a series of activities, build confidence and enjoy some time away from school and enhance the foundations of experiential learning. There are costs associated with each camp and city experiences/excursions.

Our program will continue to evolve and grow as it continues. We are very excited to have Hazel Glen students involved in this amazing year of their schooling journey.

YEAR 9 CORE SUBJECTS: OVERVIEW

Year 9 students are exposed to a combination of core subjects and electives. Blending traditional teaching practices and pedagogies supported by experiential learning experiences, students are able to consolidate their learning in fundamental areas and explore new areas of study. This handbook informs students of the core and elective subject outlines to assist them in making clear, informed decisions about the subjects they would like to study.

Year 9 Core Subjects **All students study the following** **core subjects:**

ENGLISH

8 Lessons Per Fortnight

MATHEMATICS

8 Lessons Per Fortnight

HUMANITIES

6 Lessons Per Fortnight

SCIENCE

6 Lessons Per Fortnight

HEALTH & P.E.

4 Lessons Per Fortnight

EXPERIENTIAL

10 Lessons Per Fortnight

All students will be studying the core units based around numeracy and literacy. These core units allow the students to build their skills in preparation for their future.

ENGLISH

Each semester students will be required to complete a number of activities towards achieving the Victorian Curriculum Level 9. In English, there are 3 strands; Speaking and Listening, Reading and Viewing, - and Writing. Students will participate in a variety of oral activities which will enable them to develop their skills in listening critically and speaking effectively for a wide range of purposes and audiences.

Students will read and view a wide range of texts which examine different perspectives on complex themes and issues in order to develop more critical and analytical ways of reading and responding to texts. Students will develop a range of written skills to enable them to write creatively, critically and informatively in an increasingly complex way for different purposes and audiences.

KEY TOPICS

Throughout the year, students analyse the construction of arguments across a range of media before presenting their own point of view on a contemporary social issue. Students also study the construction of fictional texts, and response both personally and creatively to these texts. They also select texts from a broad range of classic text suggestions and participate in several self directed studies supported by the classroom teacher.

PATHWAYS

This course develops the skills needed for literacy success in all subjects in Year 10, especially English.



EXPERIENTIAL LEARNING

Experiential Learning, as its name suggests, defines learning through experience and, put simply, explores learning as a process of experiencing, reflecting, making meaning of, and applying. Experiential Learning allows students to engage with 'real world' challenges by using the process of positive risk-taking in a supported environment. Experiential Learning allows students to step beyond their comfort levels in many aspects of their personal, social and emotional lives, significantly aids the development of many essential life skills: building resilience, critical and ethical thinking, positive relationships, identity and emotional intelligence.

With our rapidly changing modern world, teenagers today face many new and growing challenges. Using current research in teenage development and recognising many of the challenges faced in modern times, experiential learning delivers a platform for engaging teenagers during some of their most volatile developmental years whilst also supporting their evolution of essential life skills.

To accommodate and support the development of these capabilities, Hazel Glen College's Year 9 program offers every student an opportunity to engage in a dedicated Experiential Learning day each week. Activities on Experiential Learning days change weekly and can include:

- Integrated learning tasks to support core classes in English, Maths, Science and Humanities.
- Presentation of specialty topics and workshops on ethics, personal projects, team building and health education
- Guest Speakers and Presenters
- Specialty Incursions
- Sports Programs
- Support of each term's theme-based learning
- Careers Education
- Creative and Performing Arts
- Collaborative learning and preparation for and participation in Hazel Glen College's City Experience Program

HEALTH & PE

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation.

They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practice and refine personal, behavioural, social and cognitive skills.

Health aims to promote students' understanding of their personal health and their ability to relate to others in order to develop self-esteem and effective communication and decision-making skills. Emphasis is placed on making informed choices with regards to relationships, sexuality and personal safety, drugs and harm minimisation.

KEY TOPICS

Health:

- Drugs in society illegal drugs commonly used by young people
- Developing good decision-making skills through harm-minimisation
- Sexuality - Decision Making, STIs, Contraception, Reproduction

PE:

- Courts Sports
- Invasion Games
- Racquet Sports
- Fitness
- Minor Games

PATHWAYS

- General Health and Fitness
- Year 10 Health and Human Development
- Year 10 PE Specialist

HUMANITIES

Each semester students will be required to complete a number of activities to meet the Victorian Curriculum Year 9 standards. The study of Humanities at Year 9 will consist of four subject areas: History, Geography, Civics & Citizenship and Economics and Business.

KEY TOPICS

History

- Industrial Revolution
- World War I

Civics & Citizenship

- Government Formation and Policy
- Active Citizenry

Economics and Business

- Supply, Demand, and Business Strategies
- Consumer and Financial Literacy

Geography

- Sustainability
- Food Production

PATHWAYS

- Year 10 Business Management
- Year 10 Criminal Minds
- Year 10 Heroes and Villains
- Year 10 Humanities - Making and Breaking the Law
- VCE Australian and Global Politics
- VCE Business Management
- VCE Economics
- VCE Geography
- VCE History - 21st Century
- VCE Legal Studies
- VCE Sociology

MATHEMATICS

Students work through a range of mathematical topics building fluency, understanding, reasoning and problem solving skills. It also encourages them to recognise connections between the areas of Mathematics and other disciplines and to appreciate Mathematics as an accessible and enjoyable discipline to study. Students' knowledge of facts, skills and concepts will be assessed through topic tests, projects and research applications.

This subject is for students who:

- Want to be confident and creative users and communicators of Mathematics
- Be able to interpret and analyse mathematical and statistical data both in their work and home lives
- Would like to work toward mathematical careers

KEY TOPICS

- Number and Algebra - Applying Index Laws to expressions with integer indices. Describing the relationship between graphs and equations, simplifying and rearranging a range of algebraic expressions
- Measurement and Geometry - Applying Pythagorean theorem and trigonometry ratios to triangles. Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms
- Statistics - Listing outcomes for multi-step experiments including calculating theoretical and experimental probability
- Probability - Explaining the use of relative frequencies to estimate probabilities

PATHWAYS

Careers that require Mathematics e.g. Engineering, Statistician, Managerial Roles, and Trades etc.

Foundation, General and Extension Maths in Year 10 is a great opportunity to extend students in readiness for VCE VM, Foundation Mathematics, General Mathematics and Mathematical Methods in Year 11.

SCIENCE

Throughout the year, students will develop their understanding of the experimental method and their skills in data analysis, evaluation of evidence, and the scientific process. The development of new ideas and technologies by humans and the impact of such technologies on the way we live, work and interact will also be considered.

KEY TOPICS

- Body Systems
- Atoms, Elements and the Periodic Table
- Nuclear Radiation
- Plate Tectonics
- Ecosystems
- Electricity
- Energy Systems

PATHWAYS

- Science in everyday life
- Careers that require science including medicine, engineering and trades such as an electrician
- Extension Science in Year 10
- VCE Biology
- VCE Chemistry
- VCE Physics
- VCE Psychology



YEAR 9 ELECTIVES: OVERVIEW

As part of the Senior School Curriculum Program, we are proud to offer an extensive range of electives catered to the diverse interests of our students. Heads of Domain have worked with their staff to put forward a diversity of electives that all students can connect with. In Year 9, students are encouraged to choose electives according to their hobbies and passions, and in Year 10 students are encouraged to select electives based on their career aspirations.

Students will be asked to choose four electives and four reserves. We endeavour to give students their first preferences, but this may not be achievable in all cases. If students are unable to be given their first or emergency preferences, students will be assisted in selecting from the remaining electives available.

Elective synopses are documented below to give students and parents a brief outline of the courses on offer to help with their selections.

To give students and parents further opportunity to find out more information about the electives on offer, we have created a subject selection website with videos that will provide further information on subjects, accessible via the Hazel Glen College website.

In 2024 electives at the College will incur a contribution fee of \$160. The elective contribution fee will cover the costs of curriculum consumables that will enable the elective programs to provide a rich learning experience for students.

ART/TECHNOLOGY ELECTIVES Choose At Least One

DESIGN AND TECHNOLOGY
 DRAMA
 FASHION TEXTILES
 I.T.
 MEDIA
 MUSIC PERFORMANCE
 PHOTOGRAPHY
 SAVOURY TEMPTATIONS
 SOUND PRODUCTION
 SWEET TREATS
 SYSTEMS ENGINEERING
 VISUAL ART
 VISUAL COMMUNICATION DESIGN

ALL ELECTIVES Choose Up To Three (No More Than One HPE Elective)

ENGLISH: JOURNALISM
 ENGLISH: MYTHOLOGY
 ENGLISH: PODCAST PRO
 ENGLISH: THE GREAT DEBATE

HPE: COURT SPECIALISTS -
 BASKETBALL
 HPE: COURT SPECIALISTS -
 NETBALL
 HPE: HGC ELITE
 HPE: INSIDE HEALTH
 HPE: PERSONAL TRAINING
 HPE: THIS GIRL CAN

HUMANITIES: CRIMINOLOGY
 HUMANITIES: HISTORY
 MYSTERIES
 HUMANITIES: SMELLBOURNE

LANGUAGES: ITALIAN
 LANGUAGES: MANDARIN

SCIENCE: ANIMALS ARE
 AWESOME
 SCIENCE: CHEMISTRY IN THE
 MARKETPLACE
 SCIENCE: CSI HGC
 SCIENCE: LET'S GET
 PSYCHED
 SCIENCE: UNDERWATER
 WORLD

THE ARTS AND TECHNOLOGY ELECTIVES

Art and Technology is an important part of our curriculum. Every student must study one Arts and Technology elective in Year 9. There is an amazing range of exciting opportunities for our students to discover.



DESIGN & TECHNOLOGY

This course provides the opportunity for students to continue working with creative technologies to further develop their interests in designing, prototyping, building, and evaluating products. The course focuses on design thinking, allowing students to develop their research, problem solving, project-management, planning and fabrication skills. Students will be provided with the opportunity to develop and understand design briefs, learn the correct selection of material and to practically apply procedures. The students utilise hand tools and machinery and electronic components to complete their projects.

KEY TOPICS

- Design Folio
- Product Construction

PATHWAYS

Can lead to Year 10 Design and Technology but is not a pre-requisite.



FASHION TEXTILES

This course is for those interested in Fashion and Design. It enables students to focus on Textiles as a specialist area of Design and Technology. Students will be introduced to the fundamentals of sewing and garment construction while putting their skills to practice whilst creating their own designs.

Students will explore fashion illustration in order to conceptualise their ideas and they will work to compile a design portfolio that will track their design process including research, visualisation sketches and sewing samples. Students will work through the semester building up their practical sewing skills through sampling different techniques, which will be used to create number of final garments/accessories. They will look at different fabrics and their properties in order to evaluate their suitability and function when constructed into a product.

KEY TOPICS

- Introduction to the Sewing Machine
- Design Portfolio
- Product Construction

PATHWAYS

- Year 10 Textiles (completion of Year 9 is not a pre-requisite for Year 10 program).

I.T.

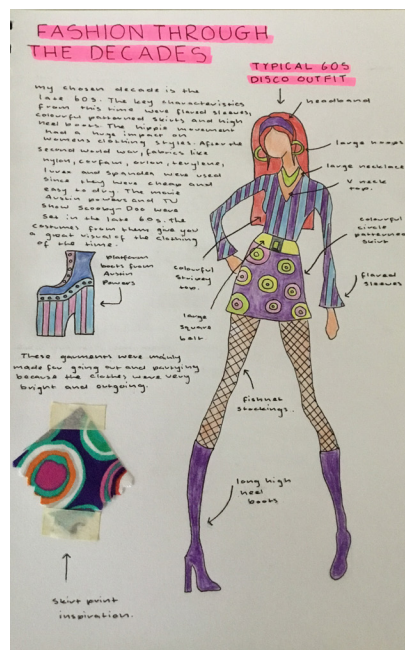
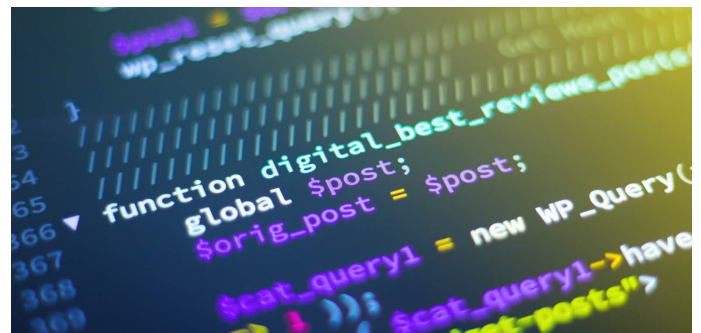
In this elective, students will be exposed to a range of uses and types of digital technologies. This subject explores how digital technologies work and how to write programs to solve problems. This elective subject introduces students to programming, allowing students to design and create their own software solution. You will explore how digital devices work, how they communicate with each other, and how to program digital solutions to problems.

KEY TOPICS

- Programming
- Hardware and Networking
- Algorithms
- Digital Ethics

PATHWAYS

- Year 10 IT
- VCE Applied Computing (Early Start)



MEDIA

Media is the study of film, television and additional contemporary media forms. Students also learn to create their own media works such as short films, photography exhibitions, podcasts, magazines, graphic novels and podcasts.

KEY TOPICS

- Students will extend their understanding of the visual elements of photography and the rule of thirds in order to plan, produce and exhibit a photography portfolio
- Students will learn the basics of operating a D-SLR camera, as well as editing tutorials in Adobe Photoshop to create a film poster campaign in a particular genre style
- They will analyse the way in which audiences read and create meaning through codes and conventions in media artworks, such as film and television
- This culminates in students working in production groups to create a sequence based on a particular genre, such as action or horror
- This will give the students a solid foundation of understanding local, global and culturally agreed ways of creating meaning, which they will continue to grow in future years of studying Media

PATHWAYS

- Year 10 Media
- VCE Media Units 1 and 2



MUSIC PERFORMANCE

Year 9 Music is offered as a semester based subject. Students will rehearse and perform both as soloists and in an ensemble on an instrument of their choice. Further skills in Music performance and literacy will be developed through studies in theoretical, aural and music appreciation, encompassing a wide range of music styles.

Students examine a variety of different music genres and then use technology to arrange and generate their own compositions. This course is specifically designed to extend students' music skills and prepare them for studying Music at a more senior level. Students in Year 9 Music should be taking vocal and/or instrumental lessons.

KEY TOPICS

- Solo and Ensemble Performance
- Music Literacy
- Music Analysis

PATHWAYS

- Year 10 Music Performance



DRAMA

In Year 9 Drama, students will learn and develop the fundamental skills in the theatrical world of Drama and performance. In this course, students will learn how to analyse the professional work of others whilst applying their learning and skills to their final performance at the end of the semester. This course aims to improve general skills that will transfer into real-life scenarios, including: communication, confidence, teamwork and leadership abilities, listening and responding, creativity, critical thinking and problem solving.

Students will work on skills in improvisation, scripting, character, and voice and movement to develop and sustain roles and characters in scripted drama from different cultures, times and places to engage their audiences. The course also encompasses a brief study of the aspects of stagecraft and how its elements enhance the overall dramatic experience.

KEY TOPICS

- Performance and script analysis
- Scripted and original performance
- Elements of stagecraft

PATHWAYS

- VCE Drama
- VCE Theater Studies



PHOTOGRAPHY

This course introduces students to beginner photographic skills using digital cameras and editing processes.

Students use practical hands on exercises to explore, experiment, create, analyse and critique photographic artworks. They learn basic camera function, composition, digital techniques and processes. Students research, discuss and compare both contemporary and historic photographers. They demonstrate their understanding through a written response and through exploring and experimenting with a variety of materials and techniques to produce an annotated folio of works with professionally presented photographic prints.

KEY TOPICS

- Exploring themes and finding inspiration in the work of others
- Practicing and refining photographic skills
- Presenting final photographic Artworks
- Reflecting on their own work and the work of others

PATHWAYS

- Year 10 Photography
- Year 10 Media
- VCE Media



SAVOURY TEMPTATIONS

In this elective, students learn how to handle and store food safely, select and use a variety of utensils and equipment and apply a range of cooking methods to produce both hot and cold savoury dishes. Students explore the factors that influence food choices in Australia and work collaboratively to design and produce their own healthy meal taking into consideration the constraints of time, cost and risk. Please note students are required to wear black leather shoes for entry into the commercial kitchen.

KEY TOPICS

- Hygiene and Safety
- Product Development

PATHWAYS

- Year 10 Chef's Hat
- VET Kitchen Operations Hospitality



SOUND PRODUCTION

Have you ever wondered how a piece of music is recorded? How about the sounds in cartoons and video games? Perhaps you like creating and manipulating sound and music with technology. If this sounds interesting then Sound Production is the course for you.

In Sound Production, you will have the chance to use microphones, instruments, audio mixing consoles, field recorders, professional grade software and more. You will gain a fundamental understanding of how sound works as well as an introduction to basic electronics. The course will revolve around the recording and creating of sound, which will be used in various mixing projects.

KEY TOPICS

- Live Sound Reinforcement Foley
- Editing and Mixing With Technology
- Recording Techniques

PATHWAYS

- Cert III Music Industry (Sound Production - External)



SWEET TREATS

In this elective subject, students will continue to develop their knowledge and understanding of food properties, processing and preparation. Students will develop and build on food specific skills which can then be applied by producing a variety of sweets, cakes and slices. The unit also addresses the importance of hygiene and safe working practices in the production of food. Students will be able to design, produce and evaluate food products that form part of a broad range of skills that are transferrable to other study, work and life contexts that students may encounter.

KEY TOPICS

- Hygiene and Safety
- Product Development (Pancake Stack and Fruit Crumble)
- Photo Styling

PATHWAYS

- Year 10 Chefs Hat
- VET Kitchen Operations (Early Start)



SYSTEMS ENGINEERING

In this course, Engineering students will learn and build on the foundational skills and understanding that will underpin their success in Systems Engineering through Years 10 to 12. Students will learn basic skills using OnShape CAD Design Software, soldering, 3D printing and Laser Cutting; and will use the Systems Engineering process to design, build and test a mechanical system.

KEY TOPICS

- Mechanical System Design

PATHWAYS

- Year 10 Systems Engineering
- VCE Systems Engineering



VISUAL ART

In this elective subject, students will build on their current understanding and begin to experience a new way of creating art. They will generate new thoughts and ideas and visually work through new art processes and techniques. Students will be introduced to both modern and traditional artists and art movements through personal and class investigation and analysis. Students will be encouraged to research artists and artworks as an influence to their personal practice.

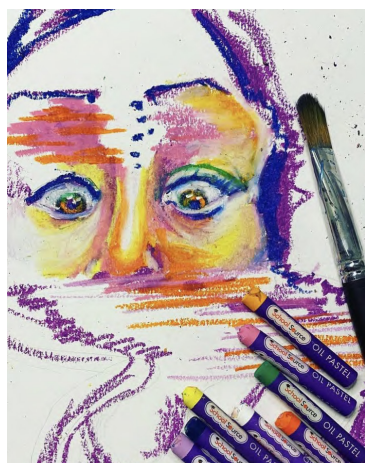
Students will be taught alternative ways of image making through drawing, painting and printmaking. Through problem solving and personal investigation, students may choose to use both traditional and contemporary methods, including painting and drawing, mixed media, collage and lino printing. Students are expected to continuously develop a folio of substantial research, documentation, evidence of idea refinement, material trialling and evaluation.

KEY TOPICS

- Exploring themes and finding inspiration in the work of others
- Practicing and refining visual art application skills
- Presenting Final Artworks
- Reflecting on their own work and the work of others

PATHWAYS

- Year 10 Sculpture
- Year 10 Visual Art
- VCE Art Creative Practice



VISUAL COMMUNICATION DESIGN

The Year 9 Visual Communication Design course focuses on developing students' skills in the application of the design process and various drawing methods and media, to produce communication and environmental designs.

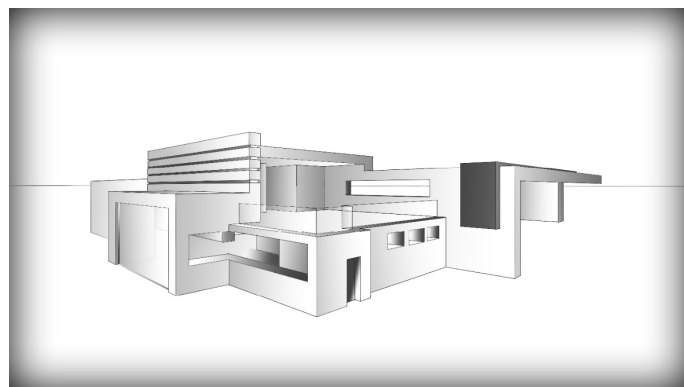
The practical work is based on interior design, logo design and illustration where students record the development of their ideas in a visual diary to support their final presentations. Through annotations and analysis students demonstrate their understanding of the design elements and principles, and the effectiveness of visual communications and how to apply them to their own designs.

KEY TOPICS

- Explore and develop Visual Communication processes
- Use of manual and digital drawing methods to create visual communications
- Generate and develop ideas in response to audience needs
- Analyse and evaluate the visual communications they make and view

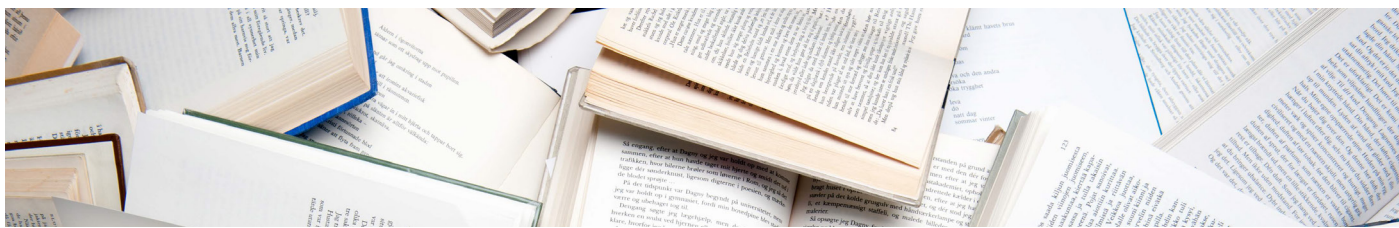
PATHWAYS

- Year 10 Visual Communication Design
- VCE Visual Communication Design



GENERAL ELECTIVES

There are a wide variety of subjects for students to choose outside of the Arts and Technology. This allows our students to expand their possibilities. Students select three General Electives in Year 9.



ENGLISH: JOURNALISM

Are you interested in becoming a journalist? Are you intrigued by the way news is presented on TV versus online?

Journalism has changed in the 21st century with the rise of the internet. In this elective subject, we will explore and discuss how journalism operates in the 21st century; exploring the questions of reliability in modern internet media and how opinions and perspectives appear within the different forms of journalism.

KEY TOPICS

This subject has a strong focus in Digital Media and English as students will create written news articles, create and layout websites/print media, and create newscasts to support their writing of others

PATHWAYS

This course is fantastic for developing your skills in modern writing, focusing on writing that seeks to inform and persuade in the modern media.

It leads well into Senior English, which features the skill of analysing arguments and persuasive language - all elements of informative and persuasive journalism.



ENGLISH: MYTHOLOGY

Language and stories in our world have an origin. Each day, we read articles, narratives, poetry; we also write essays, editorials, scripts, but do you ever think about where the words that we use come from? In this course, students will explore the origin of our words from Greek and Latin cultures. Students will read and analyse myths, such as The Odyssey, The Iliad, and stories, such as Arachne, Narcissus, Hercules, and many more.

KEY TOPICS

These myths have been retold in classic and modern literature - we will highlight the interest in the stories and how they have come to shape so many others. In addition, students will examine Greek and Latin backgrounds of the base (root) words, along with prefixes and suffixes and how words are combined to make new meanings. Your vocabulary will improve and the ability to analyse words in context will be stronger. This course will involve reading, writing, project-based activities and classroom discussions

PATHWAYS

The deep textual understanding from this subject leads into Year 10 and VCE English, where understanding of context of a text is essential to solidly analyse all texts, no matter where and when they are from.

This also leads into Literature as a subject at Year 10 and VCE.

ENGLISH: PODCAST PRO

Students will develop their skills in online podcasting, in order to create their own segment to be presented on a podcast, or develop their own podcast show.

KEY TOPICS

They would consider the features and conventions of podcasting such as narrative, setting and structure in order to create their final product for their assessment.

PATHWAYS

This subject leads into Media at Year 10 and VCE, where audio creation may be a focus.

ENGLISH: THE GREAT DEBATE

In this elective, you will be provided with the foundations of debate, and by the end of this unit, you will be constructing arguments that can't be beaten. You will learn how to think on your feet and work in a team. You will explore and debate a range of fascinating issues, formulate your arguments, and win over the audience! Join the debating elective to learn how to be the most persuasive person in the room.

KEY TOPICS

- Introduction to Argument
- Types of Arguments (ethos/pathos/logos)
- Academic Writing/Language Choice
- Oral Speaking
- Listening
- Language Analysis
- Argument Construction
- Rebuttals
- The Research Process

PATHWAYS

This unit would support Literature and core English streams.



HPE: COURT SPECIALIST - BASKETBALL

Students will develop their basketball skills as well their ability to coach, give feedback and analyse movement. Students will also learn about tactics and strategies within basketball, as well as the history of the sport.

KEY TOPICS

- Peer Teaching
- Game Analysis
- Feedback

PATHWAYS

- VET Sport and Recreation

HPE: COURT SPECIALIST - NETBALL

In this class, students will have the opportunity to learn the skills and knowledge that will allow you to develop their Netball to the next level. The emphasis in this unit will be on fun and participation, while also developing competitiveness. In this unit you will be exposed to the pathways and opportunities there are in the sport. You will see how Netball caters for all abilities and the pathway from Juniors to Seniors evolves.

KEY TOPICS

- Skill Acquisition
- Training Programs
- Skill Development

PATHWAYS

- Year 10 Girls Lifestyle and Fitness
- VCE Physical Education

HPE: HGC ELITE

Students will develop their knowledge of elite training habits, what makes elite athletes elite, how the body responds to exercise and energy systems within the body.

KEY TOPICS

- Components of Fitness
- Responses to Exercise
- Energy Systems

PATHWAYS

- VCE Physical Education



HPE: INSIDE HEALTH

Students will gain an understanding of the different dimensions of health and how to maintain a healthy lifestyle. Students will learn about healthy eating and different ways to promote good health and wellbeing. Students will also discuss mental health and the impact of social media.

KEY TOPICS

- Nutrition and Diets
- Lifestyle Diseases
- Mental Health and Social Media

PATHWAYS

- Year 10 Health and Human Development
- VCE Health and Human Development

HPE: PERSONAL TRAINING

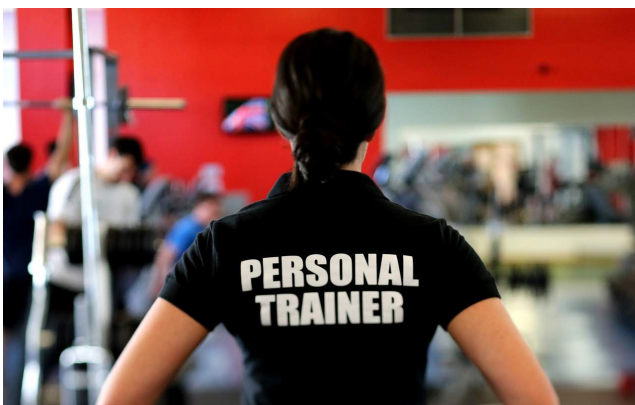
This subject is for students who are highly motivated and eager to develop their physical conditioning and fitness. Students will participate in HGC Fit sessions, as well as high intensity workouts to challenge themselves mentally and physically. Students will learn theory concepts relating to body systems and human movement, and apply this knowledge in both written and practical tasks. Students will develop, implement and reflect on personal training programs.

KEY TOPICS

- Methods and Principles of Training
- Developing Training Programs
- Body Systems
- Physical Conditioning and Fitness

PATHWAYS

- Physical Education
- VET Sport and Recreation



HPE: THIS GIRL CAN

This Girl Can is a girls only class developed to get girls active and healthy. The girls will research the myths surrounding exercise and diet. They will also explore body image and the media's portrayal of what health looks like. Students will learn about nutrition and investigate the factors that influence food choices.

Within the elective, the girls will participate in a range of theatrical and practical activities including gym classes (boxing, spin class, pilates), walks around the local community. This Girl Can is a celebration of girls who are doing their thing no matter how well they do it, how they look or even how red their face gets. We need your sweat, red faces and giggles. There is really nothing to lose, try something new!

KEY TOPICS

- Body Image
- Nutrition
- Training Programs
- Physical Activity Initiatives

PATHWAYS

- Year 10 Girls Lifestyle and Fitness
- VCE Physical Education
- VCE Health and Human Development

This subject will incur an additional fee of \$20 to cover incursions that are planned as part of the program.



HUMANITIES: CRIMINOLOGY

In this course, students will develop an understanding of the nature of crime in Australia and the different approaches to understanding criminal behaviour. How understanding what makes someone a criminal and criminal profiling can help predict and prevent crime. The elective subject seeks to ground students with an understanding of the causes of crime, the major methods for measuring crime, crime prevention and the possibilities for rehabilitation. Topics will cover nature vs nurture, the making of a serial killer, and what makes a victim and prevention.



HUMANITIES: HISTORY MYSTERIES

Have you ever wondered who Jack the Ripper actually was? Did the Princes in the tower really just disappear? And what about the lost Romanov princess Anastasia? You will delve into the history of the time, search through the evidence and make your own judgements about whether or not the mystery is fact or fiction.

KEY TOPICS

- Investigate the Great Mysteries of History
- Jack the Ripper
- Princes in the Tower
- Princess Anastasia
- 1959 Moon Landing

PATHWAYS

- Year 10 Making and Breaking the Law
- Year 10 Criminal Minds
- VCE History
- VCE Legal Studies
- VCE Sociology

HUMANITIES: SMELLBOURNE

How much do you really know about the city you live in? Dive into the dodgier, darker side of one of the most livable cities in the world, and Australia's first National Capital City! Massacres, Murders, Madhouses, Music and Mayhem! Who were the real heroes and villains through Melbourne's History. Why was it that Melbourne was once know as Smellbourne, but also one of the wealthiest cities in the world? Discover some of the events that shaped Melbourne into the city we live in today!

KEY TOPICS

- John Batman and the Early Settlement of Melbourne
- Origins of the nickname 'Smellbourne'
- Indigenous Massacres
- Ned Kelly
- Squizzy Taylor and the Original Gangsters of Melbourne
- Wild Mad William Buckley The Origins of AFL Melbourne Slum

PATHWAYS

- Year 10 Criminal Minds
- Year 10 Heroes and Villains
- Year 10 Humanities
- Year 10 Making and Breaking the Law
- VCE Australian and Global Politics
- VCE Geography
- VCE History - 21st Century
- VCE Legal Studies
- VCE Sociology



LANGUAGES ELECTIVES

Language is an important part of the DNA of Hazel Glen College. With so many exciting electives on offer, it was a difficult decision for many students to choose a language. To support this we are going to approach Language in a unique way.

LANGUAGES: ITALIAN

Buon Viaggio!

In this subject, students will have the opportunity to continue developing their language skills (speaking, listening, reading and writing) in Italian by focusing on key vocabulary and topics that will be useful if travelling, working, studying or living in Italy!

In this class, students will study vocabulary and grammar to get through daily life in Italy and learn about the lifestyle and culture of this historic nation.

Vocabulary and grammar will be taught in a communicative manner, through listening and speaking exercises and reinforced through games, role plays, reading and writing short texts - all in the target language. Students will also have the opportunity to listen to guest speakers and participate in excursions.

Holy Cannoli!

In this subject, students will have the opportunity to continue developing their language skills (speaking, listening, reading and writing) in Italian through a range of immersive interactive activities, while looking at different areas of study such as food, sports and health, technology and the environment.

Vocabulary and grammar will be taught in a communicative manner, through listening and speaking exercises and reinforced through games, role plays, reading and writing short texts - all in the target language. Students will also have the opportunity to listen to guest speakers and participate in excursions.

LANGUAGES: MANDARIN

Through this study students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities.

They extend their study of the Chinese language, develop the skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between Chinese language and Chinese culture.



SCIENCE: ANIMALS ARE AWESOME

This subject is designed for those students who have a passion for animals and animal welfare. Our relationship with and management of animals is changing along with a rapidly changing world. Animal research and production is booming.

Animals provide us with food, clothing, recreation and companionship. Animal science - the study of the biological function of domestic and captive animals and their utilisation by people- focuses on modern, efficient and humane ways to care for and make the best use of the animals who share our lives.

KEY TOPICS

- Characteristics of Life
- Biodiversity
- Classification
- Adaptations
- Animal Behavior
- Conservation

PATHWAYS

- VCE Biology
- VCE Psychology
- Beyond School: Animal Sciences, Companion Animal Services or Veterinary Nursing

SCIENCE: CHEMISTRY IN THE MARKET PLACE

This elective subject explores the hidden world of chemistry that surrounds us in our daily life. Through weekly, hands on practical investigations students will make careful observations and analyse their findings scientifically. Students will also develop their research and presentation skills. They will learn to collaboratively plan and test products they create using the scientific research method.

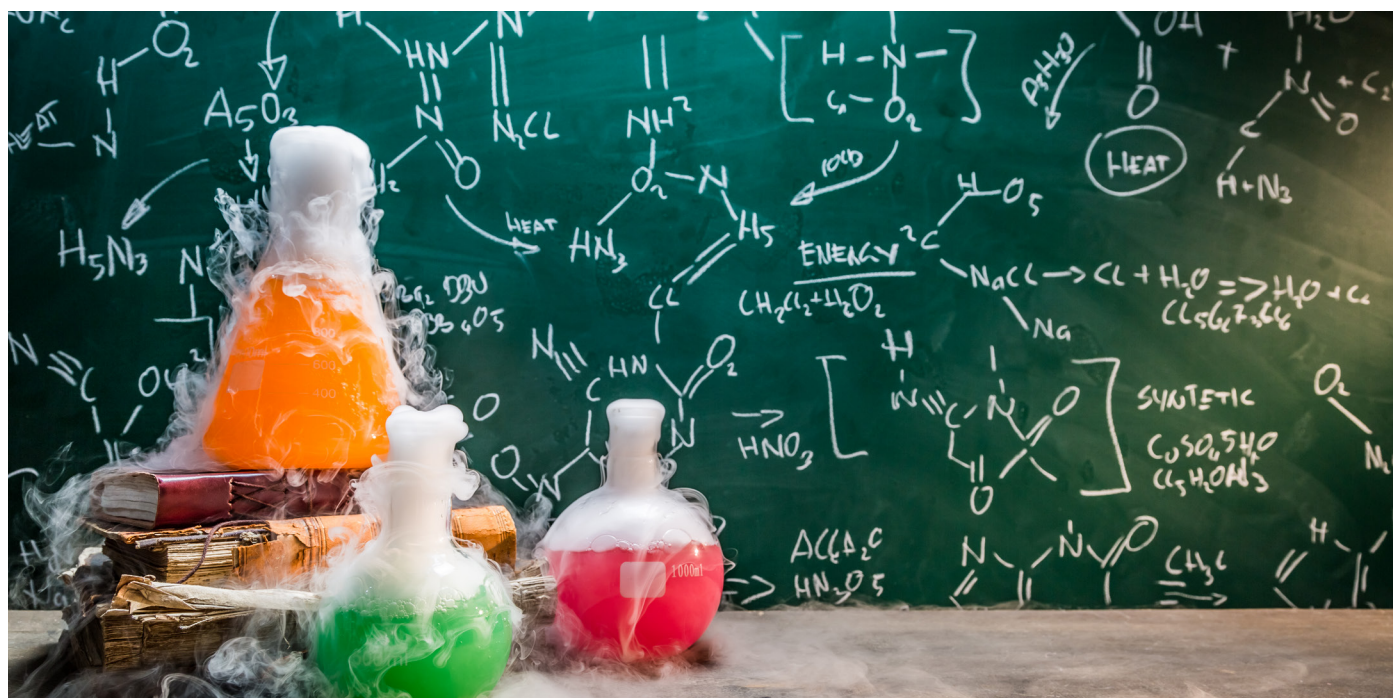
KEY TOPICS

Chemistry in the:

- Garden
- Laundry
- Kitchen
- Bathroom

PATHWAYS

- Year 10 Science Electives
- VCE Science Studies



SCIENCE: CSI HGC

The gathering and analysis of evidence is fundamental to successfully solving a crime. Forensic science techniques are used extensively in police, customs and insurance investigations. Each forensic investigation is a puzzle where the first steps involve the identification and quantification of a wide variety of substances. This course examines the role of interdisciplinary scientific inquiry in criminal investigations and introduces the most commonly used analytical techniques in forensic science.

KEY TOPICS

Beginning with rookie training crime scene and eyewitness basics, students' progress to examining physical evidence such as fingerprints, hairs and fibers, and chromatography. Through case studies and hands-on experiences, students will learn methods for the analysis of chemical and biological materials (including DNA, blood, paint, dust, gunshot residues and documents) and investigate their use in the examination and interrogation of the evidence of crime.

PATHWAYS

This course is suitable for you if you enjoy solving puzzles and completing practical investigations in the science laboratory. You will gain insight into law enforcement and scientific careers including:

- Forensic Scientist
- Police Detective
- Biomedical Scientist
- Analytical Chemist



SCIENCE: LET'S GET PSYCHED

This elective subject will focus on studying human behaviour and mental processes. Students will look at the different fields of psychology including sport psychology, mental health and intelligence. Students begin by examining sport psychology and how sport psychologists help athletes reach peak performance. Students then begin to look at mental health, including the stigma surrounding mental health and ways that psychologists diagnose and treat mental health. Lastly students move into the field of intelligence, comparing various intelligence theories.

KEY TOPICS

- Sport Psychology
- Mental Health
- Intelligence

PATHWAYS

- Year 10 Psychology Elective
- VCE Psychology



SCIENCE: UNDERWATER WORLD

Underwater World takes students on a journey of discovery of life on and under our world's oceans and waterways. Through weekly, hands on practical work including dissections, students will learn to handle marine specimens with care, make careful observations and analyse their findings scientifically. Underwater World aims to build confidence in the ability of each student to carry out collaborative group and independent research on marine plants and animals, develop their critical thinking skill as well as build an appreciation of the state of our marine and coastal environments.

KEY TOPICS

- Marine Ecosystems
- Physiology of a range of Marine Organisms - from the smallest plankton to the largest whale
- Human impacts on Marine Environments and Biodiversity
- Strategies to protect and conserve Marine Environments

PATHWAYS

This course will provide insight into scientific careers such as Marine Biologist, Marine Conservation, Research Scientist, Zoologist, Veterinarian, Aquarist, Environmental Consultant etc., also leading into VCE Biology.

