

TRAFALGAR HIGH SCHOOL

YEAR 9
HANDBOOK
2021

TRAFALGAR
HIGH SCHOOL

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CURRICULUM HANDBOOK

2021

This booklet outlines the curriculum offerings at Trafalgar High School for Year 9.

The purpose of this booklet is to provide currently enrolled students and their parents with detailed information regarding courses on offer at the school and to assist them with course selection as required.

INTRODUCTION

This Year 9 Handbook is designed to help students in Year 8 in 2020 with their course selection. The information has been compiled by teachers to provide an outline of the courses and semester units offered at Trafalgar High School in 2021 at Year 9.

If further information is required about course structure or about particular subjects, please do not hesitate to contact the school.

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Year 9 Program

The Year 9 curriculum grid, with time allocations attached to each subject, appears below.

Compulsory Full Year Subjects

English	3 x 75 minute periods per week
Mathematics	3 x 75 minute periods per week
Humanities	3 x 75 minute periods per week
Science	3 x 75 minute periods per week
T.H.I.N.K.	2 x 75 minute periods per week
Health & Physical Education	2 x 75 minute periods per week

Electives

Students choose **ONE** elective per semester for three periods per week. The Year 9 electives offered are:

Creative Writing
Design Technology Materials
Drama & Theatre Studies
Food Studies
Media Studies
Music
Sports Analysis
Sports Science
Programming and Game Design
Languages – Indonesian
Visual Arts – 2D Art
Visual Arts – 3D Art
Visual Communication Design

Year 9 Subject Outlines

Compulsory Full Year Subjects

English

Unit Descriptor:

There is a continuing emphasis on skill consolidation and an increasing focus on students forming and supporting opinions. Students produce responses in a variety of forms to suit their particular purpose and audience. Students learn to recognise how authors, film producers and others shape their material to suit their purpose and audience. There is a continuing focus on multi-modal texts and an opportunity to study texts that demonstrate Australia's links with Asia and an Aboriginal and multimodal perspective.

The skills developed and the materials studied are intended to equip students for both VCE English and Literature, and VCAL English studies.

Assessment Evidence:

The course is divided into three areas: oral skills, text study and craft of writing.

- **ORAL:**

Students participate in a variety of activities to develop their spoken communication skills. These include oral presentations, class discussion, dramatic performances and formal debating.

- **TEXT:**

Students continue to develop their ability to respond intelligently to a variety of texts. These include: set novels, short stories, films and media texts (including newspaper and internet material). As noted above, they learn to recognise how authors, film producers and others shape their material to suit their purpose and audience.

- **WRITING:**

Students produce a portfolio of writing tasks in a range of styles. They maintain a journal. They continue to complete regular exercises to improve their written expression skills.

Materials Required:

- Refer to booklist for stationary and textbooks
- BYOD for digital based activities

Additional Expenses:

Possible excursions

Mathematics

Unit Descriptor:

The proficiency strands *Understanding*, *Fluency*, *Problem Solving* and *Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

As students work towards level 9, they demonstrate the following:

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles.

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms.

Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue.

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Assessment Evidence:

Students use a workbook to complete skill and application exercises to develop skills and understanding for each topic along with problem solving tasks and projects each semester.

The proficiencies in the content strands are assessed through a series of:

- Topic tests
- Analysis tasks
- Assignments
- End of semester exams.

Materials Required:

- Textbook
- Homework book
- Calculator
- Protractor
- Ruler
- BYOD for digital based activities

Humanities

Unit Descriptor:

Students study this core subject over the course of the year for two periods a week, covering History, Geography, and Economics.

In **History**, students focus on national identity, investigating how Australian culture developed in terms of social, political and cultural structures and traditions. Students examine the history of Australia including making a nation, movement of peoples and World War 1.

In **Geography**, students develop knowledge about the operation of the major natural systems that are part of the biosphere and atmosphere, and how these contribute to Australia's cultural identity, for example; the Australian emphasis on coastal life and use of coastal environments.

In **Economics**, students will develop an understanding of how the Australian economy is managed within international contexts and how financial policies affect them. They will discover the role of exchange, trade and globalisation and how these are affecting the Australian standard of living.

In **Civics**, students will further develop their understanding of Australia's system of government, including the formation of governments, and the process through which government policy is shaped and developed. They will explore the values and key features of Australia's system of government compared with at least one other system of government in the Asia region.

In all areas of study a wide variety of activities such as model making, projects, research, excursions, field work and experiments are utilised in order to engage students with their learning.

Assessment Evidence:

- Assignments
- Presentations
- Tests
- Workbooks

Materials Required:

- Refer to booklist for stationary and textbooks
- BYOD for digital based activities

Additional Expenses:

Possible excursions

Science

Unit Descriptor:

In this unit students build on their analytical and problem solving skills developed in years 7 and 8. Students explore and investigate many branches of science with an emphasis on chemistry, biology and physics. In chemistry, there is a focus on atomic structure and chemical reactions. Biology develops ideas based on control and coordination, disease and biochemical processes. In physics students investigate aspects of energy transfer and electricity. Students will further develop their skills in designing, conducting and writing scientific reports, following the scientific method format. Students will maintain an experimental log book over both semesters. Students will build on their science inquiry skills by conducting research tasks which will also allow students to further develop their presentation and communication skills.

Assessment Evidence:

- Demonstrate an understanding of key ideas presented related to chemistry, biology and physics
- Conduct a series of experiments and analyse results
- Complete assignments and research tasks
- Keep a well maintained log book
- Complete a set of structured questions under test conditions
- Present findings in class presentations: powerpoints, movies, verbal presentations, posters
- Demonstrate an ability to work independently as well as work cooperatively as part of a team
- Demonstrate effective time management skills by meeting due dates

Materials Required:

- Text book
- Exercise book
- Separate exercise book for experiment log book
- Scientific calculator
- Stationary items: pens, pencils, ruler, eraser, highlighters
- BYOD for digital based activities

Additional Expenses:

- Possible excursions and/or incursions

T.H.I.N.K.

Unit descriptor:

T.H.I.N.K. an acronym for “Trafalgar High Inquiry (into) New Knowledge”, is an open inquiry based learning program where learners are central and ICT an integral tool for learning. In THINK students become self-directed learners who actively seek, understand and question new knowledge. Students develop skills that enable them to be active, responsible and accountable for their learning. Learning in THINK is student focused where students take ownership of their learning.

For two periods a week students work cooperatively in small teams to investigate an inquiry topic of their choice. Students write their own learning goals that direct their research. Students also reflect on their effort, successes and challenges each lesson so that they can grow as independent learners. Each term, students choose a new inquiry topic to investigate. Students also participate in THINK Careers for one term where they learn how to write a résumé, develop interview skills and investigate their strengths and interests in order to determine possible career paths.

Assessment Evidence

- Learning Journal
- Goal setting and reflection journal
- Presentation of their inquiry topic

Materials Required:

- 4 x 128 page binder book
- BYOD for digital based activities (essential for THINK)
- USB

Health & Physical Education

Unit Descriptor:

The aim of the Physical Education program at Year 9 is to encourage participation in physical activity through team sports and recreational activities. Students investigate the benefits of fitness and the importance of this to health and wellbeing during different stages of life. Students participate in planning part of a lesson or coaching session with the aim of presenting this to either their peers, a small group of primary school students or Year 7 students. Students will perform and refine specialised movement skills and transfer understanding from previous experiences. They will provide and apply feedback to improve performances. Students will be provided opportunities to demonstrate leadership and collaboration in groups and teams. They will reflect on fair play and examine how the role of physical activity has changed over time.

The aim of the Health program at Year 9 is for students to gain an understanding of the impact of change as a part of adolescent relationships and to develop the ability to evaluate health information from a range of sources. Students will also look at strategies which enhance the health, safety and wellbeing of their communities. Students will extend their learning about the major tasks in establishing personal identity, and the ways to express independence and the rights and responsibilities associated with the development of increasing independence. Students examine mental health issues relevant to young people and consider the importance of friends supporting their mental health and emotional needs. Students will investigate Cannabis use and the link to mental health: in particular depression and schizophrenia. Students will also investigate other illicit drugs and their impact on health. During the sexuality education unit, students will explore a range of issues related to sexuality and sexual health such as safe sex practices, sexual negotiation, same sex attraction and the impact of alcohol on sexual personal safety. Students will investigate the nutritional content of food and some diet related illnesses.

Assessment Evidence:

- Being organised for learning – this includes being punctual and bringing a change of appropriate clothing and shoes
- Behaves responsibly – this includes using equipment safely
- Demonstrates effort – participates in practical classes to the best of their ability
- Self-reflection on personal performance in class activities
- Demonstrate improvement of sport specific skills
- Tests
- Research assignments
- Presentations

Materials Required:

- A4 work book
- BYOD for digital based activities
- Sports Uniform which includes black shorts and red t-shirt.
- Appropriate footwear
- Hat
- Sun cream

Electives (Semester Based Subjects)

Creative Writing

Unit Descriptor:

Attention all writers! Students with creative flair and interesting ideas will flourish in this unit, where stories are discussed, dissected, planned, crafted, edited and shared. Students will develop skills in creating powerful narrative arcs, writing detailed and engaging environmental descriptions, shaping realistic characters and polishing their pieces, ready for writing competitions and publications. Students will also hear from professional writers and attend literary events.

Assessment Evidence:

- Inspiration journal, containing writing ideas and story excerpts.
- Classroom workbook, showcasing technique development.
- Improvement feedback to other students, in both verb and written forms.
- One perfected creative piece per term.

Materials Required:

- As per the booklist
- BYOD for digital based activities

Additional Expenses:

Excursions or incursions, not expected to exceed \$40.

Design Technology Materials

Unit Descriptor:

Students are introduced to more advanced levels of design, wood working and construction. Each student will use a range of materials from Hardwood, Plastics, Electronics and Metal to complete a series of creative tasks. They design, evaluate and produce a product such as a Mirror, Blackboard and Shelf, Cigar Box, Electric Guitar and a 3D printed USB. There are a series of hurdle tasks that help the students meet skill requirements in the workshop. Safe workshop practices are an integral part of the course.

Assessment Evidence:

- A series of work books that shows evidence of completing a range of planning, design and technical drawing.
- Demonstrate an understanding of safety and the correct use of stationary, hand and power tools.
- Complete written research tasks.
- Demonstrate an ability to work independently and in teams.
- Complete all tasks within the allocated time periods.
- Completion of products to a standard.

Materials Required:

- HB Pencils x 2
- Rubber
- Sharpener
- BYOD for digital based activities

Additional Expenses:

A fee may occur if additional materials are required for projects that take place throughout the semester.

Drama & Theatre Studies

Unit Descriptor:

Students will participate in a range of activities designed to realise roles and characters in many different contexts. Expressive and performance skills will assist in characterisation and role development. Dramatic elements and conventions of staging and performing work as well as improvisation and scripted work will be an integral part of course content. Students will practise and refine their use of voice and movement in performance to communicate with audiences as they perform devised and scripted drama and theatrical studies pieces of work. They will make deliberate choices when shaping their narratives and designs and they will evaluate how the elements of drama, forms and performance styles convey meaning. Students will also have the opportunity to attend a professional performance in order to better understand the full potential of the theatre from page to stage.

Assessment Evidence:

- Create roles and characters in various contexts.
- Participation and contribution in course content and associated set tasks.
- Submission of a folio that includes all handouts and student work.
- Provide and respond to constructive feedback – both verbal and written.
- Maintain focus and characters through solo and ensemble performance.
- Engage with audiences by performing a devised and scripted drama.
- Devise, rehearse and perform practical pieces of work.

Materials Required:

- A4 Drama journal
- BYOD for digital based activities

Additional Expenses:

Attendance at professional performances incur costs, is dependent upon availability, and not expected to exceed \$50

Food Studies

Unit Descriptor:

This unit will enable students to develop skills in food preparation and different cooking methods, cooking a range of foods, including kitchen safety and personal hygiene practices, time management and organisation. Students will develop key knowledge and key skills in healthy eating, cooking meals for everyday living from breakfast, lunch dinner, snacks and special occasions, sustainability, global food cuisines, cooking food from around the world.

Assessment Evidence:

- Completion of practical cooking activities in class, evaluation of food products, modelling kitchen safety and personal hygiene practices, organisation and time management.
- Completing design brief tasks, which include research, designing and making food products.
- Completion of written activities in class.
- Demonstrate the ability to work in teams and independently.

Materials Required:

- A4 plastic pocket binder folio
- Loose leaf paper
- A4 writing book
- Lunch box sized container
- BYOD for digital based activities

Additional Expenses:

Students will be required to meet food costs, which will be approximately \$80 per semester.

Languages - Indonesian

Unit Descriptor:

In this unit, students will study 2 topics per term. These topics include Mapping/Directions, Food/Ordering, Weather/Fashion, as well as Sports/Activities. In each topic, students complete a range of activities to develop their language skills in reading, writing, listening, and speaking. Each unit allows students to build on language skills previously learnt to create fluent Indonesian speakers in a range of topics and scenarios.

Assessment Evidence:

Students will complete assessment tasks based around:

- Communicating in a LOTE
- Intercultural knowledge and awareness
- Vocabulary Tests
- Chapter Tests

MAPPING/DIRECTIONS <ul style="list-style-type: none">- Vocabulary tests (fortnightly)- Chapter test- Map comparisons of Indonesia and Australia- Direct someone to another place	FOOD/ORDERING <ul style="list-style-type: none">- Vocabulary tests (fortnightly)- Chapter test- Eating place comparisons- Cooking show video- MasterChef competition
WEATHER/FASHION <ul style="list-style-type: none">- Vocabulary tests (fortnightly)- Chapter test- Weather report video- Fashion show	SPORTS/ACTIVITIES <ul style="list-style-type: none">- Vocabulary tests (fortnightly)- Chapter test- Daily activities vlog- Sports differences, Asian Games 2018, and Olympics 2020

Materials Required:

- Education Perfect License
- Indonesian Grammar Book
- Index Book
- Pens and coloured pencils

Additional Expenses:

One excursion during each term- approximately \$20 each (no excursions during weather/fashion unit).

Excursions include:

- Indonesian restaurant/Asian groceries visit (Melbourne CBD)
- Amazing Race (Melbourne)
- Bowling (Warragul)

EXCURSIONS/INCURSIONS ARE ORGANISED TO ENHANCE THE LEARNING EXPERIENCE OF ALL STUDENTS

Media Studies

Unit Descriptor:

In this Unit, students will learn about the processes involved in the creation of media texts such as films, TV shows, advertisements etc. Students will learn about the various skills needed to produce media texts and they will have the opportunity to create their own films and advertisements thereby building on the skills that they have learnt. Students also learn about the impact new media such as the internet and mobile phone technology has had on society and how these technologies influence our lives.

Students will explore the elements of photography. Students will learn a variety of techniques involved in taking good quality photographs. Students will take notes during class about the focal techniques and they will produce a digital portfolio showcasing the development of their skills over the course of the semester.

Assessment Evidence:

- Creation of a short film or advertisement.
- Demonstrate an understanding of the various stages of media text creation.
- Complete written research tasks.
- Demonstrate an ability to work independently and in teams.
- Complete all tasks within an allocated time period.
- A completed digital photographic portfolio that shows evidence of a variety of techniques including composition, editing and contrasting colours.
- Maintain notes about the techniques covered in class.
- Demonstrate an understanding of the use of digital SLR cameras and how to manipulate the camera settings to achieve a desired outcome.
- Demonstrate the ability to use computer software to edit photographs for a particular purpose.
- Complete all tasks within an allocated time period

Materials required:

- One exercise book.
- One storage device card of at least 8Gigabyte capacity.
- BYOD for digital based activities.

Music

Unit Descriptors:

In this unit, students will have a major focus on **practical music making** and the development of their instrumental skills. Students will learn theoretical concepts relating to practical music making such as; chord building, scales, guitar and bass tablature, drum notation and written musical notation.

Students are expected to have some level of instrumental/vocal competency, as the expectation is that they will be playing instruments/singing and participating in a mixture of solo and group work each lesson. For example, a student might only be able to play a selection of chords on guitar, or play basic drum patterns or play basic piano but if they are willing to learn and work towards developing these skills further, then this subject will be ideal. Students will maintain a journal recording notes, composition and lyrical ideas, chord diagrams, song charts and theory related to the various musical concepts introduced throughout the semester. Students will explore various styles of music and continue the development of their instrumental skills.

Students will learn about music production, recording and performance and develop the skills required to set up audio equipment, record and produce a live performance.

Assessment:

- Instrumental and technical skill development on the student's chosen instrument.
- Musical Competence on their chosen instrument/vocals demonstrated through a combination of solo and group work.
- The development of music theory knowledge and the ability to implement it practically on their instrument of choice.
- Group and/or solo performance assessments and a written SAC focusing on aural and written musical knowledge.

Materials Required:

- Exercise book
- Binder and display book
- Pens, highlighters and glue stick.
- Preferred instrument (if appropriate) e.g. personal guitar, bass, flute.
- BYOD for digital based activities

Additional Expenses:

Extra-curricular instrumental music/vocal lessons if students opt-in, please refer to THS Music Tuition Form at the front office.

Sports Analysis

Unit Descriptor:

This mainly practical unit provides students the opportunity to participate in team sports, minor games and recreational activities with a focus on how skills are learnt and developed and the analysis of games. In depth understanding of rules and umpiring may also be covered.

Teams sports such as Basketball, Soccer and Netball will be included as well as a variety of other invasion and net/court sports depending on weather and access to facilities

Students will be required to take part in a SEPEP (Sport Education In Physical Education Program) unit where the roles such as umpire, coach, scorer and equipment managers will be fulfilled by students within the team. The SEPEP unit will cover several invasion and net/court sports.

Students will explore principles of skill learning and games analysis to enhance their understanding of key concepts and complete theoretical tasks designed to display their knowledge of these areas.

Assessment evidence:

- Active & Positive participation during all practical activities such as team games, SEPEP unit and minor games
- Positive contributions to class activities & discussions
- Skill level in Invasion & Net Court sports
- Preparation for class.
- Competition of folio - laboratory tasks (skill & games analysis)
- Research task (or rules /knowledge test)

Materials Required:

- Sports Uniform which includes black shorts and red t-shirt.
- Appropriate footwear
- Hat
- Sun cream
- BYOD for classroom-based activities

Sports Science

Unit Descriptor:

This mainly practical unit provides students the opportunity to participate in team sports, minor games and recreational activities to perform and refine specialised movement skills in challenging movement situations to improve their performance. There will be a focus on the mechanics of the body and issues associated with sport.

Basketball, Soccer and Netball will be included as well as a variety of other invasion sports such as other football codes depending on weather and access to facilities

Students will be required to take part in a SEPEP (Sport Education In Physical Education Program) unit where the roles such as umpire, coach, scorer and equipment managers will be fulfilled by students within the team. The SEPEP unit will cover several team sports.

Students will explore biomechanical principles to enhance their understanding of key concepts and complete theoretical tasks designed to display their knowledge of this. They will also cover issues associated within sport in society

Assessment evidence:

- Active & Positive participation during all practical activities such as team games, SEPEP unit and minor games
- Positive contributions to class activities & discussions
- Skill level in Invasion Sports & other sports.
- Preparation for class.
- Competition of folio - laboratory tasks (Biomechanics)
- Research task

Materials Required:

- Sports Uniform which includes black shorts and red t-shirt.
- Appropriate footwear
- Hat
- Sun cream
- BYOD for classroom-based activities

Programming & Game Design

Unit Descriptor:

In this unit students will delve into the world of simple game programming whilst learning algorithm design and problem solving. They will investigate gaming elements such as storyline and characters and increase their knowledge of gaming genres. Students will acquire skills in planning, developing, testing and evaluating games.

Assessment Evidence:

- Students will complete a series of tutorials resulting in a standalone Game Portfolio
- Students will design and develop their own interactive platform style, maze or arcade computer game.
- Students will demonstrate written evidence of planning, testing and game evaluation.

Materials Required:

- 8GB USB
- A4 Display Folder
- Headphones
- BYOD

Visual Arts – 2D Art

Unit Descriptor:

Visual Arts – 2D Art offers students a variety of 2D art practices and styles, for example Pop Art, Photography and Still Life/Life Drawing. Students explore a range of visual art forms and techniques as inspiration to develop, explore and express themes and ideas in their art making. Traditional and contemporary techniques and processes are explored, from drawing and painting skills to digital media and photography. Students analyse and interpret a range of artworks from different cultures, times and places broadening their knowledge and understanding of art.

Assessment Evidence:

- A folio that shows evidence of the art process (including research, development and exploration of ideas and evaluations).
- Demonstrate an understanding of the art elements and principles.
- Complete written analysis of art works.
- Complete a series of 2D artworks.

Materials Required:

- As per the booklist
- BYOD for digital based activities

Visual Arts – 3D Art

Unit Descriptor:

Visual Arts – 3D Art offers students a variety of 3D art practices and styles, for example Installation Art, Sculpture and Modelling. Students select and manipulate materials, techniques and technologies to express ideas, concepts and themes. Traditional and contemporary techniques and processes are explored, from carving and construction to digital media and photography. Students analyse and interpret a range of artworks from different cultures, times and places broadening their knowledge and understanding of art.

Assessment Evidence:

- A folio that shows evidence of the art process (including research, development and exploration of ideas and evaluations).
- Demonstrate an understanding of the art elements and principles.
- Complete written analysis of art works.
- Complete a series of 3D artworks.

Materials Required:

- As per the booklist
- BYOD for digital based activities

Visual Communication Design

Unit Descriptor:

In Visual Communication Design students develop an understanding of the design process to create a range of visual communications including Comic Book Character or Skateboard Design, Stage Design and Product Design. Throughout this process students will explore a variety of media, materials and technologies, such as model making, two and three-dimensional drawing techniques, and digital applications Adobe Illustrator and Photoshop as well as Sketch Up for 3D printing. Students will learn about past and present designers, design styles and the design elements and principles.

Assessment Evidence:

- A folio that shows evidence of the design process (including research, designs, development and evaluations relevant to the design brief).
- Demonstrate an understanding of the design process and design elements and principles.
- Complete written analysis of visual communications.
- Complete a range of two- and three-dimensional visual communications.

Materials Required:

- As per the booklist
- BYOD for digital based activities

Year 9 SEAL Program

Students enrolled in Trafalgar High School's Accelerated Learning Program undertake a specialised program enabling them to complete Years 7 to 10 in three years rather than four. In reality, most SEAL students choose to complete Years 11 and 12 over three years, commencing their VCE program in Year 10. Specific information relating to subjects and time allocations for the Accelerated Learning Program appears below.

Compulsory Full Year Subjects

English	3 x 75 minute periods per week
Mathematics	3 x 75 minute periods per week
Humanities	3 x 75 minute periods per week
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Food Studies
Media Studies
Music
Sports Analysis
Sports Science
Programming and Game Design
Languages – Indonesian
Visual Arts – 2D Art
Visual Arts – 3D Art
Visual Communication Design

