



Assisi Catholic College

2019 Curriculum Guide

Middle Years of Schooling

Introduction

In the Middle Years at Assisi Catholic College, we recognise the needs of young adolescents by formalising a program that allows each of them to grow and learn within a community. As a team, we will develop programs and learning experiences that are enjoyable and interesting and meet young adolescents' needs and are based on the principles of Middle Schooling:¹

- ❖ *Learner-centred*
- ❖ *Collaboratively-organised*
- ❖ *Outcome-based*
- ❖ *Flexibly-constructed*
- ❖ *Ethically-aware*
- ❖ *Community-oriented*
- ❖ *Adequately-resourced*
- ❖ *Strategically-linked*

Our teachers are involved in planning and writing interesting and innovative units for the students, based on the Australian Curriculum and focussed on the needs of the learners.

Parents/Guardians may access the Australian Curriculum on-line. The link is listed below:

<http://www.australiancurriculum.edu.au/Curriculum/Overview>

Curriculum is delivered on a fortnightly cycle and based around a four-period day. Students will participate in 40 periods over a two-week cycle. Each period is of 70 minutes' duration. Pastoral Care (PC) is held each morning for 15 minutes and is not included as part of the 40-period cycle.

Core Subjects are those that everyone will study throughout the three years of Middle Years. These subjects can be for a whole year or a semester.

Elective Subjects allow students to have the choice to work in areas of interest. In Year 7 and Year 8 (Semester 1) students will **rotate** through all the electives from The Arts and Technologies, giving them a taste of each of the subjects. They will undertake two electives each term, allowing them to have tried all twelve subjects by the end of Semester 1, Year 8.

In Year 8 (Semester 2) and Year 9, students will be able to select the electives that they wish to complete. Details of Electives are included in this document. Enrolment into the Electives is by nomination and is based on a first-in, first-served basis. Students are required to list subjects in order of preference on the nominated form.

The Curriculum for Middle Years students have been centred on the following statements:

- Year 7 students will be "Working Together".
- Year 8 students will be "Building Community".
- Year 9 students will be "Called to Serve through Peace and Justice".

¹ Barratt, R. (1998) *Shaping Middle Schooling in Australia: A Report for the National Middle Schooling Project*. ACT: Australian Curriculum Studies Association.

Year 7 Curriculum

Core Subjects

- **Religious Education** (4 periods per cycle)
- **English** (6 periods per cycle)
- **Mathematics** (6 periods per cycle)
- **Science** (5 periods per cycle)
- **Language: Italian** (3 periods per cycle for Semester Two)
- **Health and Physical Education** (3 periods per cycle Semester One)
- **History** (4 periods per cycle for Semester One)
- **Geography** (4 periods per cycle for Semester Two)
- **Sport** (4 periods per cycle)

Elective Subjects

In Year 7, students will **rotate** through the Electives. They will undertake two electives each term. Students who have been selected for the Futsal High Performance Program* will complete only one elective per term.

Each elective will be for four periods per cycle.

- Business (Enterprise Education)
- Dance
- Design Technology - System Design
- Design Technology - Materials Design
- Design Technology – Food Specialisation
- Design Technology - Textiles
- Digital Technology
- Drama
- Media Arts
- Music
- Visual Arts
- STEM

Students will be assessed at the end of each term and reports will be issued at the end of each Semester.

Students will be notified of the order of the Electives at the beginning of the College Year.

*Futsal Program (5-a-side Soccer). Completed application required.

Religious Education

In **Year 7**, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets.

They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue. Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.

Working Together in Year 7				
Core Subjects	Term One	Term Two	Term Three	Term Four
English	Development of story-telling as a means of unlocking the past. Students will respond to Indigenous texts using persuasive language.	Students will read, interpret and analyse the novel, "The Philosopher's Stone" and explore the fantasy genre. Students will respond to the literature using a variety of imaginative tasks.	Exploring traditional stories from Asia. Students will analyse the role of a hero through visual and written texts.	Development of storytelling from cave paintings to oral traditions to folktales/fables/myths and legends to ballads, yarns and multi-modal presentations. Students will develop a Wiki exploring the development of storytelling.
History	An overview of the Ancient World. Features of Ancient societies.	An in-depth study of Ancient Rome.		
Mathematics	Making connections: Investigating fractions, % and decimals.	Using formulas to calculate the perimeter, area & volume of shapes and rectangular prisms. Recognise and solve simple ratio problems. Investigate and explore 'best buys'.	Investigate Index notation and square numbers. Exploring and comparing Integers. Investigating angles and lines of shapes. Using the Cartesian plane & applying Linear equations.	Introduction to Algebra and problem solving. Calculating the probability of events and describing translations. Investigating data and calculating the mean, median and mode.
Science	Science skills and safety: Introduction to the science laboratory. Understanding how to be safe in the science lab. Building skills used in science and obtaining Bunsen burner licences	Intro to Chemistry: separating mixtures. Renewable and non-renewable resources. Water as a natural resource.	Neighbourhoods: Investigating the eco-system & classification of living organisms. Excursion to the Mangroves.	Source and Motion and the Science of Toys: How do machines work? Investigating simple machines, relating to force and motion. Newtons Laws of Motion.
Geography			See statement below	
Italian	See statement below			
HPE			See statement below	

Geography

There are two units of study in the Year 7 curriculum for Geography: *Place and Liveability* and *Water in the world*.

In the *Place and Liveability* unit, students become aware of their local environment and investigate just how liveable the Gold Coast is. What makes the Gold Coast great; healthcare, climate, infrastructure, and what could be improved? Students then offer solutions as to how we can make our city even more liveable.

In the *Water in the World* unit, our focus shifts to the value of water in our lives. We explore the economic, social and environment interconnections of water in our lives and discover how the Catholic Social Teaching of the preferential option for the poor can relate to world water issues.

Italian

Italian is a phonetic language and has many commonalities and connections with English. It is relatively accessible to the English-speaking learner. In Year 7, students will be introduced to the fascinating language and culture of Italy. They will develop basic communication skills to understand, read, write and speak Italian, while studying topics related to their personal, social and school worlds. In particular, students will learn about our College's connection with the region of Umbria and our Italian Sister School in Assisi.

Health and Physical Education

The Year 7 and 8 Curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Year 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Religious Life of the College and Pastoral Care

As part of the Religious Life of the College and Pastoral Care, Year 7 students will participate in the following activities:

- Pastoral Care Day (29 January, 2019 in Pope Francis Centre)
- 3-day/2-night Camp at Bornhoffen, Natural Bridge (27– 29 March, 2019)
- Spirituality Day (July, Pope Francis Centre)

It is important that all students attend these activities as part of the College Curriculum which centres on the development of the whole-child.

Year 8 Curriculum

Core Subjects

- **Religious Education** (4 periods per cycle)
- **English** (6 periods per cycle)
- **Mathematics** (6 periods per cycle)
- **Science** (5 periods per cycle)
- **Language: Italian** (3 periods per cycle for Semester One)
- **Health and Physical Education** (3 periods per cycle Semester Two)
- **History** (4 periods per cycle for Semester Two)
- **Geography** (4 periods per cycle for Semester One)
- **Sport** (4 periods per cycle)

Elective Subjects

In Year 8, students will **rotate** through the Electives that they did not complete in Year 7. They will undertake two electives each term. Students who have been selected for the Futsal High Performance Program* will complete only one elective per term.

Each elective will be for four periods per cycle.

- Business
- Dance
- Design Technology – System Design
- Design Technology – Material Design
- Design Technology – Food Specialisation
- Design Technology - Textiles
- Digital Technology
- Drama
- Media Arts
- Music
- Visual Arts
- STEM

Students will be assessed at the end of each term and reports will be issued at the end of each Semester.

In Semester 2, Year 8 will have the opportunity to select two electives. Each elective will be for four periods per cycle. The Electives will be in two groups and students will need to choose from each group on nominated form during Term 2.

Futsal Program (5-a-side Soccer). Completed application required.

Religious Education

In **Year 8**, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity.

Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including centred breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

Building Relationships in Year 8				
Core Subjects	Term One	Term Two	Term Three	Term Four
English	Students will respond in an imaginative genre to reading the novel 'Wonder'. Themes of resilience, acceptance and difference will be examined. The narrative perspective will be the focus of this novel study.	Students will analyse how satirical TV shows use humour, satire and parody to challenge conventional views and highlight important issues. They will also examine how these shows deal with stereotypes through language features, images and vocabulary.	Students will study Asian literary texts focussing on the culture of the country. They will analyse the literature and also write a travel journal.	Persuasive language is studied in the context of newspapers. Students will examine issues related to the environment.
History			Overview of Medieval Society	The Black Death in Asia, Europe and Africa
Mathematics	Investigating terminating and recurring decimals and the concept of irrational numbers. Exploring percentage increase and decrease and solving problems involving profit and loss.	Applying Index laws for the four operations with positive and negative integers. Extending their knowledge of algebra and factorizing algebraic expressions.	Using formulas to calculate the area and volume of complex shapes and solids. Plotting linear relationships on a graph and using information for problem solving.	Developing the conditions of congruency in Shapes and triangles. Using Venn Diagrams and tables to calculate the probability of an event. Investigating sample data and effect of errors on the mean and median.
Science	Rock On! Geology Unit which aims to develop an understanding of rock formation and the rock cycle.	Chemistry – States of Matter - Investigating the properties of solids, liquids and gases. Changes of state and particle theory.	Energy Flow – How does energy change and transfer? Force and motion. Measuring gravitational force. Designing, building and testing a simple trebuchet.	Human Physiology: Investigating body systems in organisms. Includes the structure and function of cells.
Geography	See statement below			
Italian	See statement below			
HPE	See statement below			

Geography

There are two units of study in the Year 8 curriculum for Geography: *Changing Nations* and *Landforms and Landscapes*.

In term one the focus is on *Changing Nations*, students cast their eyes on the wider world around them and investigate some of the issues with megacities and slums in Africa, Asia, and America. We look at urbanisation and the effects it has on the environment, society and the economy.

The *Landforms and landscapes* unit focuses on investigating the landscapes and landforms that make up our amazing world. We also investigate geomorphic hazards and the effect that they can have on the culture. Students explore how different socio-economic societies cope with disasters and what are the best ways to deal with disasters.

Italian

In Year 8, students will take a gastronomical tour of Italy. They will explore aspects of language and culture through the study of Italian cuisine. Students will further develop basic communication skills to understand, read, write and speak Italian. By the end of the semester, they will be able to confidently order food from an Italian restaurant and host their own cooking show.

Health and Physical Education

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Year 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Religious Life of the College and Pastoral Care

As part of the Religious Life of the College and Pastoral Care, Year 8 students will participate in the following activities:

- Spirituality Day (Pope Francis Centre)
- Year 8/9 Transition to Leadership Day (November)

It is important that all students attend these activities as part of the College Curriculum, which centres on the development of the whole-child.

THE ARTS

The Australian Curriculum: The Arts comprises five subjects:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts

DANCE

In Year 7, students take a journey through time exploring dance crazes throughout history starting with the Charleston in the 1920s, through the 70s, 80s and 90s and learn some current dance crazes.

In Year 8, students explore how dance is celebrated across many cultures including, Africa, China, India, Brazil, Indonesia, and the Aboriginal and Torres Strait Islander Peoples. Then, students investigate the world of music videos and hip-hop and what it takes to make a great dance video.

DRAMA

In Years 7 and 8, students build on their understanding of role, character and relationships. They use voice and movement to sustain character and situation. They use focus, tension, space and time to enhance drama. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. They shape drama for audiences using narrative and non-narrative dramatic forms and production elements.

As they experience drama, students draw on drama from a range of cultures, times and locations. They explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore drama forms, students learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists.

As they make and respond to drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension. They consider social, cultural and historical influences of drama. They evaluate the directors' intentions and expressive skills used by actors in drama they view and perform. Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse performances.

MEDIA ARTS

In Year 7 and 8, students build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks. They build on their understanding and use of time, space, sound, movement, lighting and technologies. They examine the ways in which audiences make meaning and how different audiences engage with and share media artworks.

As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. Students explore social and cultural values and beliefs of Aboriginal and Torres Strait Islander Peoples as represented in media artworks and consider how these may influence the media artworks they make. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles.

As they make and respond to media artworks, students explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view and genre conventions, and media conventions. They consider social, cultural and historical influences and representations in media arts. They evaluate how established behaviours or conventions influence media artworks they engage with and make. Students maintain safety in use of technologies and in interaction with

others, including the use of images and works of others. They develop ethical practices and consider regulatory issues when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.

MUSIC

Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture. They sing and play independent parts against contrasting parts. They recognise rhythmic, melodic and harmonic patterns and beat groupings. They understand their role within an ensemble and control tone and volume. They perform with expression and technical control. They identify a variety of audiences for which music is made.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore form in music, students learn that over time there has been further development of techniques used in traditional and contemporary styles of music.

As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They consider social, cultural and historical contexts of music. They evaluate the expressive techniques used in music they listen to and experience in performance. Students maintain safety, correct posture and technique in using instruments and technologies. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.

VISUAL ARTS

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They extend their thinking, understanding and use of perceptual and conceptual skills. They continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks. They consider society and ethics, and economic, environmental and social factors. They exhibit their artworks individually or collaboratively, basing the selection on a concept or theme. Students document the evolution of selected art styles and associated theories and/or ideologies. They reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore different forms in visual arts, students learn that over time there has been further development of techniques used in traditional and contemporary styles. They identify social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments in visual arts.

As they make and respond to visual artworks, students design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes. They develop an informed opinion about artworks based on their research of current and past artists. Students examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues. They acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies. Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.

TECHNOLOGIES

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living.

The Australian Curriculum: Technologies will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.

ECONOMICS AND BUSINESS (ENTERPRISE EDUCATION)

The Year 7 curriculum gives students the opportunity to explore and use a range of basic financial management concepts in the areas of **E**arning, **S**aving, **S**pending, and **I**nvesting, through an online financial literacy game called ESSI (standing for **E**arning, **S**aving, **S**pending, and **I**nvesting) Money. Through game play based on a 'virtual reality', students achieve an understanding of how decisions made over a period of time can have both positive and negative impacts on their financial situation. The game allows students to practice real life financial transactions and experience the consequences in a safe, fun and challenging way. Players are encouraged to strategise and reflect on decisions made throughout the game by setting goals, creating a budget and making regular diary entries.

The following key learning areas are addressed:

- **Earning** – Applying for jobs, planning a career path and receiving and managing wages
- **Saving** – Choosing opening and managing a range of banking products (including term deposits, and savings accounts), setting goals and budgets
- **Spending** – Operating a transaction account managing income and living expenses, choosing a credit card and managing credit responsibility
- **Investing** – setting investment goals, buying and selling shares, financial planning and risk assessment

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

DESIGN TECHNOLOGIES

By the end of Year 8 students at Assisi Catholic College will have had the opportunity to create designed solutions four times within the following technologies contexts:

- Design Technology - Textiles
- Design Technology - Food Specialisation
- Design Technology – Materials Design
- Design Technology – System Design

In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and

social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments.

With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when making designed solutions.

DIGITAL TECHNOLOGY

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems, designing and prototyping solutions in the digital realm.

Year 8 Semester course: in this course, students will learn: (i) how real-world objects can be modelled for computer solutions, (ii) the basic principles of solution planning; and (iii) plan and complete a project that manipulates a digital model to complete a chosen task.

Year 7 and 8 term course: In this short course, students will learn (i) how computers work and process information, (ii) how to use common computer applications more effectively; and (iii) how webpages are programmed, creating a webpage of their own to illustrate their acquired knowledge.

STEM

STEM is curriculum based on the idea of educating students in four specific disciplines of science, Technology, Engineering and Mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

Through STEM, students will develop key skills such as: problem solving, creativity, critical analysis, teamwork, independent thinking, initiative, communication, and digital literacy.

Year 9 Curriculum

Core Subjects

- **Religious Education** (4 periods per cycle)
- **English** (6 periods per cycle)
- **Mathematics** (6 periods per cycle)
- **Science** (5 periods per cycle)
- **Health and Physical Education** (3 periods per cycle)
- **History and Civics and Citizenship** (4 periods per cycle)
- **Sport** (4 periods per cycle)

Elective Subjects

In Year 9, students will complete four electives over two semesters. Students in Year 9 may select the same elective for both semesters. Each elective will be for four periods per cycle.

- Business
- Design Technology – Textiles
- Design Technology – Food Specialisation
- Design Technology – Materials Design
- Digital Technology
- Drama
- Futsal *
- Geography
- Italian
- Media Arts
- Music
- Visual Arts
- STEM

* Futsal Program (5-a-side Soccer). Completed application required. Only students who have been selected for the High-Performance Futsal Program* are able to select this elective.

The Electives will be in two groups and students will need to choose from each group on nominated form.

Religious Education

In **Year 9**, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths.

Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.

Call to Serve through Peace and Justice in Year 9				
Core Subjects	Term One	Term Two	Term Three	Term Four
English	Students will study the allegorical text "The Happiest Refugee" and use persuasive language to respond to the novel.	Through the study of "Short Story Adventures", students will identify the significance of the written word over time and the defining features of periods of time. They will recognise thematic aspects and use them in their own writing.	Students will engage with film and poetry to investigate Australian Identity and World War 1.	Students will produce an ePublication identifying issues affecting young adolescents. They will reflect on their Canberra trip by producing a short video.
History & Civics and Citizenship	1750 – 1918 and the effects of socialism and communism	Development of Australia as a nation from 1750 until 1918.	World War 1 and the Australian experience.	Australia's coming of age and the position it will play in the next 100 years. Preparation for and travel to Canberra: understanding of Australian politics and government.
Mathematics	Apply Index Laws to numerical expressions with integer indices and Scientific notation. Investigate the simple interest formula and its application. Using transformation to explain similarity in shapes and explore scale factor.	Measurement: Investigating surface area and volume. Calculating the area of composite shapes and the surface area and volume of prisms. Using the distributive law to extend and expand algebraic expressions including binomials.	Investigating Pythagoras and applying trigonometry to solve problems. Investigating linear and non-linear relationships. Finding the midpoint and gradient of a line segment and solving linear equations.	Calculating probability of two-step experiments Using statistics to analyse everyday questions and issues using primary and secondary numerical and categorical data, constructing back-to back and stem and leaf plots and histograms to describe data
Science	Earth & Space: Investigating theory of Plate Tectonics and explain global patterns of geological activity and continental movement. Identify and recognise major plates and study Earthquake and volcanic activity.	Biology: Exploring the requirements of life through the coordinated functioning of body systems (respiratory, circulatory, digestive, nervous & excretory). Explaining how the body systems work together and look at cells, tissues and organs.	Chemistry: Exploring the history and structure of an atom and learn how to draw diagrams to represent different elements and isotopes. Design questions to investigate & inquire the relationship between two variables.	Physics: Exploring energy transfer through different mediums and explain using particle and wave models. Conduct experiments to investigate movement of energy variation in regards to the medium through which it is transferred.
HPE	See statement below			

Health and Physical Education

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Year 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

The focus areas to be addressed in Year 9 and 10 include, but are not limited to:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities.

Religious Life of the College and Pastoral Care

As part of the Religious Life of the College and Pastoral Care, Year 9 students will participate in the following activities:

- Spirituality Day (Pope Francis Centre)
- 5-day/4-night Trip to Sydney and Canberra (28 October – 1 November, 2019)

It is important that all students attend these activities as part of the College Curriculum, which centres on the development of the whole-child.

Electives for Year 9

ECONOMICS AND BUSINESS

Semester 1 – Money makes the world go ‘round’

The year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an ‘economy’ and explore what it means for Australia to be part of the Asia region and the global economy. They consider the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy, including the implications of decisions made by individuals, business and governments. The responsibilities of participants operating in a global workplace are also considered. Students investigate why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used.

The Apprentice

The aim of “The Apprentice” is to take student on an exciting journey into the world of enterprise and wealth creation. Students will be involved in many enterprise areas such as:

- What it means to be an entrepreneur by studying many current entrepreneurs;
- Record keeping and tracking progress;
- Developing a business idea;
- Venture production and evaluation. Student’s will have the opportunity to participate in a student-run business venture in Term 3 to demonstrate their entrepreneurial skill and flair.

DANCE

DA02 – Semester 1

In this semester, students will explore Popular and Hip Hop dance styles as well as Lyrical and Expressive dance forms, through practical and theoretical activities.

DA03 – Semester 2

In semester two, students will focus on Partner/Social dance styles and Contemporary movement. Over the two units’ students will complete Performance, Choreography and Appreciation assessments.

Over both semesters, students will analyse the Choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They will choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to each genre and style.

DESIGN TECHNOLOGY- Materials Design

Students use a range of materials, hand and power tools, laser-cutting and 3D printing equipment to create their projects. They will develop design ideas and produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking.

DIGITAL TECHNOLOGY

Learning in Digital Technologies focuses The aim of this course is to extend knowledge gained from Year 7 & 8 courses and develop a base for studies in Digital Technology in Years 10, 11 and 12. In

the first semester, students will learn: (i) basics of digital representation; (ii) building blocks of digital circuitry; and (iii) algorithms and software coding. In the second semester, students will learn: (i) active webpage coding; (ii) principles of database system design; and (iii) how to plan and build a simple database system.

DRAMA

DR02 – Child’s Play

Students will engage in Semester learning about drama in the style of Children’s Theatre. Through improvisation and dramatic role-play, students will develop knowledge and understanding of narrative story-telling and scriptwriting. Students will craft an existing storybook into a production for an audience of Years 1 & 2 students.

DR03 – All the World’s A Stage

Students will engage in a Semester learning the craft of staging a play. You will examine the many roles and functions involved in, on and around the stage. The crafts and talents of the crew backstage will be investigated. You will illustrate your understandings of stagecraft in a seminar presentation with a PowerPoint display. You will be taking a ‘behind the scenes’ role as well as an on-stage part throughout the semester. Play reading, analysis and reflection will play a key part in student learning.

DESIGN TECHNOLOGY - Food Specialisation

FT03 – Let’s Celebrate

Food is an important component of many special occasions. You will explore a range of special occasions including social, cultural, religious, historical and family such as Australia Day, St Patrick’s Day, Shrove Tuesday, Children’s Birthday Party, Mother’s Day, and Christmas. You will also examine the elements of small and large scale catering and complete a range of meal planning and presentation exercises using both fresh and convenience foods. A major assessment task involving planning a morning tea for a special guest complete with a table decoration theme will be completed in the second half of the semester.

Practical Experiences:

You will select, plan and prepare a range of foods suitable for a variety of special occasions whilst demonstrating appropriate food handling and presentation skills. Practical applications may include: Easter Muffins, Hot Cross Buns, Lamb Korma Curry, Sponge Cake, Hotcakes, Birthday Cakes.

FT04 – FT 04 FASHIONABLE FOODS

Food is a major consideration for consumer spending and an important part of the Australia life style. In this unit, students will examine past and current food trends and factors that influence the appeal and acceptability of a range of foods. Students will identify trends in dining, food service, food presentation and styling and learn about developments in food preservation. They will also learn the art of table service through the art of non-alcoholic beverages. A major assessment task will involve the planning and creating of a menu for a new Gold Coast restaurant.

Practical Experiences:

You will plan and prepare a range of foods that represent contemporary food trends. Practical applications may include: lemon butter, jam making, sticky date pudding, cheesecake, mustard chicken, barista skills and milkshakes.

DESIGN TECHNOLOGY - Textiles

TE03 –FEET UP

“Feet up” investigates the basic principles of sewing to produce a unique furnishing item for the home. During construction, students will explore different embellishments techniques such as quilting, screen printing, rolled hemming, twin needling or dyeing that can be used as a design feature on their ottoman. They will also investigate suitable fabrics for furnishing constructions. Students will be required to purchase some fabric for their ottoman construction.

TE04 –CARRY IT

“Carry It” is about designing and making a textile based product suitable for carrying clothes or gear used for leisure activities. It also considers textile production technologies and techniques with an emphasis on the functional and aesthetic aspects of design. Students will design and produce an article suitable for carrying clothes and/or sporting equipment. Students will be required to purchase some fabric for their bag construction.

GEOGRAPHY

Year 9 Geographers look at two units in Year 9, *Biomes and Food Security* and *Geographies of interconnections*.

Firstly, in the *Biomes and Food Security* units, students explore the availability of food in different parts of the world and try to investigate how do we feed a hungry world. Then they investigate the innovative Australian agricultural industry and what we are doing to increase food production and its effect of the environment.

In the *Geographies of Interconnections* unit, students look at festivals and fairs and what impact these travelling events have on the economy and environment around them. Finally, in our ever increasingly technological world, we are connected more and more by digital technologies. But what happens to the e-waste that is produced by a throw away digital society.

ITALIAN

IT03 – La Dolce Vita

Students will use a range of everyday Italian language both orally and in writing to exchange information about their personal, social and local issues. In particular, they will expand their knowledge of vocabulary and grammar in order to express feelings and opinions about their identity, extended families and pastimes. Students will also communicate and interact with each other and with online resources to create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ.

IT04 – Buon Viaggio

This elective is a continuation from “La Dolce Vita” and will enable students to explore Italy as a tourist destination. They will develop their Italian language skills to access and exchange information on their journey. Students will also learn about social and cultural practices in Italy. Written, aural and oral activities will assist students to develop their communicating and understanding skills, in preparation for Senior Italian.

MUSIC

MU02 – Land Down Under

Students will explore Australia’s musical heritage and examine modern popular Australian music and its development over the past sixty years. The musical concepts (rhythm, dynamics, tempo, instrumentation, melody, harmony, pitch, form, style and timbre) will be studied and students will experience singing, playing instruments, listening to various musical styles and examples, improvisation and composing. Students will perform a well-known Australian song for an audience of their peers.

Please note – students choosing Music as a Year 9 elective must play an instrument or sing.

MU03 – The Singer Songwriter

Students will explore, research and discover the art form that is the *Singer Songwriter* and the development of this genre over the past century. The musical concepts (rhythm, dynamics, tempo, instrumentation, melody, harmony, pitch, form, style and timbre) will be studied and students will experience singing, playing instruments, listening to various musical styles and examples, composing and recording. Students will perform a well-known song written by a renowned singer songwriter for an audience of their peers.

VISUAL ARTS

Visual Art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audience and specific purposes through images and objects.

Student's ideas are researched to inform visual responses that consider social and cultural issues. Design and visual documentation are used to develop images and objects from visual, verbal and tactile stimuli eg. creating a folio of work that is a conscious record of personal thoughts, feelings and ideas. Media is used in isolation and in combination to make arts works and visual elements and concepts in combination are used to create compositions. The focus in Year 9 is "Journey Within". Students will experiment and make artworks using a variety of media.

STEM

Students predict how future applications of science and technology may affect people's lives using project-based problem-based curriculum. Using a range of technologies including a variety of graphical representation techniques to communicate, students will generate and represent original ideas and production plans. They will investigate ideas and make connections to explore, create prototypes and trial ideas. Students will be encouraged to explore and question, think critically, solve complex problems, and communicate effectively in a digital world.

Futsal High Performance Program

The "Futsal High Performance Program" is offered to Assisi students who have shown (or intend to show) ability and a commitment to play Futsal or any of the associated games that share Futsal skills (e.g. Football, Fut-volley, Fut-tennis and Beach Soccer). The program operates as an "Elective" subject but students applying for a position in the program must meet criteria regarding demonstrated ability and proven or declared commitment.

Students wishing to choose this elective must fill out an official '**Futsal High Performance Program' Application Form** and submit it for consideration by the Director of Futsal. Successful applicants may be asked to attend a trial before acceptance is granted into the course.

The overall objectives of the Futsal Program are threefold:

1. To develop the Futsal skills, tactics and strategies of students to an elite level;
2. To use Futsal as a "tool" for educating students in life and curriculum matters;
3. To prepare students for employment in aspects of the Sports/Event Management industry.

To understand the philosophy behind offering Futsal as a subject at Assisi College, it is essential to understand the progression the studies intend to follow. Students in the **Middle Years Program (Years 7 to 9)** will learn the skills, tactics and strategies of the game in order to use them in the **Senior Years Program (Years 10 to 12)**, which will focus on the Senior students coaching these skills, tactics and strategies to students in the **Junior Years Program (Years 4 to 6)**. Senior Students will also undertake studies in how to plan, operate and implement tournaments for Junior and Middle Year students to compete against other schools in the local community.

The Assisi College Students participating in the Futsal Program will participate in five components:

1. **Practical Component**

In this component, students will learn the skills, tactics and strategies of the game of Futsal and the ability to adapt these skills, tactics and strategies to the similar games of Football, Fut-volley, Fut-tennis and Beach Soccer.

2. **Fitness Component**

In this component, students will undertake a fitness program, which improves all components of fitness but emphasises the specific fitness requirements of Futsal (e.g. agility, flexibility, speed, power, anaerobic capacity).

3. **Analytical Component**

In this component, students will be asked to use analytical skills to identify weaknesses of individual and team play (using video footage, statistics, computer databases or by watching games live) and then propose and implement strategies (e.g. a training program) to strengthen the recognized weaknesses.

4. **Event Management**

In this component, students will be asked to organize, operate and participate in coaching sessions, tournaments and exhibitions within the school and externally in the local community. Students will be required to acquire skills to prepare, organize, participate in and implement the event and critically reflect on the event's success.

5. **Affective Component**

This component will be integrated in the other four components. Students will study the various Sports Psychology approaches to dealing with positive and negative social situations arising from involvement in playing, coaching and organizing Futsal and related games (e.g. dealing with losing, dealing with winning, dealing with coaching young children, dealing with the general public when managing events).

Middle Years Program

The program in **Years 7 and 8** will have a major emphasis on the Practical and Fitness components. In the **Year 9 Program**, the Practical and Fitness components will be emphasised again, but both the Analytical and Event Management components will become increasingly important.