Assisi Catholic College

Curriculum Guide

Year Nine 2022

Middle Years of Schooling

In the Middle Years at Assisi Catholic College, we recognise the needs of our young adolescents by formalising a curriculum that allows each student to grow and learn uniquely within a community.

ShApe Your Tomorrow

INTRODUCTION

In the Middle Years at Assisi Catholic College, we recognise the needs of young adolescents by formalising a curriculum that allows each student to grow and learn uniquely within a community. As a College, we develop learning experiences that are enjoyable and engaging to meet our young adolescents' needs based on the principles of Middle Schooling.

This handbook is designed to support our Year 8 students make best decisions when selecting elective courses of study for Year 9. It contains relevant information pertaining to curriculum structures and courses that will be offered in 2022. Throughout Year 9, students will begin to consider their future directions and pathway options for Senior Years curriculum, by acknowledging their personal strengths, skills and past successes. Subjects studied in Year 9 should enable such future decisions to be made in confidence.

YEAR 9 CURRICULUM

In Year 9 all students will study a total of eight (8) courses each semester (6 core + 2 elective). The structure of the subject offerings for Year 9 2022 will be as follows:

These courses will all be delivered within the guidelines of the ACARA National Curriculum and Brisbane Catholic Education syllabus documents.

Core Subjects

- Religious Education
- English
- Mathematics
- Science
- Health and Physical Education
- History and Civics and Citizenship

Elective Subjects

- Dance
- Design and Technology – Textiles
- Design and Technology – Food Specialisation
- Design and Technology – Materials
- Design and Technology – Design
- Digital Technology
- Drama
- Economics and Business
- Futsal
- Geography
- Health and Recreation
- Italian
- Media Arts
- Music
- STEM
- Visual Arts

These courses will all be delivered within the guidelines of the ACARA National Curriculum and Brisbane Catholic Education syllabus documents.

The Subject Selection Process

Year 9 students will complete four Elective Subjects over two semesters. Students may however, select the same elective for both semesters.

Students are required to choose four (4) preferences for their Elective Subjects for 2022. This is made up of two (2) preferred courses for Semester 1 (selected in Term 3 Year 8) and two (2) reserve choices (selected in Term 3 Year 8). Year 9 Semester 2 subject selections will be selected in Term 2 of Year 9 2022.

Every effort is made to accommodate students' subject choices; however, some subject combinations may not be possible. It is for this reason that we ask students to select two extra choices as reserves.

Although all subjects are offered, on occasions there may not be viable numbers for a class (or a second class) to run within the timetable structure of the College. In such instances, we will refer to students' fifth and sixth preferences – therefore, it is imperative to only select subjects as preferences that you wish to be considered for.

In selecting Elective Subjects in Year 9, it is important that students consider:

- Areas that are of interest
- Achievement and success experienced in Year 7 and Year 8
- Potential pathways after school - university, TAFE, career and associated prerequisites
- Pre-requisites for Year 10 (English: C- in English; Literature: B in English; General Mathematics: C in Math; Mathematical Methods: B in Math; Specialist Mathematics: B in Math; Biology: B in Science; Chemistry/Physics: B in Science)

Students should not choose a subject based on

- Friends taking it
- The teacher who has taken it in the past
- They've heard it's easy
- They have heard they need to do it even though they hate it and haven't passed it previously

How can parents help?

- Supporting students in the subject selection process by discussing the topics studied in the subject outline provided in this handbook
- Encouraging participation in subjects where students can feel success
- Being aware of the school's expectations and assessment programs
- Taking opportunities to communicate with teachers to discuss their child's options for future pathways

YEAR 9 CORE SUBJECTS

RELIGIOUS EDUCATION

Course Description

In Year 9, the Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to the specific context of Assisi catholic College.

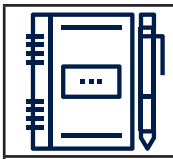
Sacred Texts: Old Testament (Four sources of the Pentateuch); New Testament (Biblical Criticism); Christian and Spiritual Writings and Wisdom(Writings 1750CE-1918CE)

Beliefs: Trinity: God, Jesus Christ, Spirit (Foundational Beliefs of Jesus); Human Existence (Good and Evil); World Religions (Monotheistic Religions understanding of God)

Church: Liturgy and Sacraments (Sacraments of Healing)); People of God(Christian Vocation); Church History (1750CE-1918CE)

Christian Life: Moral Formation (Good and Evil); Mission and Justice (Catholic Social teaching); Prayer and Spirituality (Catholic and wider Christian traditions)

Examples of Activities and Assessment	➢ Exams ➢ Research assessment ➢ Journaling ➢ Prayer and Meditation ➢ Critical analysis of source material ➢ Visual representations ➢ Biblical criticism
Pathways to Senior Subjects	➢ Study of Religion ➢ Religion and Ethics ➢ Certificate III and IV in Christian Ministry and Theology



ENGLISH

Course Description

In Year 9, students engage with a variety of texts for enjoyment; interpreting, creating, evaluating, discussing and presenting spoken, written and multimodal texts. They will develop skills to entertain, inform and persuade an audience through creating of a range of texts. Their learning experiences relate to the school curriculum, local community, regional and global contexts. Year 9 students are supported and extended to read literary texts more independently. These texts explore themes of human experience and cultural significance, interpersonal relationships and ethical and global dilemmas, within real-world and fictional settings, and represent a variety of perspectives.

In Term 1, students will study the allegorical text 'Animal Farm' and use persuasive language to respond to the novel. An analysis of 'The Greatest Speeches of All Time' will also be undertaken and students write their own speech in response. Through the study of 'Stories of Australia' in Term 2, students will identify the significance of the written word over time and the defining features of Australian language and culture. They will recognise thematic aspects and use them in their own narrative writing. Students also engage in a sub-unit on Shakespeare, reading sonnets exploring the playwright/author/poet's life and works. This prepares students for Year 10 English and Literature subjects, as well as connecting to poetry studies in the coming term. In Term 3, students will investigate Australian Identity and World War 1 through the analysis of a feature film and a poetry anthology. They will respond in both written and spoken modes, analysing and interpreting the texts creatively. Finally, in Term 4, students will read and study texts presenting issues and themes associated with adolescence. They will produce an e-Publication, identifying issues affecting this group and call their readers to action.

Examples of Activities and Assessment	➢ Persuasive Writing and Speaking ➢ Narrative Writing ➢ Poetry Circles ➢ Analytical Essay ➢ Feature Article ➢ Extended Response Exam
Pathways to Senior Subjects	➢ An "at standard" achievement in English is a pre-requisite for a number of subjects in the Senior Years. ➢ Essential English ➢ English ➢ Literature

MATHEMATICS

Course Description

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.

Examples of Activities and Assessment	➢ Exams ➢ Research assessment
Pathways to Senior Subjects	➢ Essential Mathematics ➢ General Mathematics ➢ Mathematic Methods ➢ Specialist Mathematics

SCIENCE

Course Description

Year 9 Science at Assisi Catholic College aims to give students the opportunity to continue to develop their critical thinking and inquiry skills, whilst remaining curious and having the opportunity to answer interesting and important questions about the scientific and technological world in which they live.

They will have the opportunity to develop their scientific understanding of the Biological, Physical, Chemical, and Earth and Space Sciences. Students will investigate the theory of Plate Tectonics and apply this to explain global patterns of geological activity and continental movement. They will identify and recognise major tectonic plates and have the opportunity to study Earthquake and volcanic activity. In Biology, students will explore the requirements for life and how the various body systems work together in a coordinated and specialised way. They will investigate the history and structure of an atom and learn how to draw diagrams to represent different elements and isoptopes in the Chemistry Unit. A study of Physics will allow them to explore energy transfer through different mediums and how to use the particle and wave models to explain this movement.

Students will also have the opportunity to develop their science inquiry skills by questioning and predicting, as well as planning and conducting experimental investigations. They will learn how to analyse patterns and trends in data, as well as describing the relationship between variables. Students will also evaluate claims, solve problems, develop evidence based arguments and draw conclusions.

They will explore Science as a Human Endeavour by investigating the development and role of science in decision making and problem solving, as well as looking at how advances in scientific understanding often rely on advances in technology and scientific discoveries.

Examples of Activities and Assessment	➢ Journaling ➢ Written review's ➢ Exams ➢ Experimental Investigations ➢ Student Experiment Assessment ➢ Research assessment ➢ Multimedia presentation ➢ Data Test
Pathways to Senior Subjects	➢ Biology ➢ Chemistry ➢ Physics

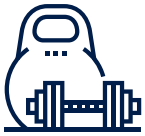
HISTORY AND CIVICS & CITIZENSHIP

Course Description

Year 9 History begins by exploring just how the world was changed by the Industrial Revolution. We then move chronologically to the colonisation of Australia. We look at the impact that this had on the First Peoples of Australia and then explore many of the diverse minority groups who have significantly contributed to the making of our nation including; Chinese immigrants in the Gold Rush, South Sea Islanders in QLD, the role of women in building a nation. We do this by learning to deeply analyse historical sources while assessing them for bias and perspective.

Semester 2 begins with a deep dive into the many facets of World War I. Students lead their own inquiry into any topic of their choosing and the unit culminates with an evening of commemoration where parents can experience the hard work of the students. Finally, with Year 9s on the cusp of voting age, we learn the ins and outs of Australia's democracy and investigate the governmental achievements of our past politicians.

Examples of Activities and Assessment	➢ Written report ➢ Seen source analysis exams ➢ Source investigation task ➢ Presentation Evening ➢ Speech
Pathways to Senior Subjects	➢ Modern History ➢ Legal Studies



HEALTH & PHYSICAL EDUCATION

Course Description

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement concepts. 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, 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 through a coaching unit.

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

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships
- challenge and adventure activities
- coaching games and sports
- lifelong physical activities

Examples of Activities and Assessment	➢ Performance critique/evaluations ➢ Reports ➢ Ongoing observation of practical performances and application ➢ Research assessment ➢ Performance in a range of sports such as Field Sports, Court Sports, Coaching, Table Tennis and Badminton
Pathways to Senior Subjects	➢ Physical Education ➢ Health, Recreation and Certificate III in Fitness

YEAR 9 ELECTIVE SUBJECTS

DANCE

Course Description

DA02 – Semester1

This unit is dedicated to building on the knowledge of dance elements to create meaningful dance choreography and understand and analyse dance works. Students will first explore a variety of physical movement techniques to ensure they understand the anatomy of how to appropriately warm up and cool down the body for practical work. Once this has been sufficiently explored, students will study the dance style of contemporary and unpack the importance of telling a story through the body. Concurrently students will learn about how to select appropriate music, costume and props to ensure an engaging performance. Semester 1 allows for students to deepen their understanding of how to analyse a text in extended response form, sit an exam on anatomy as well as participate in practical work dedicated to choreography building, all vital tools ahead of the senior curriculum.

DA03 – Semester 2

Semester 2 invigorates students through fast paced styles and experimental forms to ensure a high energy and challenging program. First students will track the history of jazz looking at Fosse through to trending dancers and artists in the industry today. Students will select their favourite decade of jazz and choreograph a routine that reflects the chosen style. At the conclusion of Year 9 students will have the freedom to select a musical, dance style and song to build a musical theatre performance for a live audience. This challenge will involve building choreography, costuming, props, make up and working as team to ensure an engaging performance that appropriately utilises the elements of Musical Theatre. Students who study dance in both semesters 1 and 2 will have a sound understanding of the core styles before moving onto more hybrid forms in Year 10.

Examples of Activities and Assessment	➢ Journaling ➢ Performance critique/evaluations ➢ Ongoing observation of practical performances and application ➢ Research assessment ➢ Performances ➢ Choreography
Pathways to Senior Subjects	➢ Dance

DT - DESIGN

Course Description

The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Students learn about and experience design through exploring, developing and refining ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating proposed solutions. Students present and communicate their design proposals to suit different target audiences through a visual folio and/or PowerPoint presentations.

Design supports the development of critical and creative thinking and prepares students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies such as laser cutting/etching, 3D printing and sticker reprographics. A course of study in Design can establish a basis for further education and employment in a range of professions such as architecture, engineering, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Examples of Activities and Assessment	➢ Visual Journal ➢ Design Folios ➢ Protoyping
Pathways to Senior Subjects	➢ Design ➢ Engineering

DT - FOOD SPECIALISATION

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of the impact of food on society, food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food. Students select, use and apply appropriate terminology, resources and a broad range of media to accurately communicate ideas, understanding and skills to a variety of audiences.

Students will develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. They will also investigate the food science behind the preparation of food end products. Students will undertake practical cooking lessons each week to develop and refine their culinary skills. Practical activities may include mustard chicken, chocolate brownies, chocolate self-sauce pudding, home-made ice-cream, chicken in white sauce vol-au-vents etc

Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment and the food industry. Students have understanding, knowledge and skills of a range of processes, resources and technologies, including computer software, appropriate to the planning, preparation, manufacture, experimentation and plating of food. Students have a body of knowledge, skills, values and attitudes and apply these in a practical manner.

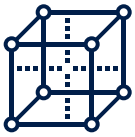
Unit 1: Food and Nutrition "What about me"

Students will explore the nutrient needs of a healthy teenager for the 21st century. Students will then examine a range of adolescent diets; vegetarians, sport conscious, fitness, healthy take-away/snack foods, why breakfast is important, as well as adolescent nutritional problems: anaemia, obesity, dental caries. Students will then develop, produce, and evaluate a meal for the teenager consumer market.

Unit 2 : Food Product Development: "Snack Founder"

An ever-increasing array of food products are available in the marketplace as a result of food product innovations. Students will examine the reasons for developing food products and the impact of past and present food product innovations on society and explore the processes in food product development. Students will develop, produce and evaluate a food product.

Examples of Activities and Assessment	➢ Journaling ➢ Written evaluation ➢ Weekly Practical cooking activities ➢ Individual Practical Exam ➢ Birthday Cake Design Task
Pathways to Senior Subjects	➢ ATAR – Food and Nutrition ➢ ATAR - Design ➢ Applied – Fashion ➢ Cert II Kitchen Operations ➢ Cert II Hospitality



DT - MATERIALS

Course Description

The course provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work in a safe, new and exciting environment. Students investigate the nature and functions of available materials and resources through the application of inquiry, research, and problem-solving methodologies. Students will be able to confidently transfer their skills and problem-solving abilities to future life situations. Design Technology also aims to assist in the development of fine motor coordination, confidence and self-esteem through achievement orientated tasks.

Students will be challenged by researching, designing and creating their own personalised projects, making use of laser technologies to enhance decorative appearance.Typically, students work with timber, metals, plastics, tiles and other associated hardware. They will also have the opportunity to make use of 3D printing technologies to create a prototype ear pod cable organiser, keepsake box or toy maze. Throughout the course, students will evaluate all design solutions against their own devised criteria.

Examples of Activities and Assessment	➢ Journaling ➢ Design Folios ➢ Ongoing observation ➢ Practical Expertise
Pathways to Senior Subjects	➢ Industrial Technology Skills ➢ Certificate 1 in Construction ➢ Certificate 2 in Engineering

DT - TEXTILES

Course Description

Students will undertake practical project work to explore the properties and performance of sewing with a knitted fabric to produce a winter favourite, the hoodie.

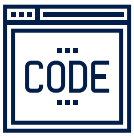
Students will demonstrate practical skills in design and in the manipulation of textiles, including the ability to select and use appropriate techniques, equipment and technologies. Through the production process students will learn the craft of open seams, how to use an overlocker, sewing with a knitted fabric, following a pattern, using a variety of sewing machine stitches, creating a pocket and fabric decoration. These investigations enable the student to design, produce and evaluate a quality textile item.

Throughout the practical construction process, students will follow the design process to document their ideas, investigate people's body silhouette, experimentation, research, testing ideas and evaluation within their design journal. Students will reflect on and evaluate decisions made in the production of their textile item and consider their impact on the individual consumer, environment and society.

Design task:

Design, produce and evaluate a winter hoodie that reflects your personality and body shape.

Examples of Activities and Assessment	➢ Journaling ➢ Written evaluation ➢ Weekly Practical activities ➢ Textile Item Construction
Pathways to Senior Subjects	➢ ATAR – Design ➢ Applied – Fashion



DIGITAL TECHNOLOGY

Course Description

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking. You will be engaged in a variety of activities to broaden your experience, such as: exploring the basis of digital hardware, creating simple hardware applications, controlling hardware with code, organising information, creating of web-based information displays, and analyse scenarios to create workable solutions to challenges.

Projects include building simple logic circuits, using a microprocessor to control simple circuit hardware, coding a microprocessor, creating a database and accessing it in webpages, using digital solution management cycles to create a DT solution; and relevant progress tests for required knowledge.

Examples of Activities and Assessment	➢ Simple circuits ➢ Coding and Programming ➢ Creating digital solutions ➢ Formal tests
Pathways to Senior Subjects	➢ Digital Solutions

DRAMA

Course Description

SDR02 – Theatre for the Now

This semester looks at covering two foundational styles of Drama that reflect what is required in the industry and senior curriculum today. Initially, students will analyse and learn about the elements of drama through scripted performance. This unit involves studying a text and understanding the importance of character, tension and dramatic meaning to build a scene for a live audience. Following on from this, students will explicitly explore Physical Theatre as a means of storytelling to look at how space, time, place and characterization can be manipulated through employing techniques that move beyond the spoken text. These units complement one another as student's complete semester 1 with a clear understanding of the components that make a successful piece of theatre in the twenty first century.

DR03 – What Goes Around Comes Back Around

This unit will bridge the gap between the junior and senior curriculum, giving students the opportunity to devise a piece of theatre for a live audience. The work will include an adaption of Shakespeare, as students look to unlock the core of why Shakespeare is still relevant, bringing the play 'Twelfth Night' to the modern era of today. Students will learn how to craft staging a play and examine the roles and functions involved in, on and around the stage. The challenge of an industry pitch will be implemented where students will have to justify their reasoning for adaption choices and how they will transform the text, to be given the approval to commence practical work on developing the piece of theatre. Play reading, analysis and reflection will play a key part in student learning.

Examples of Activities and Assessment	➢ Journaling ➢ Performance critique/evaluations ➢ Ongoing observation of practical performances and application ➢ Research assessment ➢ Performances
Pathways to Senior Subjects	➢ Drama

ECONOMICS AND BUSINESS

Course Description

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.

Semester 2 - 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;
- Entrepreneurial characteristics and skills;
- 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 4 to demonstrate their entrepreneurial skill and flair.

Examples of Activities and Assessment	➢ Journaling ➢ Exam ➢ Ongoing observation of practical and application ➢ Research assessment
Pathways to Senior Subjects	➢ General Business ➢ Certificate III Business

FUTSAL

Course Description

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 will be asked to attend a trial before acceptance is granted into the course.

The overall objectives of the Futsal Program are threefold:

- To develop the Futsal skills, tactics and strategies of students to a high level;
- To use Futsal as a "tool" for educating students in life and curriculum matters;
- 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 subsequently 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.

All Units of Work in the Middle Years (Years 7-9) are built around 5 Key Components:

- **Practical Component**: understanding and applying the skills, tactics and strategies of the game
- **Physiological Component**: improving all components of fitness, emphasising the specific fitness requirements of Futsal (e.g. agility, flexibility, speed, power, anaerobic capacity) as well as learning about the prevention and management of injuries.
- **Analytical Component**: analysing and evaluating to identify weaknesses of individual and team play (using video footage, statistics, computer databases or by observing games live) and then proposing and implementing strategies (e.g. a training program) to strengthen the identified weaknesses.
- **Event Management**: preparing, organising, implementing and reviewing coaching sessions, tournaments and exhibitions within the school and externally in the local community.
- **Psychological Component**: studying and applying the mental aspect of the game, including Sports Psychology and the processes of dealing with positive and negative social situations arising from involvement in playing, coaching and organising Futsal (e.g. coping with the contrasting situations of losing and winning, dealing with the various challenges of coaching young children, handling the general public when managing events).

FUTSAL

Examples of Activities and Assessment	➢ Ongoing Assessment of Skill Acquisition and Tactical Awareness ➢ Creating Videos to Analyse and Promote Futsal ➢ Sitting Exams e.g. Rules Tests ➢ Organising small Futsal Events e.g. a tournament
Pathways to Senior Subjects	➢ Futsal is an ATAR Applied Subject studied in Year 11 and 12 using the guidelines of the Sport and Recreation Syllabus.

GEOGRAPHY

Course Description

Year 9 Geographers study two units; Biomes and Food Security in Semester 1 and Geographies of Interconnections in Semester 2.

Firstly, in the Biomes and Food Security units, students investigate the different ecosystems in the world and how humans have altered these biomes for their own purposes. They then explore the availability of food in different parts of the world and examine how we try to combat poverty and feed a hungry world. Additionally, we look at the inequities that arise in the food industry in different parts of the world.

In the Geographies of Interconnections unit, students look at the mounting global issue of e-waste and just how many resources are consumed in the process of consumption in a throwaway digital society. Finally, we explore the problems that occur in the travel industry such as child labour, environmental degradation, and economic issues that are related to the industry, including the impact of Covid19.

Examples of Activities and Assessment	➢ Exams ➢ Field trips ➢ Research assessment ➢ Digital portfolio ➢ Data representation ➢ Data interpretation ➢ Infographic creation
Pathways to Senior Subjects	➢ Geography

HEALTH

Course Description

In the Year 9 curriculum 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 and their own health and wellbeing.

In this Year 9, elective students will explore concepts and strategies to evaluate and refine their own and others' health and wellbeing. Students analyse how participation in physical activity, good nutrition and adequate sleep influence an individual's identity. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration and identifies support networks within our local area.

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

- Dimensions of Health
- First Aid
- Health benefits of physical activity
- Lifelong physical activities
- Mental health and wellbeing

Examples of Activities and Assessment	➢ Written reviews/reports/articles ➢ Research assessment ➢ Participation in group work
Pathways to Senior Subjects	➢ Physical Education ➢ Health, Recreation and Certificate III in Fitness

ITALIAN

Course Description

Students have prior experience of learning Italian from Years 7 and 8 and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Italian may feature in these.

IT03 – La Dolce Vita

Students will engage in an investigation of the concept of "La Dolce Vita" or "The Sweet Life" in Italian. They will expand their knowledge of vocabulary and grammar in order to express feelings and opinions about their identities, extended families and pastimes. In particular, they will participate in a range of speaking, listening, reading and writing activities to demonstrate their understanding of the Italian language and culture.

IT04 – Buon Viaggio

This elective is a continuation from "La Dolce Vita" and will enable students to explore Italy as a tourist destination. The Italian lifestyle, art, food, fashion, sporting events, architecture and scenic beauty attract some 40 million tourists to Italy each year. Students will develop their language skills to access and exchange information on their journey through Italy. They will also learn about social and cultural practices. Written, aural and oral activities will assist students to develop their communicating and understanding skills, in preparation for Senior Italian.

Examples of Activities and Assessment	➢ Dialogues ➢ Speeches ➢ Oral presentations ➢ Vocabulary tests ➢ Grammar tests ➢ Writing tasks ➢ Reading comprehension tasks ➢ Listening comprehension tasks ➢ Bilingual research presentations
Pathways to Senior Subjects	➢ Years 10, 11 and 12 Italian

MEDIA ARTS

Course Description

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

Examples of Activities and Assessment	➢ Folio of works (digital) ➢ Analytical Research Assignment ➢ Work Book Evaluation
Pathways to Senior Subjects	➢ 10 Film TV and New Media, 11 &12 FTV&NM (General), Media Arts in Practice (Applied)

MUSIC

Course Description

MU02 – 'Exploring Australian Music'

Students will explore contemporary Australian music and its development since the 1950's. They investigate music of the Aboriginal and Torres Strait Islander peoples to gain an appreciation and understanding of Australia's unique musical heritage. The fundamental elements of music (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 collaborate in groups to research, analyse and perform popular Australian repertoire, further developing their artistry and musicianship. They will also investigate musical anthems and learn how music can be purposefully composed to reflect and represent the identity of various people, places and cultures.

MU03 – 'I've Got The Blues'

Students will be exposed to the Blues as a powerful form of musical expression. They will study the stylistic features and development of this genre over the past century, identifying and applying characteristics of the style to their own music making and performing. The musical concepts (pitch, duration, expressive devices, structure, timbre and texture) are studied and students will analyse the way these techniques are creatively utilised in popular Blues repertoire to communicate meaning to audiences. Students will be given the chance to compose a Blues composition of their own using modern recording technologies. They will also demonstrate their understanding of the musical concepts associated with the Blues in a live performance task in front of an audience of their peers.

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

Examples of Activities and Assessment	➢ Exams ➢ Ongoing observation of practical performances and application ➢ Research assessment
Pathways to Senior Subjects	➢ Music

STEM

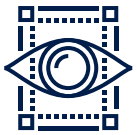
Course Description

STEM is a 21st Century curriculum that involves teaching Science, Technology, Engineering and Mathematics in a holistic environment, using project-based activities. STEM uses an interdisciplinary and applied approach to learning, that aims to engage students and give them clearer meaning and purpose to these disciplines. STEM involves a real-world problem solving and inquiry-based approach, where students develop and apply their knowledge and skills through project-based challenges. Year 9 Students will study the STEM elective over a period of two terms. Their challenge will be to find a suitable location in Australia to launch manned space rockets, which will transport the astronauts to the International Space Station.

The first part of the project will include the collaborative brainstorming of ideas and group discussion, extensive research and data collection, as well as creating a checklist of essential requirements. Initially, students will need to investigate the three current launch sites around the world and identify the parameters that make these sites suitable and effective for launching rockets. This will enable students the opportunity to replicate real-world, problem-solving situations and draw on the strengths and ideas of different individuals in their group, as well as learning to work effectively as a team. Ideas will need to be tested and refined, as skills are developed, and new information and knowledge is obtained. A portfolio will be developed by each group and these will be presented back to the class in a way that enables the sharing of information to be used for the next part of the project.

The final part of the Year 9 STEM project will require the students to use the compiled reports from the initial stage and design a potential new launch site in Australia. Students will need to consider the design of the structure, power supply, waste management, cultural impacts, climate limitations, and the impact on the environment of the new launch site. It will also need to be determined by the students why this site has been chosen, as well as a general layout of the facilities required to house the manufacturing, administration and living requirements for sustaining a viable space exploration program in Australia.

Examples of Activities and Assessment	➢ Journaling ➢ Practical critique/evaluations ➢ Ongoing observation of practical activities and challenges ➢ Problem-solving activities ➢ Research ➢ Portfolio construction ➢ Excursions and/Incursion ➢ Use of computer design software ➢ Project Portfolio, Scientific Report and 3D Walkthrough will be the summative assessment tasks for this project.
Pathways to Senior Subjects	➢ Physics ➢ Biology ➢ Chemistry, Engineering, Design, General Mathematics, Mathematical Methods, Specialist Mathematics.



VISUAL ARTS

Course Description

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by using visual techniques, technologies, practices and processes.

Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge to make critical judgements about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Examples of Activities and Assessment	➢ Visual Diary ➢ Research assessment ➢ Artist Statement ➢ Resolved Art work/ Folio of works
Pathways to Senior Subjects	➢ Year 10 Visual Art, 11 & 12 Visual Art (General), ➢ 11 & 12 Visual Arts in Practice (Applied)

thank you

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