



ST MICHAEL'S
COLLEGE

SCIENTIA ET CARITAS

Curriculum Handbook

Year 9



The Essentials

- A message from the Learning & Teaching team
- Core subjects in Year 9
- Elective selection



The Tools

- Advice regarding selection
- How to make a selection
- How to access SSO



Electives

- Economics and Business
- Geography
- Dance
- Drama
- Media Arts
- Music
- Visual Art
- Design & Technologies: Materials & Technologies
- Design & Technologies: Engineering Principles & Systems
- Design & Technologies: Food Specialisation
- Design & Technologies: Textiles
- Digital Technologies
- Netball Focus Program



ST MICHAEL'S
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SCIENTIA ET CARITAS



Things to remember...

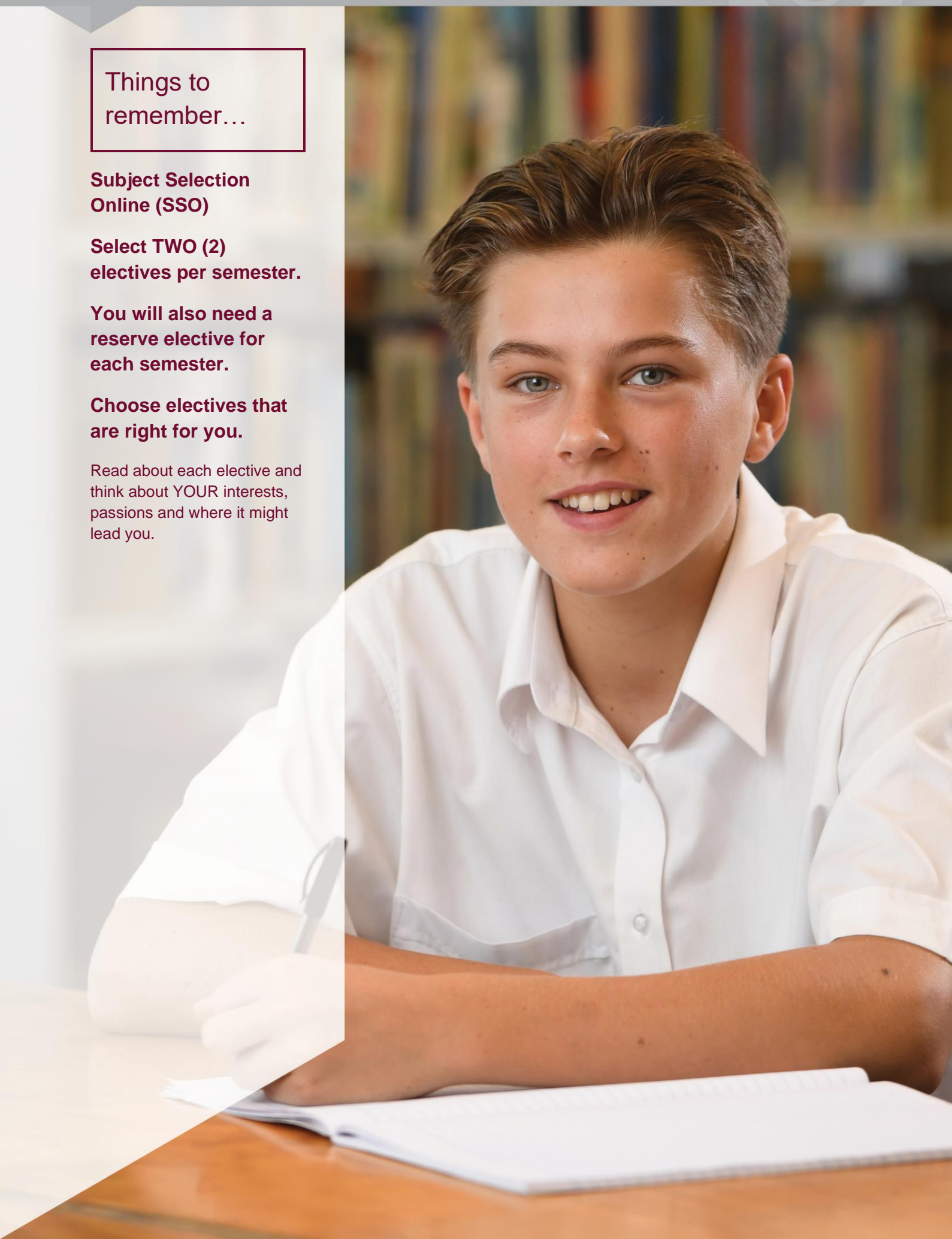
Subject Selection Online (SSO)

Select TWO (2) electives per semester.

You will also need a reserve elective for each semester.

Choose electives that are right for you.

Read about each elective and think about YOUR interests, passions and where it might lead you.



A message from the Learning & Teaching team

The Year 9 curriculum at St Michael's College is structured around the **Australian Curriculum** and areas of interest. To encourage student engagement, students are provided with the opportunity to experience new subjects and to extend their learning in particular subject areas. Year 9 is an exciting time for students as they have greater influence over their learning program. The Year 9 curriculum at St Michael's recognises that, as students reach this stage of their secondary schooling, they begin to seek new learning opportunities which promotes a breadth and depth of educational experiences which provides the foundations for their future learning pathway.

The development of the Year 9 curriculum is designed to provide learning experiences which engage students in a challenging academic program - focusing on the development of general capabilities - to equip students with the knowledge and skills they need to meet the complex demands of a contemporary context.

In Year 9, students can exercise some choice over their curriculum path. Whilst the core subject areas of Religion, Mathematics, English, Science, History and Health & Physical Education remain fundamental components in preparing students for their future pathway, students in Year 9 are provided the opportunity to **pursue their curiosity and challenge themselves across a range of elective subject** areas. It is important to reflect on the subjects that students enjoy and in which they have achieved success so that they emerge as independent leaders with a defining vision for their future that they will be nurtured through their senior years.

When making choices with regards to the subjects that students will elect, consider the following:

- **Ability to succeed in the subject:** Through Year 7 and 8 students have engaged in a variety of elective subject areas. Students may have had greater success in some of these areas, compared to others. Success in subjects may be due to a student's aptitude, hard work and perseverance. It is important to remember a student's ability to cope with the subject requirements are usually reflected in their assessment results.
- **Interest in the subject:** It is important that students choose subjects because they have a genuine interest in the content and skills of the subject. Reflecting on one's strengths, weaknesses and interests will assist with appropriate subject choice.
- **Preparation for further study:** Whilst the core subjects of Mathematics, English and Science prepare students well for most senior subjects, students may have a distinct preference to complete studies in a particular field and these desires may influence their choice of elective studies.

When making your selections, consider a balanced mix of electives and select subjects which you enjoy and have success in.

Consider the following points when selecting your subjects:

- your ability and potential
- the difficulty of the subject
- preparation for certain senior subjects
- possible career directions
- your passion and interests

You should avoid selecting subjects based on:

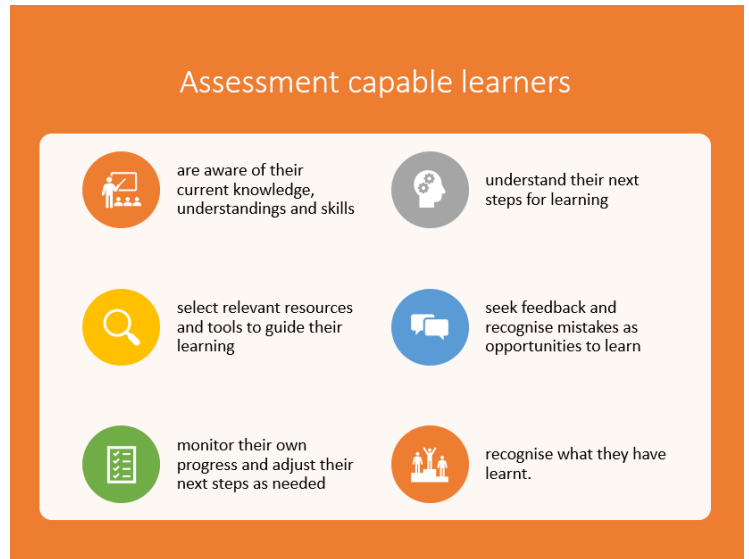
- the opinion of another saying it's no good
- subject choices of your friends
- whether you like or dislike the teacher
- whether you think the subject is orientated towards boys or girls
- an unrealistic assessment of your ability in the subject

Developing Assessment Capable Learners

Focusing on developing Assessment capable learners builds resilient and lifelong learners who have the confidence and skills to demonstrate their knowledge, understanding and proficiencies across all learning areas and in real world situations, including assessment environments.

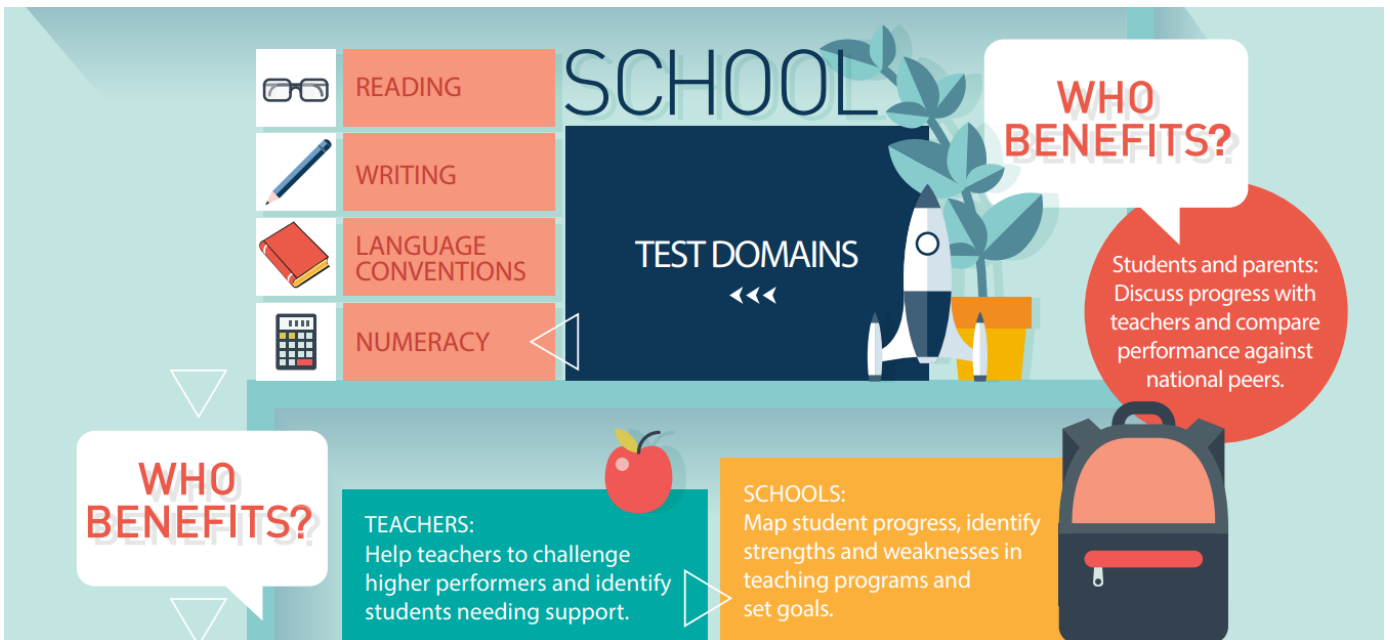
To monitor progress in learning, the students and teachers use data collected to make informed decisions about the next steps in learning, at a whole year level, class level and individual level.

Year 9 is another juncture where data is collected in literacy and numeracy through NAPLAN online.



NAPLAN gives a snapshot of how children are performing in reading, writing, spelling, punctuation, grammar, and numeracy. It complements other effective classroom assessment and reporting practices.

Who benefits from the NAPLAN testing? School, Teachers, Students and Parents.



Core subjects in Year 9

(In line with the implementation of the Australian Curriculum & Brisbane Catholic Education)

- Religion
- English
- Mathematics
- Science
- History
- Health & Physical Education

Elective selection

Students are to study four electives:

NOTE: Some electives may be withdrawn, offered as a composite and/or flexible delivery mode based on the number of students wishing to undertake the subject after the subject selection process.

<p>Humanities & Social Sciences Learning Area Economics & Business Geography</p>	<p>Health & Physical Education Learning Area Netball Focus Program</p>
<p>Arts Learning Area Drama Dance Music Visual Art Media Arts</p>	<p>Technology Learning Area Design & Technologies (Materials & Technologies) Design & Technologies (Engineering Principles & Systems) Design & Technologies (Food Specialisation) Design & Technologies (Textiles) Digital Technologies</p>



Subject Selection Online (SSO)

Select subjects using Subject Selection Online.

Subject finalisation after selections

The data will be placed in timetable software and student choice will determine the subjects offered. Subjects may not be offered based on low numbers, teacher availability or rooming requirements.



Advice regarding selection

As an overall plan you are advised to choose subjects:

- you enjoy
- that reflect your interests and abilities
- that develop skills, knowledge, and attitudes useful throughout your life.

Students **can** elect to study the **electives from the same learning area** studied in both semesters. However, it is recommended that students continue to experience **all learning areas** to assist them in making an informed choice of pathway through the senior phase of learning, Year 10 to 12.

For example, Drama can be studied in both semesters.


How to make a selection

Using the Subject Selection Online tool, **please select TWO (2) electives for each semester.**

Following this, please select ONE (1) reserve elective (for each semester) that you will be prepared to study if there is a clash with electives chosen/or number do not warrant continuing to offer the Unit.

How to access SSO

Use the Subject Selection Online (SSO) link that has been emailed to you. If you forget your login details, you can click on 'Obtain PIN/Password'.

<p>Access Link</p> <p>Use the subject Selection Online (SSO) link that has been emailed to you.</p> 	<p>Login</p> <p>On the login page you will be asked to put in your LOGIN and PIN.</p> <p>Example login and pin for Mary Smith, born 1st January 2000:</p> <p>Login: email handle <i>(msmith02)</i></p> <p>Pin: 01012000 <i>(date and month must contain 2 numerals; year must contain 4 numerals)</i></p>	<p>Complete and Validate</p> <p>Proceed through the subject selection steps.</p> <p>Validate and Sign</p> <p>Parent check to validate selections. Use email to access pin.</p> <p>Generate report, print, sign and return to student reception. You should also email a copy of the report to yourself.</p>
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RELIGION

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. They consider sources of inspiration, strength, and guidance for believers today, including Catholic social teaching, the three forms of penance. Scripture, celebration of the Sacraments of Healing and personal and communal prayer experiences. They are introduced to two forms of Biblical 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. Students learn about the divergent understandings of God in the monotheistic religions. They develop their understanding of three foundational beliefs of Christianity and consider their significance for believers.

Unit 1	Unit 2	Unit 3	Unit 4
Making Sense of Jesus	Call To Respond	Let there be Light	Learning from the Past
Inquiry question: How do we live the foundational beliefs of Christianity?	Inquiry question: How do writing and key messages of religious and lay leaders inspire us today?	Inquiry question: Why does a good, loving God permit evil things to take place?	Inquiry question: What was the Church's Response to the Making of the Modern World?

Achievement Standard:

Religion Learning Concept Map

DEEP LEARNING

Evaluate and draw conclusions about the significance of foundational beliefs in the lives of believers.

Consider ways in which believers live their Christian vocation.

Differentiate ways in which believers nurture their spiritual lives through personal and communal prayer experiences.

Demonstrate an understanding of the co-existence of good and evil in the world throughout human history.

SURFACE LEARNING

Analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam).

Consider and decide how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.

Distinguish between the participation of believers in the priestly, prophetic and kingly works of Jesus Christ.

Analyse the causes and effects of events and developments in the Church from c. 1750 CE – c. 1918 CE and **draw conclusions** about their importance. They

- **analyse** perspectives of the writings of various religious and lay leaders at that time
- **evaluate** the impact of Catholic social teaching on an individual's moral behaviour
- **evaluate** the impact of Catholic social teaching on the Church's response to emerging moral questions.

Propose their own interpretation about the experience of sin in the world.

Examine three foundational beliefs of Christianity: the Incarnation, Resurrection and Ascension of Jesus.

Evaluate and draw conclusions about the significance of the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present.

Evaluate and draw conclusions about the significance of the three forms of penance (prayer, fasting and almsgiving).

Differentiate the ways believers nurture their spiritual lives through personal and communal prayer experiences including:

- the prayers and writings of Christian spiritual fathers and mothers
- prayers for forgiveness and healing especially the Penitential Act
- Christian Meditation
- meditative prayer practices especially praying with labyrinths.

Participate respectfully in a variety of the above prayer experiences.

Assessment

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	Examination	Multimodal	Analytical Essay	Assignment
Conditions	In class 40 minutes Short Response to stimulus	3-4-minute presentation	Extended response 500-600 words	500-600 words
Cognitive Verbs	Evaluate, Draw Conclusions, Differentiate, Analyse, Examine			

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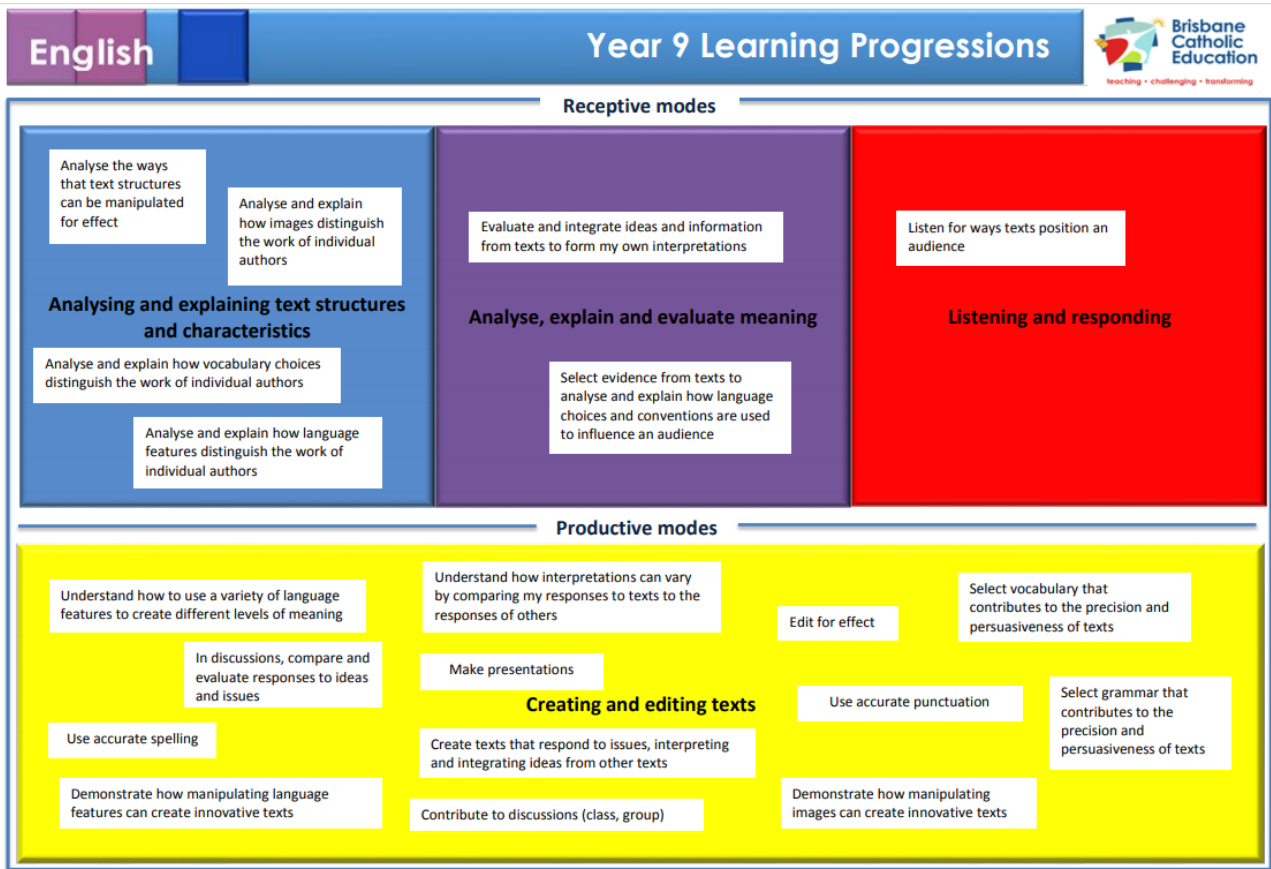
ENGLISH

Year 9 English at St Michael's College provides opportunities for students to engage in a wide variety of classic and contemporary texts, as well as develop their own extended responses using their imaginative, persuasive, and analytical ideas. The English curriculum is built around the three interrelated strands of language, literature, and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Unit 1	Unit 2	Unit 3	Unit 4
What will tomorrow bring?	Stories from stories	Protest poetry	Representations in texts
<p>This unit captures the question of 'What if?' as students examine the influence of science fiction on the world.</p> <p>Students engage in a range of science fiction texts, and form opinions on the influence of sci-fi on society. They extend their persuasive spoken skills through studying exemplars, practice and persuasive speaking activities.</p>	<p>Students engage in the close study of the classic text, <i>The Outsiders</i>. They discuss and examine the author's choices in the construction of characters, setting and plot. They develop their own skills in writing creatively and using narrative structure – culminating in providing their own submission as an extra chapter or filling the gap of part of the stimulus text.</p>	<p>In this unit, students look at 'agents for change' and the way texts can be used to enact action on a range of issues. Iconic protest poetry and songs are introduced and analysed, with a focus on the aesthetic features and techniques used to move the audience. Students provide their own interpretation of the impact of the protest poem.</p>	<p>Students hone their analytical skills in a play study of <i>12 Angry Men</i>, through unpacking characters, concepts, and writer's choices. They are introduced to using evidence from texts to support contentions, and how to create their own thesis based on a question. They explore the analytical essay genre.</p>



Achievement Standard:



Assessment

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	Extended Response: Persuasive Multimodal	Extended Response: Imaginative	Extended Response: Analytical Multimodal	Extended Response: Analytical
Conditions	Spoken 4-6 minutes Pre-recorded or live	600-800 words Filling a gap or providing an extra chapter	Spoken 4-6 minutes Pre-recorded or live	600-800 words Seen question Examination conditions
Cognitive Verbs	Analyse, persuade, discuss, explain, describe, inform, elaborate.			

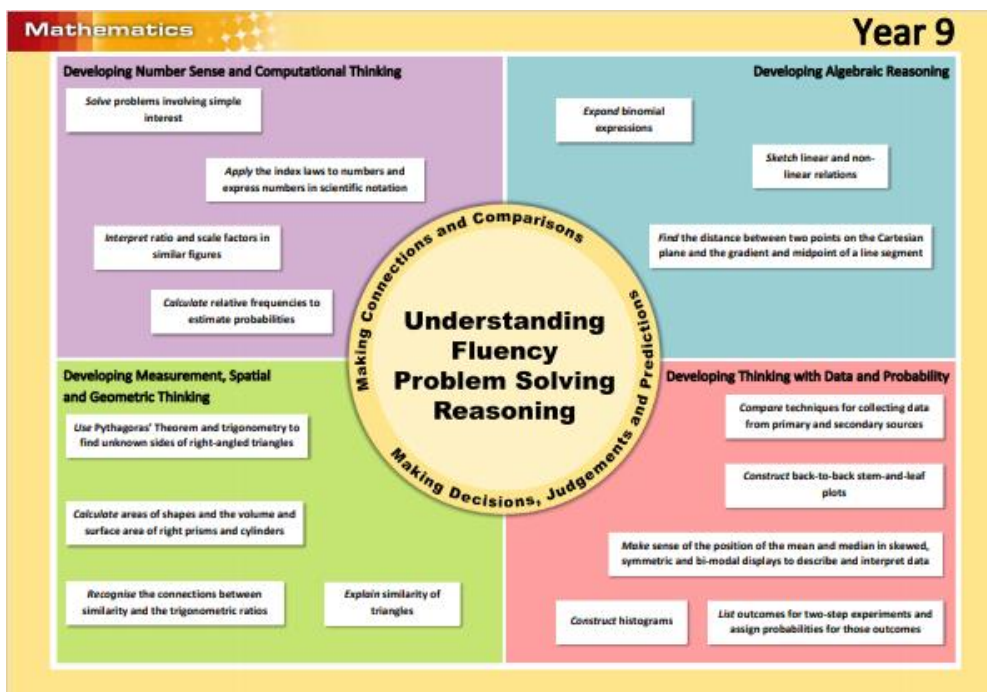
MATHEMATICS LEARNING AREA

MATHEMATICS

In Year 9, Mathematics consolidates and extends students' understanding, fluency, problem-solving and reasoning across the content strands of number and algebra, measurement and geometry, and statistics and probability.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Linear graphs Linear equations Non-linear graphs 	<ul style="list-style-type: none"> Index laws Scientific notation Measurement Similarity and scale factor 	<ul style="list-style-type: none"> Pythagoras' theorem and trigonometry Financial mathematics Algebra 	<ul style="list-style-type: none"> Statistics Probability

Achievement Standard:





Assessment

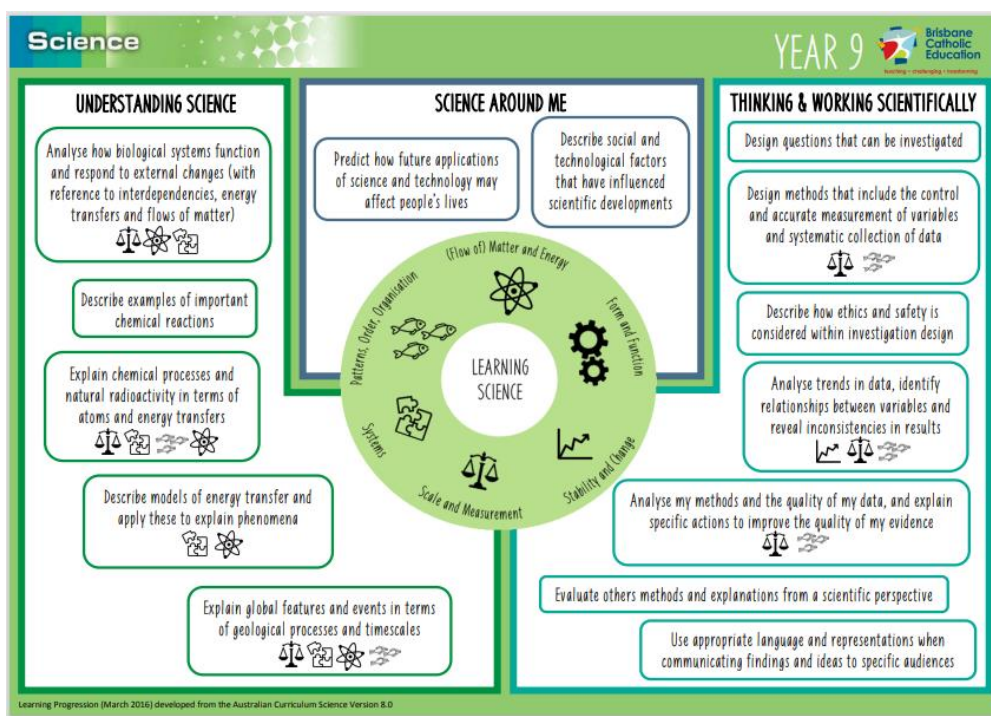
	Term 1	Term 2	Term 3	Term 4
Assessment	Examination	Examination	Problem-solving and Modelling Task (PSMT) Examination	Examination
Conditions	<ul style="list-style-type: none"> • Written • 2 x 45 minutes + 5 minutes perusal 	<ul style="list-style-type: none"> • Written • 2 x 45 minutes + 5 minutes perusal 	<ul style="list-style-type: none"> • Pythagoras theorem & Trigonometry Task • 600–800 words • Up to 50minutes online 	<ul style="list-style-type: none"> • Written • 2 x 45 minutes + 5 minutes perusal
Cognitive Verbs	<ul style="list-style-type: none"> • Assign, construct, solve, apply, compose, interpret, describe, explain, calculate, recognise, use 			

SCIENCE

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons, and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Unit 1	Unit 2	Unit 3	Unit 4
Energy – Waves & Particles	Life in the Balance	Patterns of Chemistry	The Changing Earth
Inquiry questions: <ul style="list-style-type: none"> How does energy travel? How does heat transfer through different mediums? What is electricity? 	Inquiry question: <ul style="list-style-type: none"> How do biological systems regulate themselves? 	Inquiry questions: <ul style="list-style-type: none"> Can you build an atom? How is energy transferred in a reaction? 	Inquiry question: <ul style="list-style-type: none"> How does the changing earth affect you?

Achievement Standard:





Assessment

	Term 1	Term 2	Term 3	Term 4
Assessment	Examination	Research Report	Student Experiment	Examination
Conditions	<ul style="list-style-type: none"> • Short Response • 55 minutes 	<ul style="list-style-type: none"> • Scientific report 600-800 words 	<ul style="list-style-type: none"> • Scientific report 600-800 words for introduction, discussion and conclusion 	<ul style="list-style-type: none"> • Short Response • 55 minutes
Cognitive Verbs	Describe, Apply, Explain, Analyse, Predict, Design, Identify, Evaluate, Use			

HEALTH & PHYSICAL EDUCATION

Health & Physical Education is offered as a semester unit. 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 and online situations. Students learn to critically analyse and 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. (ACARA).

Netball Focused Health and Physical Education classes

Students will have the option to choose a “netball focus” Health and Physical Education class. This focus has been offered for students who have a genuine interest and desire to improve their skills and game play in netball. This is an opportunity to develop a higher understanding of the game and receive tailored feedback from experienced quality coaches to improve students’ individual performances.


All students in this program will satisfy the curriculum requirements for Health and Physical Education.

Students wanting to engage in this alternate program will need to complete a written application and staff will be in contact to explain the process involved through selections. We encourage all interested students to apply.

Students will also be required to select The Netball subject elective to be eligible for this class.

Unit 1	Unit 2
Healthy You	Evolving Relationships
<p>This focus area addresses the role of food and nutrition in enhancing health and wellbeing. Students also address the influence and impact regular physical activity participation has on individual and community health and wellbeing. The content supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices. In addition, students address the impact of making active choices and exploring the range of influences on physical activity participation and choices.</p>	<p>This focus area addresses physical, social, and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The content supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. This unit also addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content supports students to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.</p>

Achievement Standard:

Health & Physical Education Years 9-10 

BE HEALTHY AND SAFE

Critically analyse factors that:

- influence identities
- impact relationships
- impact decisions and behaviours

Access, synthesise and apply health information from credible sources to propose and justify responses to health situations

Apply decision-making and problem-solving skills when taking action to enhance my own and others' health, safety and wellbeing

BE ACTIVE

Apply and transfer movement concepts and strategies to new and challenging movement situations

Apply criteria to make judgements about and refine:

- my own specialised movement skills and movement performances
- others' specialised movement skills and movement performances

Work collaboratively to:

- design solutions to movement challenges
- apply solutions to movement challenges

BE IN COMMUNITY

Evaluate the outcomes of emotional responses to different situations

Demonstrate leadership, fair play and cooperation across a range of movement and health

Analyse the impact attitudes and beliefs about diversity have on community connections and wellbeing

Propose and evaluate interventions to improve fitness and physical activity levels in my community

Examine the role physical activity has played historically in defining cultures and cultural identities

Assessment

	Unit 1	Unit 2
Assessment	Theory: Written Examination Practical: Fitness Components Striking and Fielding	Theory: Written Examination Practical: Invasion Game
Conditions	Individual written examination 50 minutes + 5 minutes perusal time Students are required to read and answer questions carefully.	Individual written investigation 400- 600 words
Cognitive verbs	Analyse, Discuss, Justify	Compare, Describe, Identify, Justify

HUMANITIES & SOCIAL SCIENCES LEARNING AREA

HISTORY

History is offered as a semester unit.

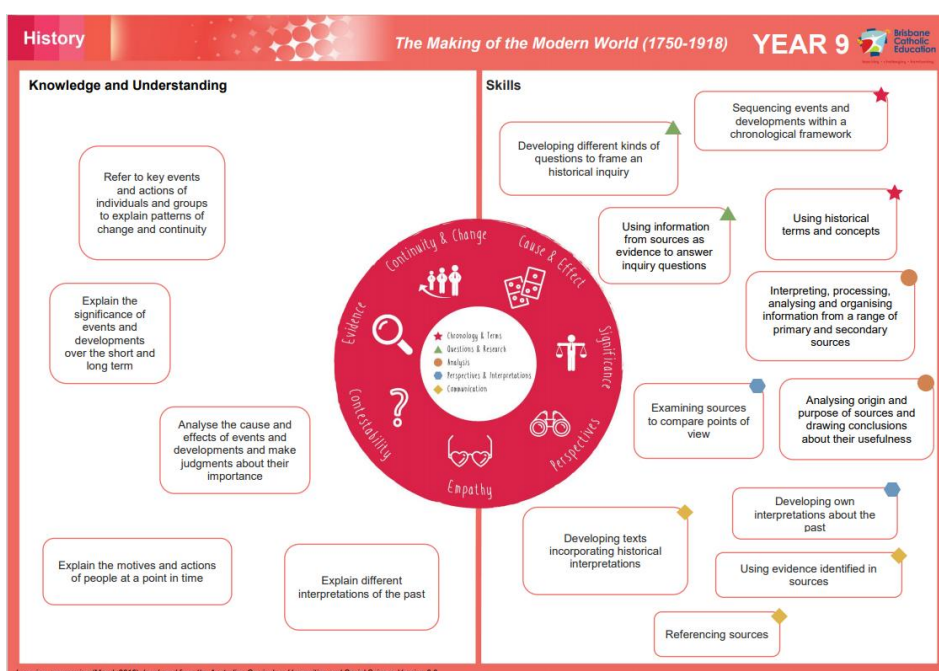
The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked, and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Unit 1	Unit 2
Making of the Modern World The Industrial Revolution (1750 – 1914)	World War I (1914-1918)

Achievement Standard:





Assessment

	Unit 1	Unit 2
Assessment	Examination - Response to Stimulus	Investigation - Multimodal Western Front Battle
Conditions	90 minutes, plus 10 minutes perusal. 600–800 words, comprising <ul style="list-style-type: none"> • short response 50–100 words per item • extended response 300–400 words per item 	Written response - Script 600–800 words spoken/signed or multimodal responses 3–4 minute
Cognitive verbs	Develop; Evaluate; Justify; Research Explain; Sequence	Analyse; Explain; Organise; Evaluate



Economics and Business

Semester One: “At 60 Years of age, do you want to be working hard... or hardly working?”

Unit Description: Being financially literate is of utmost importance to make wise money decisions. In this unit students will learn how to earn, invest, and budget their money.

Topics	Student Learning	Assessment
<ul style="list-style-type: none"> Sources of income Types of employment Awards Budgeting Home loans The share market 	<ul style="list-style-type: none"> Analysis of how workplaces and types of employment have changed over time Payroll calculations using industry awards Creating a budget Virtual buying and selling of shares Using excel to create spreadsheets and charts 	<ul style="list-style-type: none"> Examination – Spread sheeting & employment Project – Budget & home loans

Semester Two: Global to Local (global economy to local employment)

Unit Description: 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 also begin to consider obtaining their first job in the workforce.

Topics	Student Learning	Assessment
<ul style="list-style-type: none"> Globalisation Imports and exports Opportunity cost Ethics in manufacturing The roles and responsibilities of workplace participants Anti-discrimination in the workplace Recruitment to the workforce and use of social media 	<ul style="list-style-type: none"> Australia’s top imports and exports Cost of economic decision making Supply chain case studies Evaluating the ethics of clothing manufacturing in Bangladesh National employment standards Analysis of discrimination case studies that have occurred in the Australian workplace. 	<ul style="list-style-type: none"> Examination – Global economy Investigation – Workplace rights



Achievement Standard:

Economics and Business
Year 9

I am learning to....

- Explain the role of the Australian economy in allocating and distributing resources
- Analyse the interdependence of participants in the global economy
- Explain the importance of managing financial risks and rewards
- Analyse the different strategies used to manage risks and rewards
- Explain why businesses seek to create a competitive advantage, including through innovation, and evaluate strategies used
- Analyse the roles and responsibilities of participants in the workplace

The skills I am using are...

- Gathering and analysing relevant data and information
- Developing questions and simple hypotheses to frame an investigation
- Identifying trends and explaining relationships
- Generating alternative responses to an issue
- Using cost-benefit analysis and criteria to propose a course of action
- Applying economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems
- Developing and presenting evidence based conclusions and reasoned arguments
- Analysing the effects of decisions and the potential consequences of alternative actions
- Using appropriate texts, subject specific language and concepts

Learning progression (December 2016) developed from the Australian Curriculum Economics and Business Version 8.2

Geography

A geographer is interested in the physical features of the earth and its atmosphere, specifically how human activity affects our planet and is affected by this activity. The study of geography analyses data to make decisions in a relevant and real-world context by studying the human and natural characteristics of places and the interactions between the two.

Geographical inquiry investigates:

- Various local and global issues by identifying and explaining patterns, trends, and relationships
- Factors that are causing such issues
- The expected and potential effects, specifically from a social, environmental, and economic perspective
- Ways in which to limit these effects
- How humans interact with environments.

Semester One: Will demand overtake supply in 2050? (Biomes & food security)

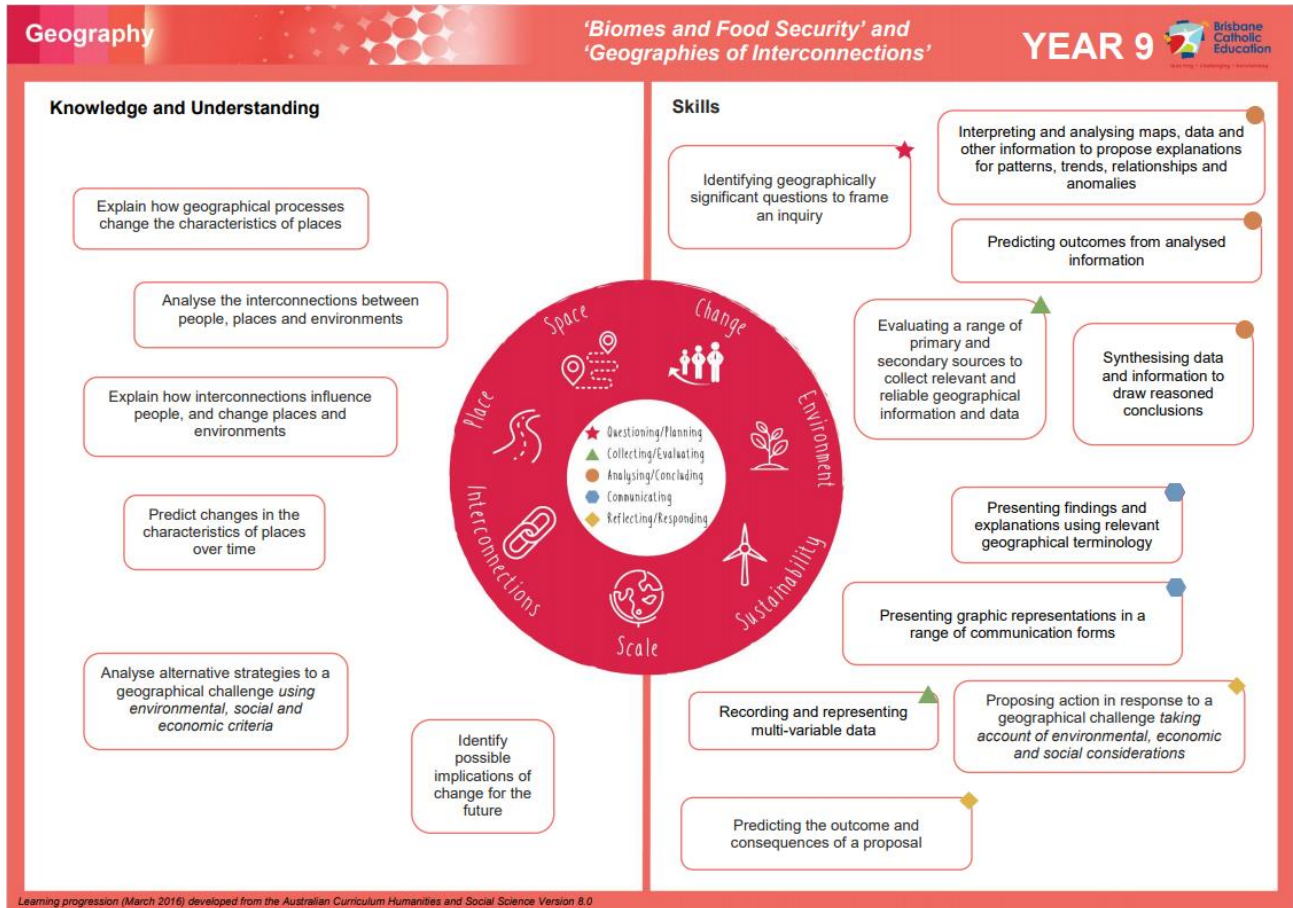
Unit Description: This unit investigates biomes and food security. We will look at how biomes are changing because of human activity and how that may affect food security. We will learn about supply and demand factors which cause food insecurity and the expected consequences. We will also look at how the effects of food insecurity differ in developed and developing countries, and what solutions can be implemented to tackle this extremely important global problem. This is a very exciting and dynamic issue, which is relevant to all our lives. Fieldwork will be undertaken to support learning in this unit.

Semester Two: Is it still really only 7 degrees of separation? (Geography of interconnections)

Unit Description: The amount of finite resources we are currently consuming to create our 'stuff' is not sustainable. We will learn how you are connected to different places throughout the world by your purchases and investigate how our purchases affect the people and places that they come from. We will also examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. You will be challenged to make your life sustainable for future generations.

Investigation	Project	Examination
<ul style="list-style-type: none"> • <u>Written</u> brochure, letter, feature article, information report, argumentative or persuasive essay • <u>Spoken / multimodal</u> - presentation, seminar, conference, photographic essay 	<ul style="list-style-type: none"> • <u>Written</u> news report, journal entry, annotated bibliography, field trip booklet, blog • <u>Spoken / multimodal</u> - seminar, pitch, interview, roleplay, webcast/podcast, webpage 	<ul style="list-style-type: none"> • Short response items • Extended response items • Response to stimulus

Achievement Standard:



ARTS LEARNING AREA

Dance

Semester One: Foundations and The Storyteller

Unit Description: Year 9 Dance Semester 1 combines two units of work that are based around Foundations and *The Storyteller*.

Foundations: This introductory unit is dedicated to ensuring all students clearly understand how to engage in safe dance practice. Safe dance practice will ensure all students are taking care of their body, avoiding injury, and mastering their mindset. Dancers will learn the foundations of various styles of dance including ballet, jazz and hip-hop.

The Storyteller: Engages students through experiential learning of contemporary Dance with a focus on modern choreographers. Students will draw inspiration from popular film and literature to inform their dance works. Students will choreograph dances by manipulating and combining the elements of dance, choreographic devices, form, and production elements to communicate their choreographic intent.



Student Learning	Assessment
<ul style="list-style-type: none"> • Elements of Dance • Contemporary workshops • Dance analysis • Ensemble work • Performance skills • Multimedia • Peer analysis • Movement • Choreography • Participation in Term 1 showcase 	<p>Students will be assessed in two dimensions: Making (performing and choreography) and Responding (writing) while completing three assessment tasks.</p> <ul style="list-style-type: none"> • Multidimensional dance examination • Oral dance analysis • Group choreography • Performance of teacher devised choreography

ARTS LEARNING AREA

Dance

Semester Two: Dance Fusion and Showtime

Unit Description: Year 9 Dance Semester 2 combines two units of work that are based around *Dance Fusion* and *Showtime*.

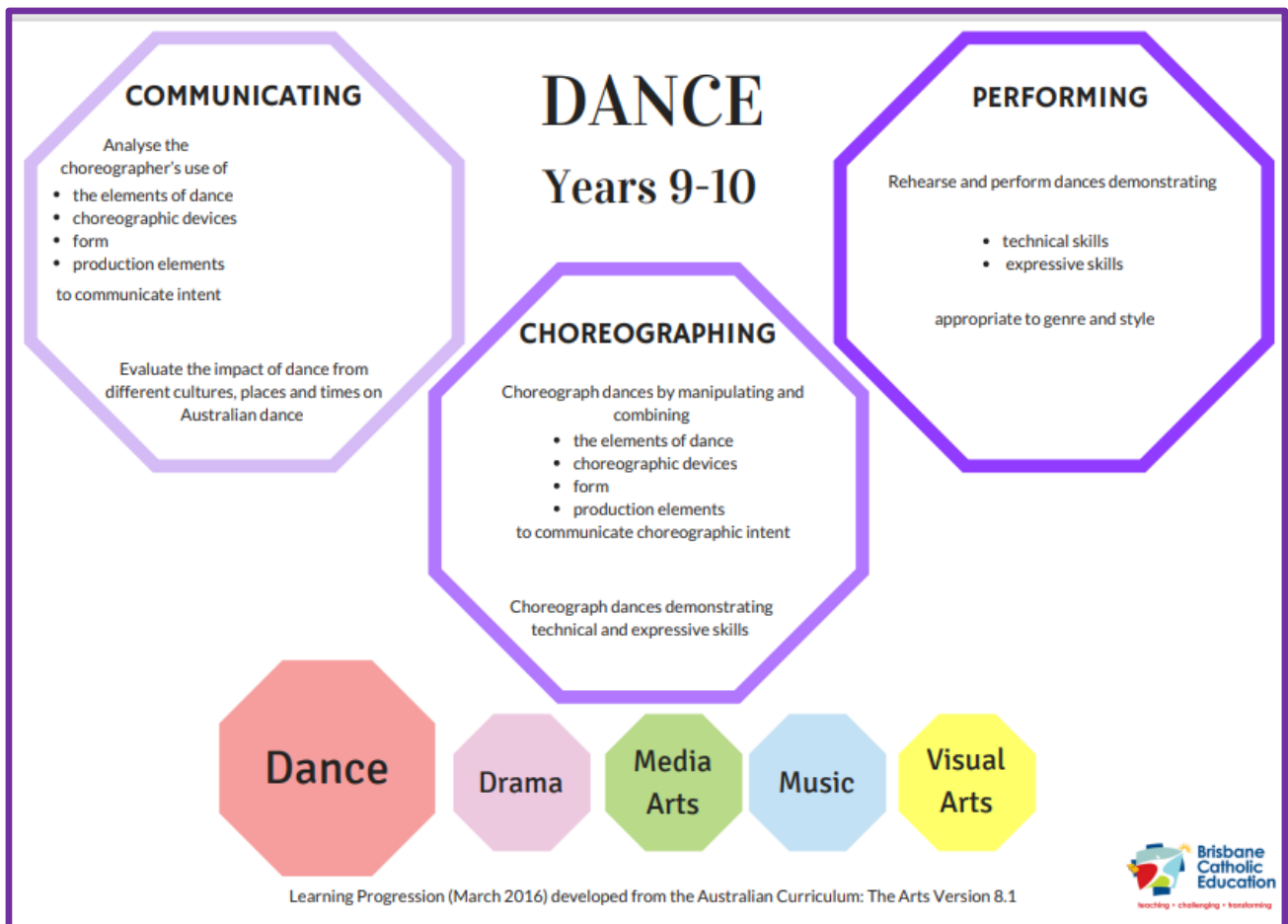
Dance Fusion: In this unit, students will investigate various dance styles and genres. Students will explore how styles can be manipulated and fused to create original movement pathways and phrases. This will lead to students activating high order thinking as they begin to reflect on their own personal style and movement quality. Students will also sit an exam which allows students to realise meaning within and evaluate other dance works.

Showtime: This unit is a celebration of students' work by exploring what the current trends of dance are in Australia. Students will work towards a showcase for a live audience. This unit is devoted to promoting group work and collaboration. Students will have the opportunity to explore a dance form of their choice. They will also be exposed to industry professionals, learn audition techniques and obtain real-world skills that will assist in their future performing arts career.

Student Learning	Assessment
<ul style="list-style-type: none"> • Elements of Dance • Choreography workshops • Dance Analysis • Ensemble work • Performance skills • Evaluation of dance works • Participation in end of year show • Peer Analysis • Choreography 	<p>Students will be assessed in two dimensions: Making (performing and choreography) and Responding (writing):</p> <ul style="list-style-type: none"> • Dance examination • Group Choreography • Performance of teacher-devised choreography



Achievement Standard



ARTS LEARNING AREA

Drama

Semester One: Working with Scripts (Part 1) and Cyberdrama

Unit Description: Semester 1 combines two units of work that are based around *Script Work* and *Cyberdrama*.

Script Work: This introductory unit introduces students to the subject of Drama, exposing them to the idea of roles, relationships and tension within Dramatic action. Students will learn basic stagecraft techniques and beginning acting skills. Students will work towards a polished performance based on a published script.

Cyberdrama: Students will explore how online spaces can be a powerful medium to make a statement or send a message to an audience. Students will work to create a viral video that focuses on a contemporary issue that is relevant to a young Australian audience. Students will combine traditional elements of Drama with digital elements of film and media technologies. Students will also complete written work through journal writing, and responding to live or recorded theatre.

Student Learning	Assessment
<ul style="list-style-type: none"> • Introductory and focusing activities • Characterisation • Roleplays/improvisations • Play-reading • Construction of scenes • Blocked stage action • Performance skills • Analysis of theatre • Creation of multimedia • Play-building • Peer analysis 	<p>Students will be assessed in two dimensions (Making and Responding) while completing three assessment tasks:</p> <ul style="list-style-type: none"> • Group Scripted Performance • Group Devised Performance • Reviewing and Responding to live (or recorded) theatre

ARTS LEARNING AREA

Drama

Semester Two: Working with Scripts (Part 2) and Devising Theatre

Unit Description: Semester 2 combines two units of work that are based around *Script Work* and *Devising Theatre*.

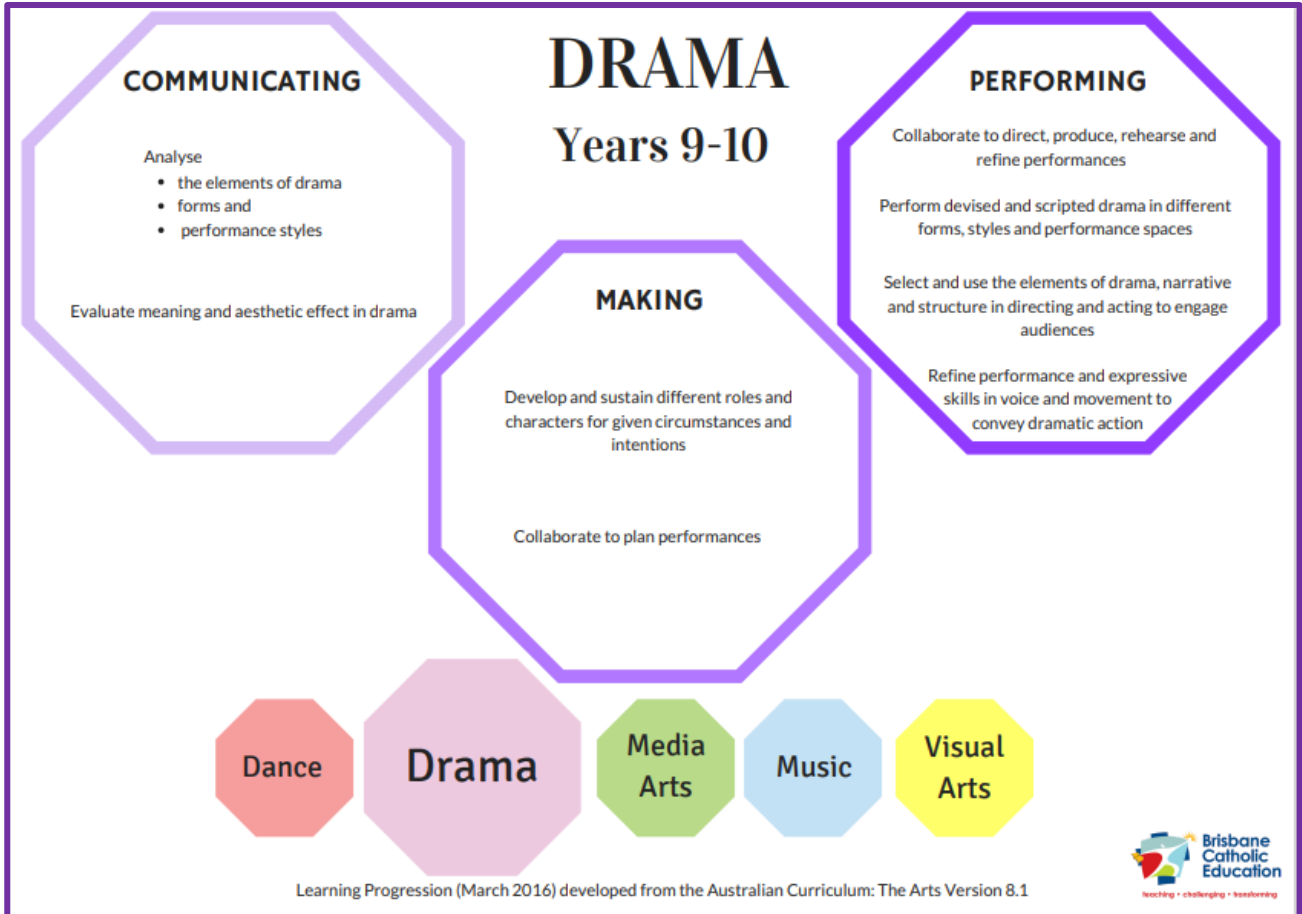
Script Work: This unit extends students' prior knowledge within Drama, further developing roles, relationships and tension within Dramatic action. Students will extend their knowledge of stagecraft techniques and experience more advanced acting skills. Students will work towards a polished performance based on a published script.

Devising Theatre: This unit is based on the concept of creating students' own dramatic work through a collaborative process and preparing it for performance. Students will work towards a polished performance of their own work, created by them on any style of their choice.



Student Learning	Assessment
<ul style="list-style-type: none"> • Introductory games • Movement • Characterisation • Roleplays & improvisations • Play-reading & Play-building • Construction of scenes • Blocked stage action • Performance skills • Analysis of scene work • Peer analysis 	<p>Students will be assessed in two dimensions (Making and Responding) while completing three assessment tasks:</p> <ul style="list-style-type: none"> • Group Scripted Performance • Group Devised Performance • Reviewing and Responding to live (or recorded) theatre

Achievement Standard:



ARTS LEARNING AREA

Media Arts

Semester One: “Film Making & News Production”

Unit Description: Year 9 Media Arts Semester 1 combines two units of work that are based around Film Making and News Production.

Film Making: This introductory unit introduces students to the subject of Media Arts, exposing them to the idea of directing, producing and working within Film and Television. Students will learn basic Media Production techniques and beginning production skills. Students will work towards a filmed production.

News Production: This unit is based on the concept of exploring local news stories through a collaborative process and preparing it for production. Students will work towards the production of a local news story, guided by their teacher with full access to green screen, editing suites, cameras and lighting equipment.

Student Activities	Assessment
<ul style="list-style-type: none"> • Develop Media production skills • Plan, structure and design media artworks • Present media artworks • Analyse technical and symbolic elements • Experiment with ideas and stories • Produce and distribute media artworks • Create Storyboards • Film and edit work • Design production elements • Respond to elements of Film and Television • Construction of scenes 	<p>Students will be assessed in two dimensions (Making and Responding) while completing three assessment tasks:</p> <ul style="list-style-type: none"> • Group or Individual Production • Individual Design • Individual Critique (Analysis and Evaluation)

ARTS LEARNING AREA

Media Arts

Semester Two: “Advertising & You Tubers”

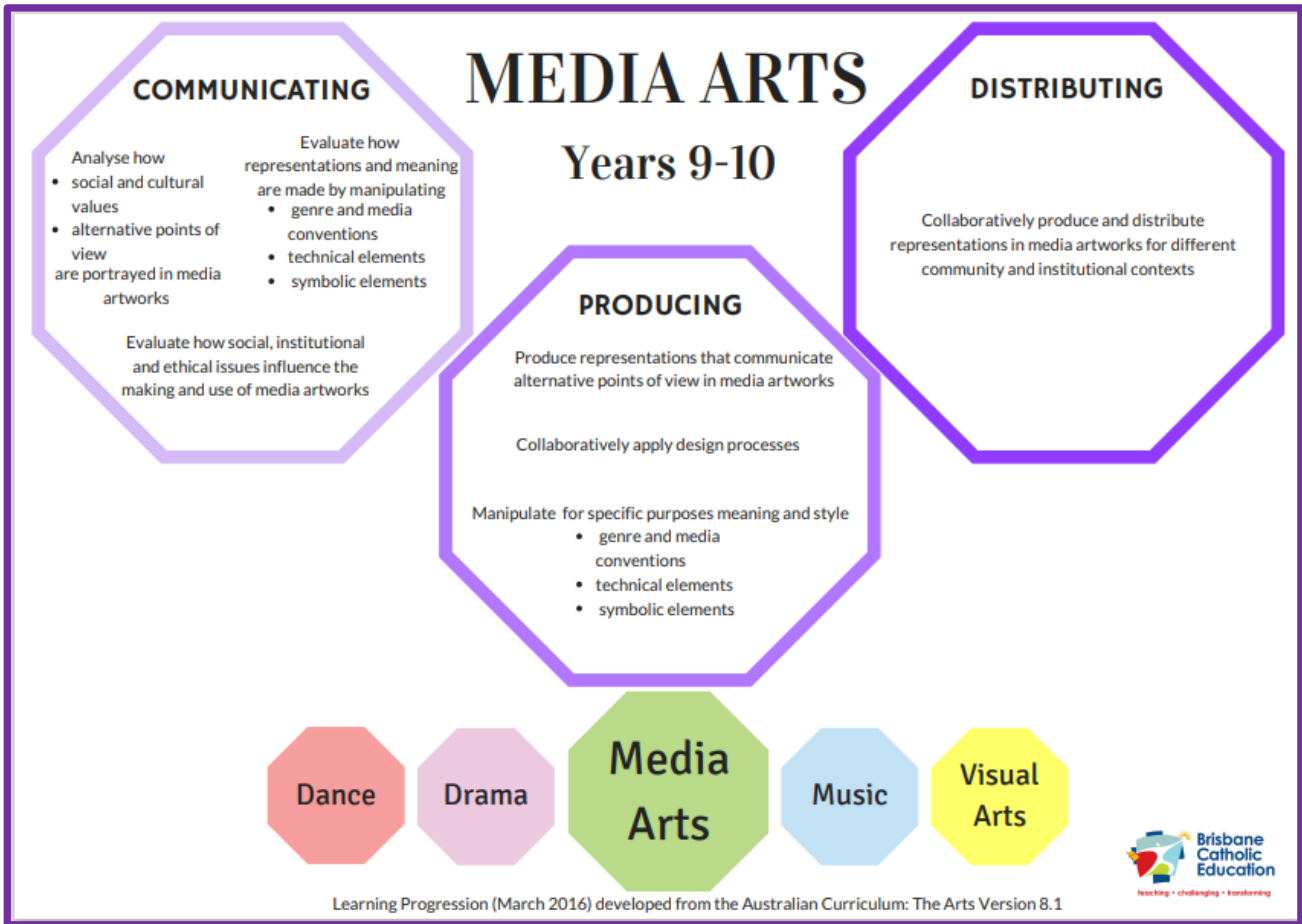
Unit Description: Year 9 Media Arts Semester 2 combines two units of work that are based around Advertising and You Tube Production.

Advertising: Students will explore how digital and artistic processes can be combined to sell a product. Students will combine traditional elements of Arts processes with digital elements of film and media technologies in order to sell. Students respond to recorded media formats; applying skills of critiquing and reviewing.

You Tubers: This unit extends students’ prior knowledge within Media Arts, exploring subgenres of film-making for a web-based audience and platform. This includes production of You-Tube tutorials, Vlogs etc. Students will extend their knowledge of Media and production techniques and experience more advanced production skills.

Student Activities	Assessment
<ul style="list-style-type: none"> • Develop Media production skills • Plan, structure and design media artworks • Present media artworks • Analyse technical and symbolic elements • Experiment with ideas and stories • Produce and distribute media artworks • Create Storyboards • Film and edit work • Design production elements • Respond to elements of Film and Television • Construction of scenes 	<p>Students will be assessed in two areas (Making and Responding) while completing three assessment tasks:</p> <ul style="list-style-type: none"> • Group or Individual Production • Individual Design • Individual Critique (Analysis and Evaluation)

Achievement Standard:



Music

Semester One: Early contemporary music (1950s – 1990s)

Unit Description: Learning early contemporary music is a good place to begin your journey towards being an accomplished musician as it provides a solid foundation in music theory and practical knowledge. Early Contemporary Music helps develop compositional techniques, including analysis of typical style characteristics that define it as a unique, critical era in popular music history. It provides opportunities for developing abilities through self-expression in performance of repertoire.

Student Learning	Assessment
<p>Students will study the <i>Elements of Music</i>, listen to and incorporate examples relevant to early contemporary music. They will apply that knowledge to music technology activities including creating a song using <i>GarageBand</i>.</p> <p>Students will learn performance techniques including weekly rehearsal lessons for performance on instruments and/or voice.</p>	<p>Students will be assessed in two dimensions (Making and Responding) while completing three assessment tasks.</p> <ul style="list-style-type: none"> • Musicology Exam (Responding): Analysis of how the musical elements are used in early contemporary music. • Composition (Making): Composition of a song that includes the use of typical tempos, structure, instrumentation, harmony and melodies used in early contemporary music. • Performance (Making): Individual or group performance of music.



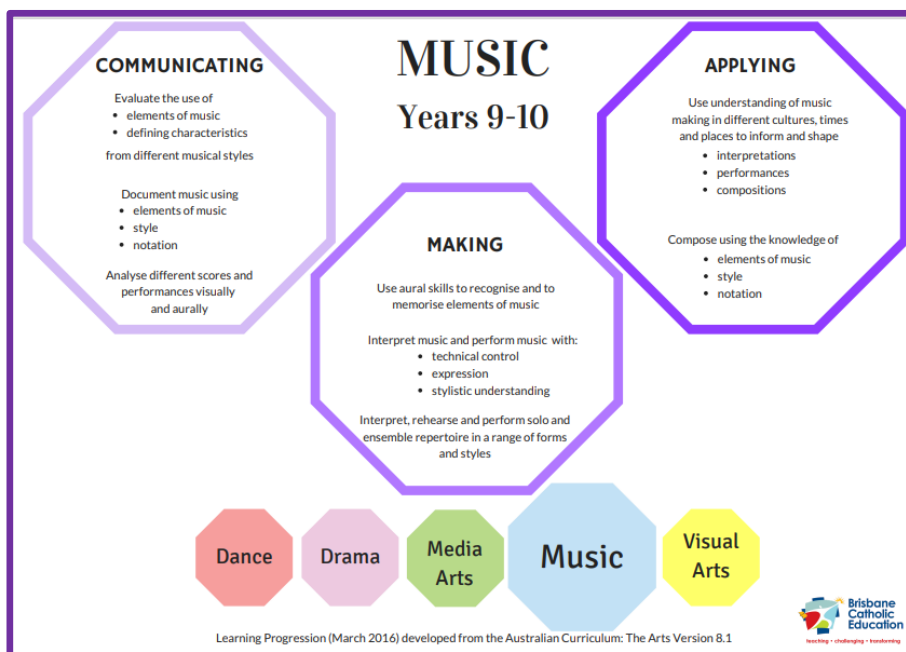
Music

Semester Two: Stories through sound: Exploration of music in video games

Unit Description: Music plays a crucial role in creating mood, atmosphere, and character perspectives in video games. This unit extends upon previous knowledge gained in music by further developing music theory and application of the musical elements. It also builds upon compositional and performance techniques, by unpacking techniques used to create video game music.

Student Learning	Assessment
<p>Students listen to, examine, and study music from various video game soundtracks, breaking down how composers manipulate the elements of music to create appropriate mood, atmosphere, and character perspectives. Students will compose a song to accompany a scene from a video game, with the aim of achieving an accurate representation of mood, atmosphere, and character perspectives. Students learn how to collaborate as a group in performance rehearsals and assessment.</p>	<p>Students will be assessed in two dimensions (Making and Responding) while completing three assessment tasks.</p> <ul style="list-style-type: none"> • Musicology Exam (Responding): Analysis of how the musical elements are used in two different pieces of video game. • Composition (Making): Composition of a song to accompany a scene from a video game, with the aim of achieving an accurate representation of mood, atmosphere, and character perspectives. • Performance (Making): Group performance of music.

Achievement Standard:



Students who study Music are encouraged to be an active participant in the co-curricular opportunities at St Michael’s College and/or enrol in private music instrumental tuition.

ARTS LEARNING AREA

Visual Art

Semester One: Inside and Outside Art

Unit Description: Year 9 Visual Arts gives students a taste of things to come in studying the Visual Arts and aims to educate students in the development of their creative talents. In studying Visual Arts, you can expect to explore two-dimensional and three-dimensional forms. Students will also investigate and appraise other artists and artworks. Students will explore art in external environments: Street Art and Public artworks as well as traditional techniques and artworks in galleries.

WHAT DO YOU NEED FOR THIS ART COURSE? IMAGINATION!

Semester Two: Real to Unreal

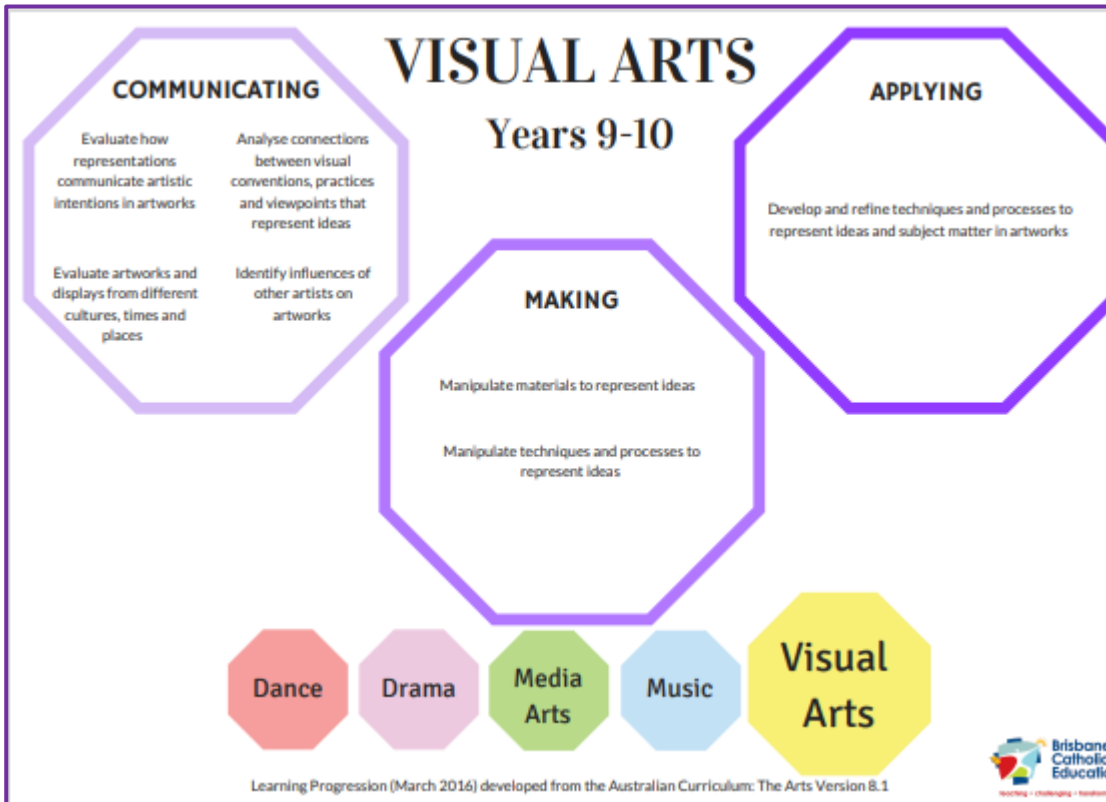
Unit Description: This unit will focus on Surrealism and explore what it takes to turn a realistic imagery into unrealistic artworks. Students will refine 2 dimensional and 3 dimensional artmaking skills. Real to Unreal encourages students to learn new skills in art making and gives students the confidence to express their own thoughts and ideas. Students who have interests in technology will be encouraged to share their skills and knowledge with the class. Students will be introduced to relevant contemporary artists, which will inspire them on their own creative journey. Students will also investigate and appraise other artists and artworks related to the unit.

WHAT DO YOU NEED FOR THIS ART COURSE?

The ability to imagine, reflect and to question the world in which we live.

Student Learning	Assessment
<p>Students select and combine skills such as drawing, design, painting, printmaking, sculpture, ceramics, installation, photography and digital art.</p> <p>Students use various surfaces, including wet and dry media, found and made objects and a variety of processes.</p> <p>Art appraisal may include: short and extended written responses; research projects; oral, written and visual evaluations of own and others' art works and visual journals.</p>	<p>Students will be assessed in two dimensions (Making and Responding) while completing three assessment tasks.</p> <ul style="list-style-type: none"> • Folio of art work • Visual journal/art appraisal

Achievement Standard:



Digital Technologies

DID YOU KNOW! 65% of students entering school now will work in jobs that do not even exist yet. Many of these jobs will be in the technology sector focusing around ‘data’ and ‘programming’. Examples of these jobs may include, database designer, data scientist or analyst, big data developer, software or application developer or machine learning (Artificial Intelligence) engineer.

Digital Technologies also teaches students key 21st Century skills, the skills students will need to succeed in their careers during the Information Age. The key skills covered will include critical thinking, creativity, information literacy and technology literacy with the aim of preparing students for these new and emerging careers and industries.

Semester One: Working prototype solution

Unit Description: In Unit 1 students will begin with looking at **cryptography** and investigate the role that **encryption** plays in **computer security**. Student will then investigate and develop project management skills and have the opportunity to develop a digital solution from conception to reality. Using micro: bit computers, students will identify a real-world issue and using a range of sensors, buttons and LED lights, write **python code** to produce a working prototype solution choosing from either **wearable tech**, **night safety device** or an **energy awareness device**.

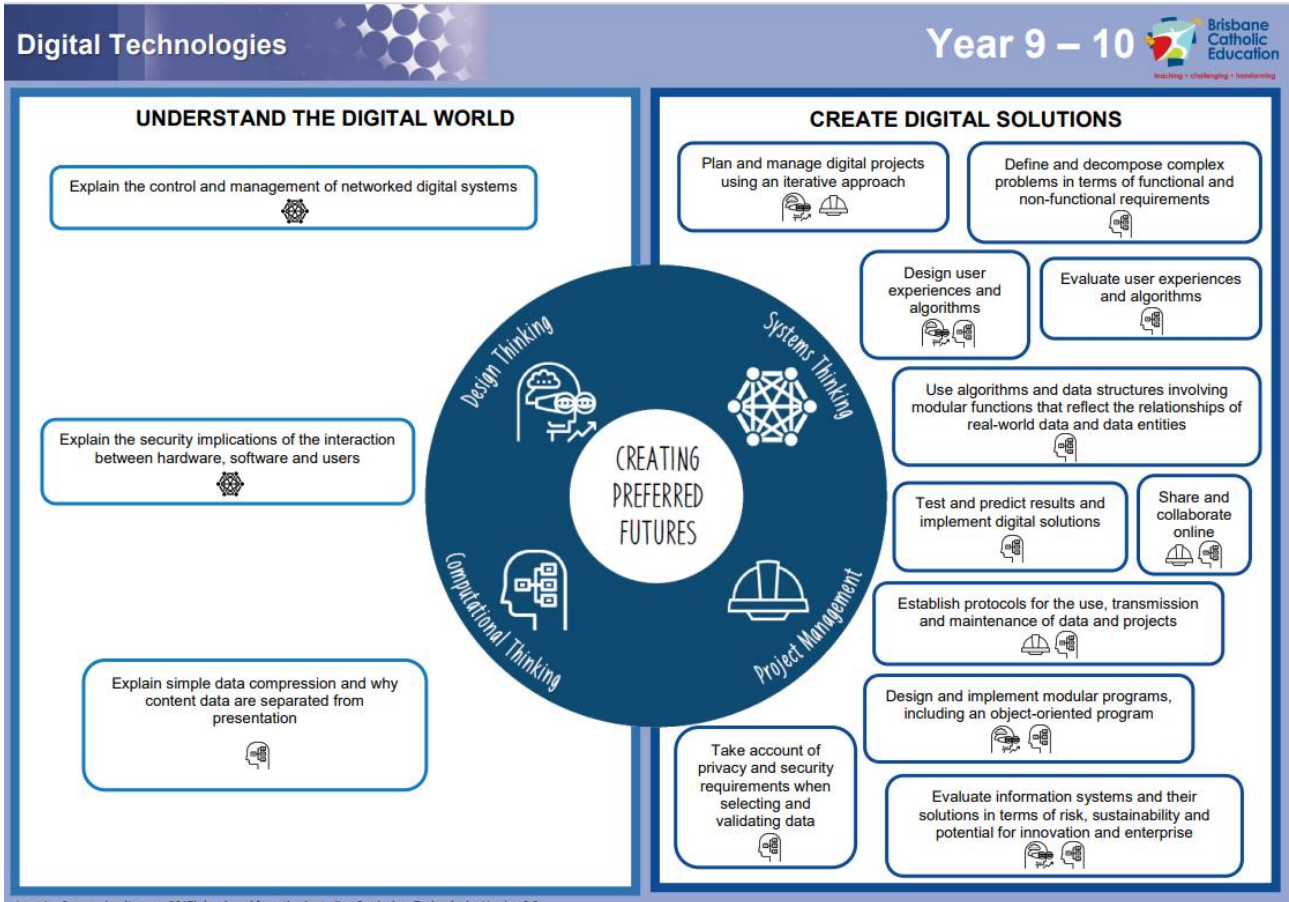
Semester Two: Graphic design and website development

Unit Description: In Unit 2 students will explore **graphic design** and **website development**. Having an effective online presence is critical for the survival of most businesses especially with the increase in online sales. Students will see firsthand how to combine digital images into a website to create a powerful marketing tool. Students will learn skills in **photo manipulation** and graphic design using **Photoshop**, then use the created images in a website developed using **Dreamweaver**, HTML and CSS.

Topics
<ul style="list-style-type: none">• Python programming• Cryptography• Encryption & Computer Security• Website development• Photo manipulation• Graphic design
Assessment
<ul style="list-style-type: none">• Digital project• Supervised assessment



Achievement Standard:





TECHNOLOGY LEARNING AREA

Design & Technologies: Materials and Technologies

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations. Technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views will be covered. Students have an opportunity to produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Semester One

Unit Description: Year 9 Design Technology Semester One students learn to experience Design first hand completing a project that with a focus on the design process, materials, and manufacturing processes. Students will use both hand drawing, and computer aided design methods to conceptualise, and evaluate designs, they will use materials, tools, and processes to manufacture a well-developed prototype of their chosen design.

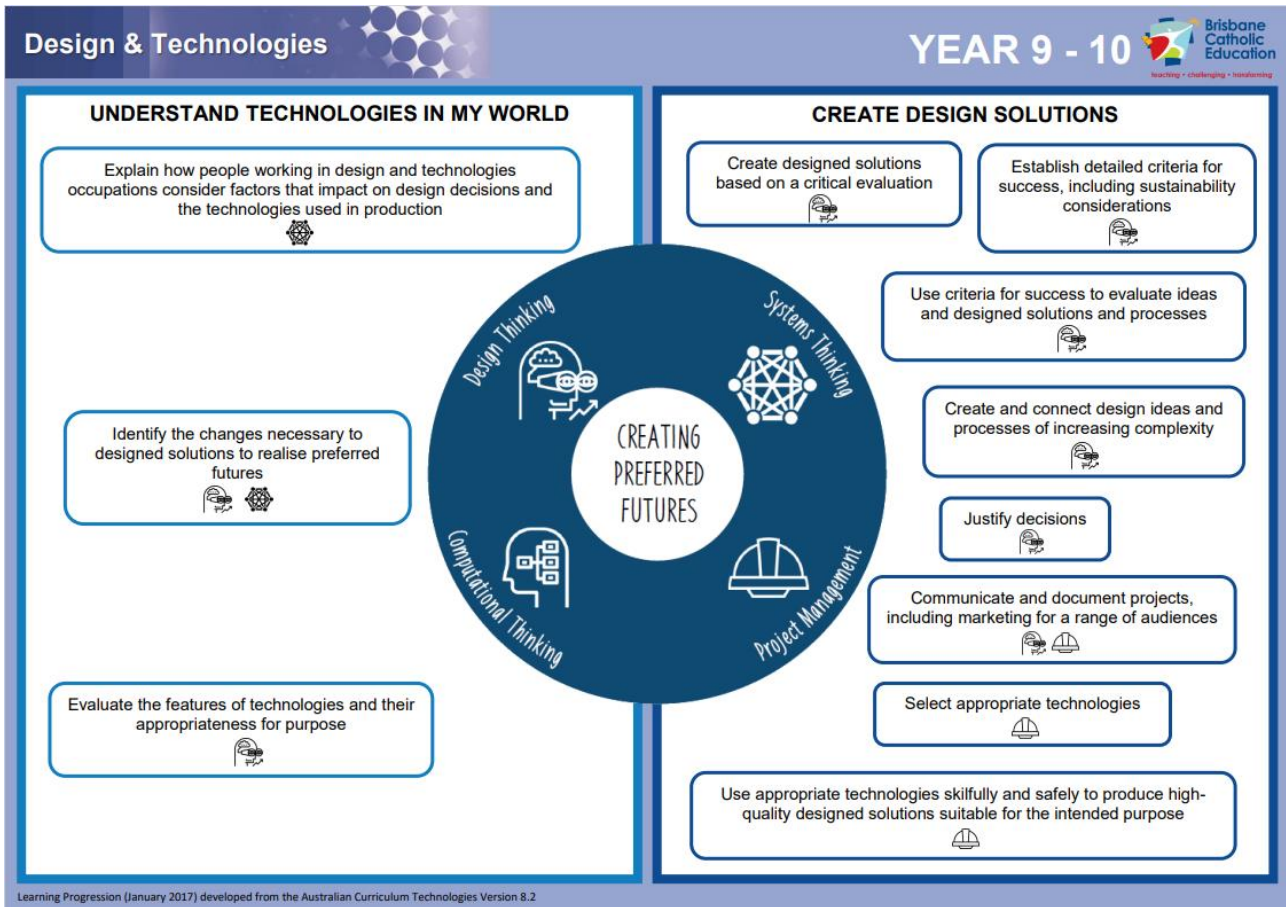
Semester Two

Unit Description: Year 9 Design Technology Semester two continues to build upon the concepts students covered in the previous unit. They will work in a problem-based project and focus on design processes, materials and manufacturing. This will provide an opportunity for students to research and explore existing designs. Students will use both hand drawing, and computer aided design methods to conceptualise, and evaluate designs, they will use materials, tools and processes to manufacture a well-developed prototype of their chosen design.

Student Learning	Assessment
This unit provides the opportunity to gain basic skills and learning such as: Occupational health and safety Woodworking machinery Design studies Hand tools, machines and equipment	Project – Multimodal folio and practical project

Computer aided drawing
CNC manufacturing

Achievement Standard:



Design & Technologies: Textiles

Semester One: Human Centred Design – Comfort

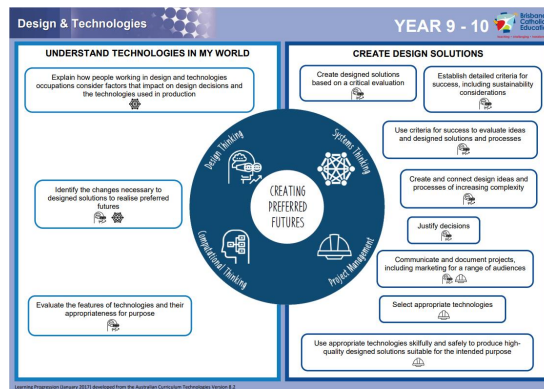
Unit Description: In this course students will undertake practical projects to explore the properties and performance of sewing, including the ability to select and use appropriate techniques, equipment, and technologies. It explores knowledge and understanding of basic sewing construction techniques such as embellishments, seams and pattern drafting, while following correct textile safety rules. Students will investigate the design process from design sketch to final product. Every student will have the opportunity to make a personal clothing item with a focus on comfort and texture, developing confident textile students.

Semester Two: Design in Culture - Popular Culture

Unit Description: In this course students will develop and extend technical skills and the ability to communicate, manage resources and create solutions to practical problems, think critically and solve problems. This will allow students to extend their knowledge and understanding of textiles and their use in society. Students explore popular culture and will have the opportunity to engage in a practical project where they make an individual garment suited to the chosen pop culture theme.

Student Learning	Assessment
<ul style="list-style-type: none"> • Practical sewing skills • Textile properties • Experimentation and testing Ideas • Embellishments • Pattern drafting • Design process 	<ul style="list-style-type: none"> • Examination • Design Project

Achievement Standard:





TECHNOLOGY LEARNING AREA

Design & Technologies: Food Specialisation

Semester One: A-Z of Healthy Eating

Unit Description: Feeding your body what it needs is as easy as ABC, so take the first bite towards feeling and looking your best. In this subject you will learn a wide selection of skills and truths to help you make informed decisions about the food you eat.

Students will learn to cook a variety of healthy dishes, how to modify recipes to make them more nutritious and study the effects that certain foods have on their body. Students will design and construct a quality main meal for an Australian family that aligns with the Australian Dietary Guidelines. Focus for the main meal will include a 'super food', protein and at least three different coloured vegetables. Demonstration of a variety of cooking skills must also be demonstrated.

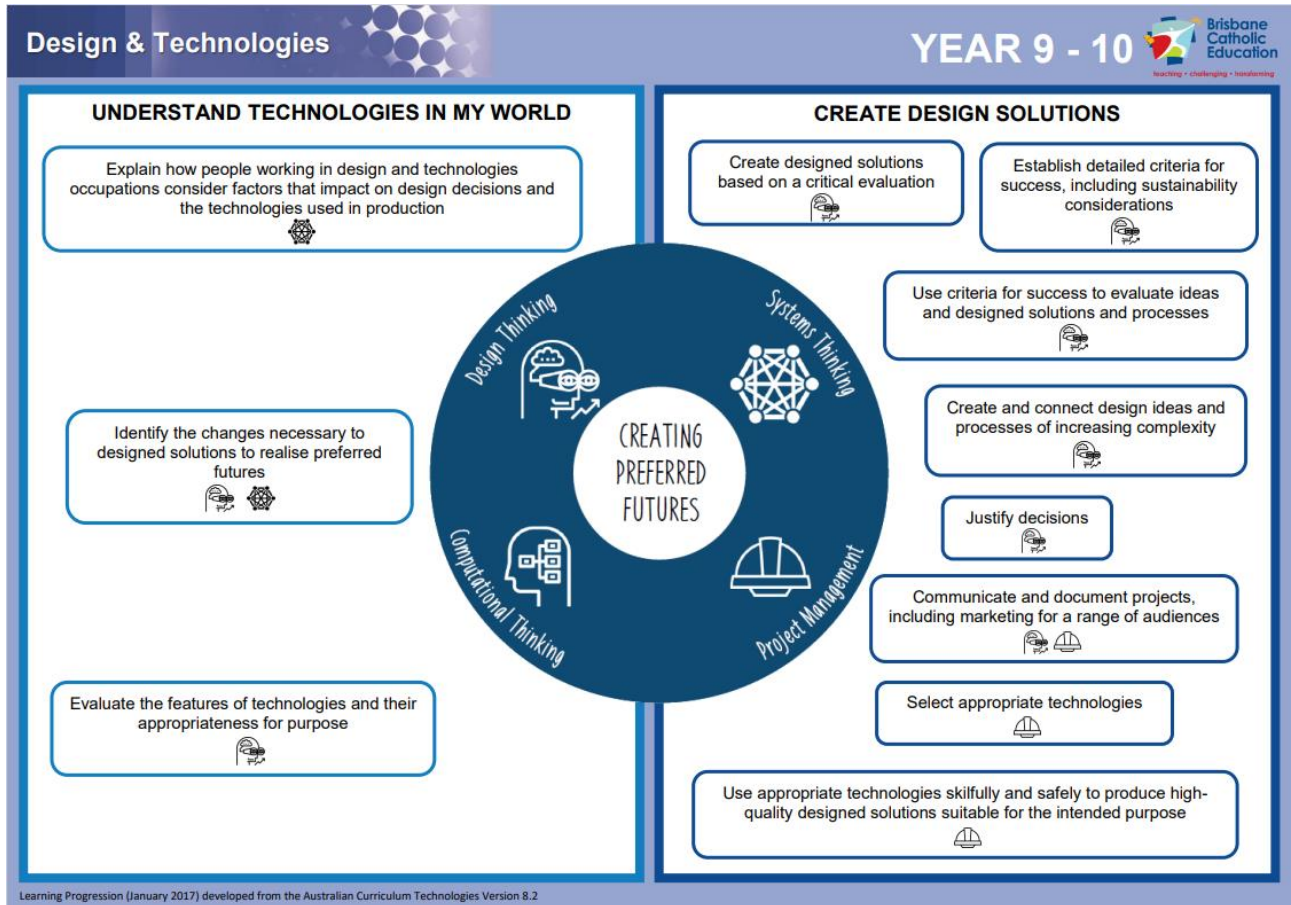
Student Learning	Assessment
Develop practical cookery skills Recipe modification Preparation of a variety of nutritious dishes Learn about nutrition and Australian Food Models Superfoods and Functional Foods Nutritional analysis of ingredients	Examination Project - Superfoods Design

Semester Two: International cookery and food marketing

Unit Description: Students will learn a wide selection of skills and knowledge to help you make informed decisions about the food you eat. They will learn to cook a variety of indigenous and international dishes, learn about the staple foods of certain countries and how they have influenced Australian cuisine. Students will design and construct a quality main meal with an International flavour suitable for sale in a food truck. The meal will need to be marketed, packaged and labelled. Development of a variety of cooking skills will also be demonstrated.

Student Learning	Assessment
Develop practical cookery skills Study of indigenous and international food, influences & rituals Preparation of a variety of international dishes Street Food and Food Truck Culture investigation Study of Product Marketing and packaging Sustainability	Examination Project - Food Truck Design

Achievement Standard:



Design & Technologies: Engineering Principals & Systems

Course Overview: Students learn about engineering's role in solving global and local societal problems to improve the human condition. Students investigate civil structures to examine the benefits and the social and environmental consequences of their construction and use. Students engage in practical engineering activities to learn that engineering is an applied practical discipline that uses science and mathematics concepts and principles to solve real-world problems. Students participate in a range of individual and collaborative group activities, including process testing, and analysis of the forces acting on structures.

Students develop an understanding of dynamics through machines and mechanisms, including the uniform accelerated motion of objects in one dimension. Students investigate the functional requirements of machines and mechanisms and establish a working knowledge of their operation in real-world contexts. Students participate in a range of individual and collaborative group activities, including those associated with material and process testing and analysis of the forces acting on machines and mechanisms.

Engineering is a problem and project-based subject. The problem-solving process in Engineering is analytical and technical in nature. The process is iterative and proceeds through several phases, requiring students to recognise and describe problems. They analyse problems and information to determine solution success criteria, which provide a benchmark for possible engineered solutions. Students use knowledge of science, technology, engineering and mathematics (STEM) to develop and test a range of ideas. Students make decisions to select a prototype solution for analysis, testing and refinement prior to generation. They use data, provided by testing the generated prototype solution, to evaluate performance and make justified recommendations for future improvements.

The problem-solving process in Engineering involves student engagement with the four phases of explore, develop, generate, and evaluate and refine.

Semester One

In **Semester one** students will work with in the context of Engineering in Society. They engage in practical engineering activities to learn that engineering is an applied practical discipline that uses STEM science, technology engineering and mathematics concepts and principles to solve real-world problems. Students work collaboratively to research and develop a practical solution to their problem. In this unit they analyse the relationship between material properties, forces, and safety to engineer a system such as bridge to solve a transport issue.

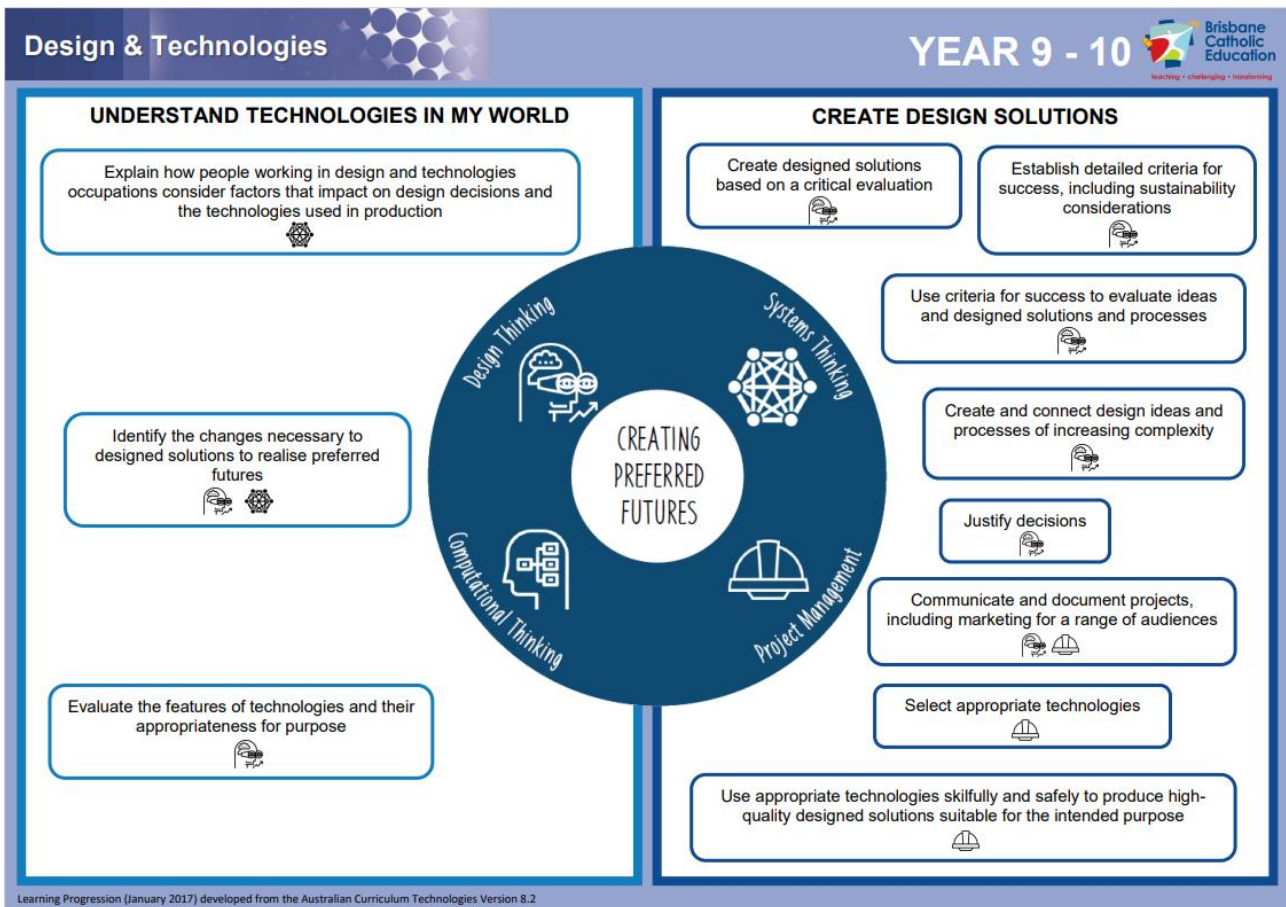
Semester Two

In **Semester two** students explore the needs of contemporary and future societies. Students investigate the emergence of new materials, processes and machines developed to solve problems in relation to rapidly evolving needs. This unit reinforces engineering's role in solving global and local societal problems in order to improve the human condition. Students use their knowledge of mechanics, materials science and control technologies to solve problems in ways that meet contemporary and future human needs while considering the social, economic, ethical, legal and environmental impacts of their solutions. Students investigate new and emerging technologies in relation to engineering fields. They engage in practical engineering activities using the knowledge gained in this unit to solve real-world problems. Students participate in a range of individual and collaborative group activities including those associated with advanced manufacturing techniques such

as 3D printing and complex control systems involved in robotics. They then apply this knowledge to build a prototype of a machine to complete a designated task.

Student Learning	Assessment
Safety Training & Induction Civil structures and forces Machines in society and machine control Assisted technologies Emerging technologies and materials Computer aided drawing CNC manufacturing	Project – Multimodal folio and practical project

Achievement Standard:



HEALTH & PHYSICAL EDUCATION LEARNING AREA

HEALTH & PHYSICAL EDUCATION: NETBALL FOCUS PROGRAM

This elective is offered for students who have a genuine interest in Netball.

Netballers at St. Michael's College have achieved well in recent years. We have also noticed a real enthusiasm and interest from students. This program has been designed to foster the development of students' netball ability. Our goal is to provide a platform for students whereby they can receive tailored specialist coaching to excel in Netball.


Within this program there is a strong focus on leadership and teamwork. Working together to increase participation, knowledge and understanding to improve student's performance and admiration toward the game in line with the vision of Netball Australia.

The course will include both practical and theoretical components.

Students should have a record of performing well in Health & Physical Education classes in Year 7 and 8 to meet the challenges of this new and exciting Netball elective. To be eligible for this elective, students are asked to complete the application process. Following application, trials will be held to secure a place in this elective.

Theory	Practical
Netball	Netball
Umpiring skills- completing their theory examination and being assessed practically Coaching skills Strength and conditioning Injury prevention methods Sports nutrition Time management Goal setting	Structured and enjoyable program for students Skill development / skill acquisition Game play Specialist coaching Analysis of game play Fitness

Achievement Standard:

Health & Physical Education Years 9-10 

BE HEALTHY AND SAFE

Critically analyse factors that:

- influence identities
- impact relationships
- impact decisions and behaviours

Access, synthesise and apply health information from credible sources to propose and justify responses to health situations

Apply decision-making and problem-solving skills when taking action to enhance my own and others' health, safety and wellbeing

BE ACTIVE

Apply and transfer movement concepts and strategies to new and challenging movement situations

Apply criteria to make judgements about and refine:

- my own specialised movement skills and movement performances
- others' specialised movement skills and movement performances

Work collaboratively to:

- design solutions to movement challenges
- apply solutions to movement challenges

BE IN COMMUNITY

Evaluate the outcomes of emotional responses to different situations

Demonstrate leadership, fair play and cooperation across a range of movement and health

Analyse the impact attitudes and beliefs about diversity have on community connections and wellbeing

Propose and evaluate interventions to improve fitness and physical activity levels in my community

Examine the role physical activity has played historically in defining cultures and cultural identities

Assessment

	Unit 1	Unit 2
Assessment	Theory: Investigation- Inquiry Practical: Netball	Theory: Multimodal Presentation Practical: Netball
Conditions	Individual written report 400- 600 words	3-4 minutes
Cognitive verbs	Describe, Discuss; Identify; Justify	Describe; Discuss; Explain; Justify; Propose