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Introduction

Caroline Chisholm Catholic College is focused on students’ key developmental learning needs at each phase of their secondary schooling.

While respecting single sex education at junior secondary level, the College provides a broad range of programs to ensure that all students have opportunities to pursue new challenges and experiences.

The Year 7–9 College Course Guide is an overview of the learning and teaching programs offered at Caroline Chisholm Catholic College for the 2020 academic year. This guide is designed to provide a clear explanation of all subject offerings for students at Years 7–9, as well as all of the information students and their parents will need to make informed choices about selecting courses of study where available.

The 2020 Course Guide comprises:

• introductory notes, including a message from the Principal and a statement on Australian Democratic Principles.
• an overview of the curriculum at Years 7 to 9
• a description of the elective subject offerings for students in Year 9

MS SUZANNE FARLEY
DEPUTY PRINCIPAL – LEARNING AND TEACHING
At Caroline Chisholm Catholic College we are dedicated to learning excellence.

With great staff and excellent facilities, we have an enduring focus on providing an innovative education and teaching program that encourages students to be the best they are called to be.

Within this course guide you will find the details of the subjects we offer for our students in Years 7 – 9. Our core curriculum offers a solid foundation for our students and is delivered alongside a selection of elective subjects, sports, music, technology and performing arts programs.

We provide additional literacy and numeracy support, and other programs for students who need extra assistance. We also offer an accelerated enrichment program, Aspire, for students who share a passion for and commitment to learning, have exceptional abilities across multiple disciplines and are highly motivated to reach their full potential.

I encourage you to take the time to read through this guide.

MR MARCO DICESARE
PRINCIPAL
OUR VISION
To be the leader in learning excellence in our community.

OUR MISSION
Our mission is to educate and prepare our students to be the best they are called to be within a faith-filled and inclusive environment.

OUR VALUES
At Caroline Chisholm Catholic College we achieve our vision and mission through:

**Faith**
We live faith-filled lives and give thanks daily.

**Acceptance**
We respect and embrace the community.

**Compassion**
We care and do what is right and just.

**Excellence**
We strive for and celebrate every success.

A Statement on Australian Democratic Principles
Caroline Chisholm Catholic College is committed to upholding and promoting the principles and practices of Australian democracy through both its daily operations and its learning and teaching programs.

This includes a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.
Instrumental Music Program and College Ensembles

At Caroline Chisholm Catholic College, students have the opportunity to undertake concentrated study on a specific instrument.

To join the Instrumental Program students are required to complete an Application Form. The Instrumental Program fees are charged separately.

The College offers tuition on the following instruments:

- flute, clarinet and saxophone
- trumpet, trombone, French horn and tuba
- acoustic guitar, electric guitar and bass guitar
- violin, viola, cello and string bass
- percussion, keyboard and voice.

Opportunities to undertake a practical music exam through the Australian Music Education Board or equivalent are available for students learning an instrument.

All Year 7 and 8 students receive tuition on acoustic guitar and keyboard as part of their classroom music program. Students selected for the Encore Music stream at Year 7 in 2020 will receive in-class tuition on a second instrument woodwind, brass or strings instead of guitar and keyboard.

Instrumental tuition plays a vital part for students considering studying Music at VCE level. Specialist training on a musical instrument is crucial to developing proficiency on a student’s instrument of choice.

Additionally, students taking instrumental music lessons are given the opportunity to perform in an ensemble.

Our current College Music Ensembles include:

- percussion ensemble
- choirs: Men in Black, Sacred Heart Choir and Christ the King Choir
- string ensemble
- guitar ensemble
- symphonic band
- soul band
- rock band.

There is also an opportunity for students to work on their composition skills and their theory knowledge.
Outdoor Education

Our Outdoor Education program promotes students’ personal development while encouraging teamwork and positive attitudes towards the environment.

All students in Years 7–9 participate in a sequential Outdoor Education program that safely builds on their skills year-by-year under the supervision of our qualified and experienced outdoor education staff. The program is viewed as part of the curriculum, as students receive instruction and experience in important areas such as fitness, bush-craft, first aid, personal development and interpersonal skills. Activities are non-competitive and can include camping, hiking, mountain biking, kayaking, cooking, rock climbing, surfing and cross-country skiing.

Many of the activities are held at Garema Dumont – a 56-acre outdoor and environmental education facility on the Moorabool River near Meredith owned and operated by the College.

It is College policy that each student in Years 7-9 attend their scheduled camp. Non-attendance will only be permitted in exceptional circumstances.

Students interested in this area can choose to pursue further studies in Year 10, 11 and 12 by undertaking the subject Outdoor and Environmental Studies.

Reflection Day Program

As a part of the College’s Faith Formation program, all students participate in a series of compulsory reflection days throughout the school year.

The Year 7-9 Reflection Day Program is one which works both within and alongside the Religious Education curriculum and provides an opportunity for students to further explore their spirituality and faith life, as well as the religious and historical traditions of the Caroline Chisholm Catholic College community.

This is achieved through seminars, liturgical events, workshops and activities that reflect our College Vision and Mission, both at the College and in the wider community, in a safe and supportive environment.
## Curriculum Overview

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| Chinese |
| Italian |
| Japanese |

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# Learning Areas

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Please email nominated department Head for any additional course outline information.
The Religious Education program at Caroline Chisholm Catholic College provides students with an opportunity to further explore their faith life and the religious and historical traditions of the College community, in a safe and supportive environment.

**COURSE OVERVIEW**

Supported by the prayer, sacramental and liturgical life of the College, the formal Religious Education program allows students to make links between their every-day life experience and the activity of God in their lives and in the whole of Creation. Striving to live Gospel truths and values, students will have the opportunity to gain a deeper understanding and appreciation of the stories and teachings found within the Scriptures and the traditions of the Catholic community, at the heart of which is the call to love God and to love our neighbour as ourselves.

**Areas of study**
- scripture and Jesus
- church and community
- God, religion, and life
- prayer, liturgy, and the sacraments
- morality and justice.

**Assessment Items**
- inquiry based projects
- reports
- oral and multimedia presentations
- written exercises
- self-reflections
- posters and pamphlets
- short answer questions
- essays
- tests.
Students will participate in three of the following context areas: Food Technology, Materials Technology, Systems Engineering, Food and Fibre, and Textiles in Years 7 & 8.

Technology

COURSE OVERVIEW
The Technology course encourages students to investigate, design and make products from materials with an aesthetic and functional focus. In each context area students use the design process as a framework as they work through the designing, planning, production and evaluating stages. Projects build in challenge across Year 7 & 8 allowing students to grow their skills.

Areas of study
- Food Technology
- Materials
- Systems Engineering
- Food and Fibre
- Textiles

Assessment Items
- design folio demonstrating research and development of ideas
- production of a final product
- project evaluation
Food Technology

Students will design and make food products, that over the course of the semester increase in challenge and skill. They will be required to complete assessment tasks that document the various stages of the design process: Investigation; Generation; Management and collaboration; Production and Evaluation.

Students learn to work safely and hygienically by developing skills and cooking techniques that are linked to a variety of diverse cultures. Additionally students will access the importance of healthy eating by reviewing and applying the Australian Guide to Healthy Eating.

Textiles

This exciting program introduces students to the wonderful world of Textiles. Students develop their creativity and technical skills as they design and produce a textile product such as a soft toy, pencil case, cushion cover or bag. They create a range of suitable design options to meet the criteria outlined in a design brief and develop their drawing and rendering skills. They learn how to use the sewing machine for both decorative and construction purposes and develop an understanding of safety practices in a workshop environment. Students also research and apply sustainability practices in textiles.

Systems Engineering

Throughout the unit of work, students will learn about basic physics concepts like force and motion through an engineering design challenge. Students will learn to problem solve, use a variety of materials and tools to safely produce projects such as a paper roller coaster and simple electronic systems.

Materials Technology

Students will design and make products using a combination of materials such as timber, plastics and recycled objects. In this technology area, students learn about workshop safety through the use of handtools, basic machinery and portable hand tools. Students will learn practical skills whilst designing and making an item that suits a brief, products could include: night light, storage boxes, theatre props and other small timber items.

Food and Fibre

Food and fibre provides a learning opportunity for students to understand and value primary industries (agriculture and farming). Students have the opportunity to gain knowledge about the production of the food they eat, fibres they use and the environment they live in, through growing and cooking.
**COURSE OVERVIEW**

The Discipline of English encourages students to learn to appreciate, enjoy and use language.

They develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. Students explore, analyse and create a wide range of texts and media in print and electronic forms, including imaginative literature, popular fiction and non-fiction, personal writing, everyday communication, film and multi-modal texts.

**Areas of study**

- language: knowing about the English language
- literature: understanding, appreciating, responding to, analysing and creating literature
- literacy: expanding the repertoire of English usage.

**Assessment Items**

- reading and viewing tasks
- creating and presenting tasks
- speaking and listening tasks.

**YEAR 7**

In Year 7 English, students read, write and present a range of short narrative, persuasive and poetic texts before learning how to make an expository text response to a novel. They are also introduced to reading conferences through our reading program.

**YEAR 8**

In Year 8 English, students develop their skills in creative, expository and persuasive response to set texts, as well as making a critical inquiry in response to a short play. They continue to be supported in independent reading through our reading program.

**YEAR 9**

In Year 9 English, students develop their skills in film analysis, oral point of view and creative response to a novel as well as learning foundational language analysis skills. They continue to be supported in independent reading through our reading program.
Health and Physical Education teaches students the importance and benefits of living a healthy and physically active lifestyle.

**COURSE OVERVIEW**

Students explore the physical, mental, social and emotional benefits of participation in regular physical activity, as well as enhancing their movement and motor skills.

**Areas of study**

- movement and physical activity
- health knowledge and promotion
- listening viewing and responding
- working in teams
- ICT for communication.

**YEAR 7**

Students focus on the importance of physical activity, developing an understanding of the importance of life-long participation in physical activity as well as, analysing factors affecting motor skill development in various activities. Students also identify outcomes of risk-taking behaviour such as smoking, and sun and water safety.

**Assessment Items**

- practical participation
- skill development and performance
- swimming program participation
- roles and responsibilities
- fitness for life booklet
- mental health
- harm minimisation report.

**YEAR 8**

Students focus on the importance of physical activity in their own lives. Students also enhance their knowledge of fitness components and become familiar with the various training principals used to improve each component.

Students develop an understanding of the various roles and responsibilities needed to successful run a sporting competition. Students also undertake these various roles as they run their own sporting competition as part of the Sport Education for Physical Education Programs (SEPEP) unit.

**Assessment Items**

- practical participation
- skill development and performance
- swimming program participation
- roles and responsibilities
- fitness for life booklet
- mental health
- harm minimisation report.

**YEAR 9**

At Year 9, students are actively involved in weekly practical classes with the aim to further develop and refine students’ movement skills, focusing on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports.

These classes also cover a range of sports providing students with the opportunity to combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.

**Assessment Items**

- practical participation
- skill development and performance
- swimming program participation
- coaching and skill acquisition
- biomechanic principles in sports
- sexuality education.
Humanities provides a framework to examine what has shaped our modern world and to investigate human responses to different challenges.

**COURSE OVERVIEW**

**YEAR 7**
The Year 7 curriculum provides a study of geographical resources in particular water and its finite nature. Whilst studying place and liveability students will focus on where they live and why they live where they do. In the economics course students will focus on work, understanding the different types of markets that exist and business planning.

**Areas of study**
- water in the world
- place and liveability
- understanding the market
- business planning.

**Assessment Items**
- data collection
- fieldwork
- product design.

**YEAR 8**
The Year 8 students study landforms and landscapes with a focus on indigenous culture values of the land. Students will conduct geographical fieldwork as well as learning about migration and urbanisation trends. Additionally, students study business opportunities and markets in Australia.

**Areas of study**
- landform and landscapes
- changing nations
- the market in Australia
- business opportunities
- future of employment.

**Assessment Items**
- quantitative and qualitative analysis
- data collection and analysis
- economics case studies.

**YEAR 9**
The Year 9 students study the distribution and characteristics of biomes and the environmental, economic and technological factors that influence food security across the globe. Students explore the ways that places and people are interconnected through trade in goods and services with a focus on the global economy.

**Areas of study**
- biomes and food security
- geographies of interconnections
- Australia and the global economy
- financial risk and competition
- Australia and the global workplace.

**Assessment items**
- collecting and recording data
- using geographical information systems
- business and economics test.
COURSE OVERVIEW

YEAR 7
In Year 7 History students learn about Indigenous Australia, Ancient China and Mongol Expansion. Students learn about the political, social and economic structures of each society, charting how these societies changed and the lasting impact they have made upon the world.

Areas of study
• Indigenous Australia
• Ancient China
• Mongol expansion.

Assessment Items
• source analysis
• research task
• extended response.

YEAR 8
In Year 8 History students explore the ancient and medieval history of Europe. They study the political, social and economic structures of Ancient Greece, Medieval Europe and Renaissance Italy. Students learn about the changes that took place in Europe throughout these historical periods.

Areas of study
• Ancient Greece
• Medieval Europe
• Renaissance Italy.

Assessment items
• extended response
• source analysis
• research task.

YEAR 9
Students study the Industrial Revolution, World War I and World War II. The course explores the relationship and connections between these significant events that have created our modern world. The focus of this course is on developing skills in explaining change, assessing the impact of change and using evidence to support their arguments.

Areas of study
• Industrial Revolution
• World War I
• World War II.

Assessment items
• extended response
• source analysis
• research task.
Caroline Chisholm Catholic College offers three language studies in Year 7 – Japanese, Italian and Chinese.

In Year 7 students will choose to study two languages during the year.

Japanese

COURSE OVERVIEW
The curriculum covers topics such as greetings, writing using the hiragana script, personal profiles, Japanese gestures and cultural activities.

Areas of study
• introductions
• differences between Australia and Japan
• hiragana / Japanese writing system
• greetings / classroom etiquette
• numbers / age.

Assessment Items
• listening
• speaking
• reading
• writing.

Italian

COURSE OVERVIEW
The curriculum covers topics such as greetings, Carnevale, personal profiles and cultural activities.

Areas of study
• Carnevale
• greetings
• nationalities
• numbers
• school.

Assessment Items
• listening tasks
• writing folio
• reading comprehension
• speaking (oral performance).

Chinese

COURSE OVERVIEW
The curriculum develops students’ knowledge of the grammatical system and its use through spoken and written communication. Students experiment with how messages are conveyed across languages and apply their skills in moving between Chinese and English in different contexts and situations. Classroom discussions focus on exploring and extending their range of contexts and audiences as they develop their personal communication skills.

Areas of study
• introductions and greetings
• differences between Australia and China
• corresponding with peers
• simple texts.

Assessment Items
• listening
• speaking
• reading
• writing.

Learning languages in addition to English extends student’s literacy repertoires and their capacity to communicate.
Caroline Chisholm Catholic College offers two language studies in Year 8 – Italian and Japanese.

Students will learn the important skills involved in communicating in another language through Speaking, Listening, Reading and Writing activities. In Year 8 students will choose to study one language for the whole year. Language study is an optional elective from Year 9 onwards.

**Japanese**

**COURSE OVERVIEW**
Communicative tasks, vocabulary, grammar, script work and cultural studies are the main elements of this course. Japanese language classes encourage the use of real language for communication.

**Areas of study**
- family
- verbs
- adjectives
- school life
- daily routines
- days and months
- dates, special days and holidays
- transport
- Japanese writing script (hiragana and kanji).

**Assessment Items**
- listening
- speaking
- reading
- writing.

**Italian**

**COURSE OVERVIEW**
Topics endeavour to engage the students with new vocabulary and build on their grammar skills, both in the written and oral form. Each unit of work is supported by a variety of activities, which include interactive programs to further develop cultural understanding.

**Areas of study**
- Commedia dell’arte
- tempo libero – free time
- in contatto – communicating
- una festa – a party.

**Assessment Items**
- listening tasks
- writing folio
- reading comprehension
- speaking (oral performance).
COURSE OVERVIEW

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands of number and algebra, measurement and geometry, statistics and probability.

The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Areas of study

**Number and Algebra**
- real numbers
- money and financial mathematics
- patterns and algebra
- linear and non-linear relationships.

**Measurement and Geometry**
- using units of measurement
- geometric reasoning.

**Statistics and Probability**
- chance
- data representation and interpretation.

Assessment items

- topic tests
- projects.

YEAR 7

In addition to the areas of study listed above, students will also investigate:

**Number and algebra**
- number and place value.

**Measurement and geometry**
- shape
- location and transformation.

YEAR 8

In addition to the areas of study listed above, students will also investigate:

**Number and algebra**
- number and place value.

**Measurement and geometry**
- Pythagoras theorem.

YEAR 9

In addition to the areas of study listed above, students will also investigate:

**Measurement and geometry**
- trigonometry.
Students undertake compulsory studies in Music or Encore Music at Years 7 and 8.

Students are invited to enrol in the College Instrumental Program to learn piano, strings including violin, viola, cello and double bass, guitar, percussion including drum kit, voice, wind including saxophone, clarinet and flute and brass including trombone, trumpet, french horn and tuba.

There are numerous opportunities for students who learn an instrument in private lessons to perform at college performance events, as well as to be assessed through nationally accredited music institutions such as Australian Music Education Board (AMEB) and Australian and New Zealand Cultural Arts (ANZCA).

**COURSE OVERVIEW**

**YEAR 7 MUSIC**

Students are introduced to a variety of exciting rhythmic and melodic instruments. All students are given the opportunity to perform solos and in small groups. Singing, body percussion and learning the guitar and keyboard, are all ways of learning Music in Year 7.

**YEAR 8 MUSIC**

Students study a great variety of music including classical music and popular songs. Students form small groups and prepare and perform on instruments including voice, keyboard, guitar and percussion.

Students begin to understand the power of music in society and how music is used in film and television. Students experience music from all around the world.

**Areas of study**

- performance
- composition
- analytical and critical listening
- musicianship development
- aural training.

**Assessment Items**

- group and solo performances
- listening analysis tasks
- original compositions
- musicianship and aural recognition tasks.
Students undertake compulsory studies in Music or Encore Music at Years 7 and 8.

*Encore Music is a specialised music stream for students with prior experience learning a musical instrument. Students are invited to apply for Encore Music before they commence at the College.

**ENCORE MUSIC - YEAR 7 AND YEAR 8 (BY APPLICATION ONLY)**

**COURSE OVERVIEW**

Students who already learn an instrument are invited to apply for Year 7 ‘Encore’ music. This course offers a focused program that extends upon the musical knowledge of the student. For students enrolled in Encore, an orchestral instrument will be allocated for use throughout Year 7 and 8. Students are encouraged to take their instruments home to practice and are expected to participate in the Concert Band or String Ensemble. Tuition from instrumental music specialists will be provided in class for students undertaking Year 7 Encore Music. These students will have the opportunity to perform in public as part of their coursework and assessment.

Students who are enrolled in Year 7 Encore will be automatically rolled over into Year 8 Encore the following year.

**Areas of study**
- performance
- composition
- analytical and critical listening
- musicianship development
- aural training.

**Assessment Items**
- group and solo performances
- listening analysis tasks
- original compositions
- musicianship and aural recognition tasks.
Drama students will undertake one semester of Performing Arts in Year 7.

**COURSE OVERVIEW**

This is an introduction to the world of dramatic arts. Skills include different ways to use body movements, facial expressions and voice to help tell a story or share a feeling, thought or idea of a character. The course begins with physical theatre, movement and mime whilst learning some of the basic elements of drama (space, mood, sound and rhythm). Students then have an opportunity to enhance their performance skills by creating spooky, scary suspense stories. Other elements of drama (climax, conflict, contrast, symbol and tension) are also incorporated. The final topic is Performance Analysis, where a professional performance is viewed and studied to analyse how professional actors employ the dramatic elements in effective ways.

**Areas of study**
- physical theatre, mime and movement
- spooky, scary suspense
- performance analysis.

**Assessment items**
- physical theatre performance
- performance analysis
- spooky, scary suspense.
Students will undertake one semester of Performing Arts in Year 8.

COURSE OVERVIEW
This is an extension of the foundational skills learned in Drama the previous year, as well as an introduction to Dance. Skills include different ways to create Drama, covering alternative theatre and dance styles. The course begins with physical comedy techniques to enhance performance, developing their use of gesture and gait. Students then have the opportunity to study the premodern Elizabethan Theatre, re-contextualising a Shakespearean scene into a modern setting. There will be an introduction to the world of Dance, where students have the opportunity to learn and perform a short piece of choreography. The final topic is Performance Analysis, where a professional performance is viewed and studied to analyse how professional actors employ the Dramatic Elements in effective ways.

Areas of study
• physical comedy
• Shakespeare and the Elizabethan Theatre
• dance
• performance analysis.

Assessment items
• modern Shakespearean performance
• dance
• performance analysis.
The study of Science in the junior years aims to lay a solid foundation for the further study of Science in senior years, particularly in the disciplines of Biological, Physical, Chemical, Earth and space sciences.

**COURSE OVERVIEW**

Science aims to ignite students’ curiosity about the world that we live in, whilst encouraging them to think both analytically and critically. In conjunction with this, students are introduced to practical experiments, with a particular focus on ensuring they are fair, measurable and consistent with scientific method. They are taught to identify questions, propose hypotheses, carry out investigations, identify trends and relationships in data and use this evidence to justify conclusions. Students are also encouraged to enter Science competitions both school-based and nationally throughout the years.

**Assessment Items**

- practical investigations and reports
- assignments / projects
- inquiry based learning
- topic tests.

**YEAR 7**

**Areas of study**

- Introduction to science
- The Earth in space
- Ecosystems
- Sustainability
- Classification
- States of matter
- Separating mixtures
- Forces.

**YEAR 8**

**Areas of study**

- Geological science
- Matter and the structure of the Atom
- Chemical reactions
- Cells
- Body systems
- Energy

**YEAR 9**

**Areas of study**

- Ecology
- Tectonic plates
- Body systems
- Chemistry
- The Universe
- Earth energy systems.
COURSE OVERVIEW

YEAR 7
The Year 7 Visual Art course exposes students to the elements and principles of art, through a creative study of varying drawing and painting techniques, as well as three dimensional forms such as clay.

Students use a visual diary to investigate, explore and record ideas. Students are introduced to art language, themes and artists in order to further their understanding of the meanings and messages in works of art. Students will visit the National Gallery of Victoria.

Areas of Study
• painting / drawing
• ceramics
• respond and interpret art.

Assessment Items
• painting / drawing artwork
• ceramic artwork
• written analysis.

YEAR 8
The Year 8 Visual Art course will further develop students understanding of elements and principles whilst building on skills learned in the previous year.

Students will also be introduced to a new range of art forms, skills, techniques and technologies, providing experiences to make informed choices for their Year 9 electives. This exciting course provides students with the opportunity to develop their own ideas and demonstrate creativity represented in an organised visual diary. Students will engage in critical thinking and a deeper levels of analysis and interpretation of artists from different times.

Areas of Study
• printmaking
• mixed media and drawing
• respond and interpret art.

Assessment Items
• written analysis
• printmaking artwork
• mixed media drawing artwork.
Entry to course
By invitation only – invitations are made to students based on the results of testing and performance in previous years.

Course overview
At Caroline Chisholm Catholic College we are dedicated to learning excellence and committed to educating our students in a faith-filled and inclusive community, preparing them to be the best they are called to be.

As part of this commitment, the college runs an accelerated educational and enrichment program called Aspire for selected (Year 7 - 9) students.

The program is targeted towards students who share a passion and commitment for life-long learning and have exceptional abilities across multiple learning areas.

Aspire promotes excellence and is delivered through a rigorous enhanced and accelerated curriculum.

Aspire utilises a guided inquiry model of integrated learning to stimulate critical and creative thinking and challenge students to pursue excellence through their distinctive abilities.

Aspire fosters individual strengths, interests, goals and imagination through targeted and collaborative curriculum planning that is responsive to the specific needs of each student.

Areas of study
- English, Humanities, Religious Education
- Maths, Science
- Languages – Italian and Japanese
- Health and Physical Education
- Music.

Assessment items
Students will be assessed using a variety of methods including group work; project based inquiry tasks; classwork; speaking, listening and performance tasks; practicals and tests.
Year 9 Electives

Year 9 students must choose a total of four (4) units of study from the Elective options. For specific instructions refer to the Year 9 Subject Selection Form.

Students that select from Languages, must complete the subject for both semester one and two.

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Food Technology

COURSE OVERVIEW
Students will further investigate and learn about the design process through experiences in the kitchen. Students will further develop knowledge of nutrition, food choices and cultural foods.

Food preparation skills are developed in the preparation of a number of production tasks, using a range of tools and equipment that reinforce knowledge of safe food handling practices.

Areas of study
• be able to read and follow a recipe
• follow safety and hygiene rules for food handling
• use appropriate tools and equipment safely
• develop food preparation skills
• understand the technology process
• learning about the function of various ingredients.

Assessment items
• food preparation and production tasks
• diet related disorders peer presentation
• designing for a brief
• production skills
• product evaluation reports.
Product Design and Technology

COURSE OVERVIEW
In Product Design and Technology students investigate, design and make products from materials with an aesthetic and functional focus. They follow the design process and produce products for a specified end user.

Tasks will allow for learning about the properties of different materials, different construction methods and how to safely produce products using machinery, electric tools and hand tools, in a workshop environment.

Students are encouraged to be creative, test ideas through prototyping and evaluate their own work to produce high quality products.

Areas of study
• Production of aesthetic and functional products using timber, plastic, metal and found objects. This could include small projects such as: jewellery, furniture, toys and storage items.

Assessment items
• design and production tasks
• evaluation reports
• production of a product
• written tests.
Product Design - Textiles

COURSE OVERVIEW
Year 9 students studying Product Design - Textiles will be totally engaged in this very exciting program. Students will have the opportunity to create a unique design brief in which they will follow and develop a range of design options, source their own fabric and produce a textile or fashion product. They will investigate complex construction and embellishment techniques, adapt a basic pattern and apply sustainability practices.

Areas of study
- product design process – investigate, design, produce and evaluate
- fashion illustration
- sourcing materials
- construction processes
- embellishment techniques
- basic pattern adaptation
- design and development of a textile/fashion product
- sustainability in textiles.

Assessment items
- investigating ideas related to the design brief
- generating design solutions
- planning, producing and managing
- evaluating the design process and final product.
Systems Engineering

COURSE OVERVIEW
The course introduces students to mechanical assembly techniques that include the use of tools, machines and equipment, to construct basic mechanical devices. They design, plan, build and test mechanical products.

Students use elements of information and communications technology as they proceed through the designing, planning and evaluating processes by drawing their own design solutions.

Areas of study
- electronic components
- electronic circuit design and construction
- manufacturing using 3D printers, timber and acrylic
- product design and evaluation.

Assessment items
- design and production tasks
- evaluation reports
- production of a product
- written test.
Digital Technologies

COURSE OVERVIEW
This elective introduces students to the fundamental concepts and terminology of software design and development. Students engage in computational thinking tasks to build their understanding of how computers are used to solve problems. As part of the computer science study, students have the opportunity to take part in a computational thinking challenge. Students learn about software development while designing and making interactive software products.

Areas of study
• designing software programs
• computer science
• developing and editing software programs using drag and drop, and text-based coding.

Assessment Items
• digital portfolio of program designs and constructions.

Web Authoring

COURSE OVERVIEW
Website development is the focus of this elective. Students will learn to make websites of their own designs using HTML, CSS and Dreamweaver. Students also learn to collect data, use online tools and image editing applications to create an infographic for incorporation into a website.

Areas of study
• web authoring
• website design
• acquiring and manipulating data
• creating graphics for the web.

Assessment Items
• folio of website design and development tasks.
Italian

COURSE OVERVIEW

Year 9 Italian is an elective subject. Language classes are planned to encourage the use of language through authentic situations.

The Language curriculum is organised through themes and topics. The sequencing of activities and language content allows learners to consolidate their existing language and build new skills, knowledge and attitudes on the levels they have already attained.

Students are gradually introduced to more complex structures. The course extends the student’s ability to read and write independently. Students will also learn to present information and to answer questions put to them about a chosen topic.

Areas of study

• personal world
• organising a party
• poetry – Dante Alighieri poetry competition
• food
• the house
• camping
• film study – La Vita è Bella (Life is Beautiful)

Assessment Items

• listening tasks
• topic tests
• writing folio
• reading comprehension
• speaking (oral performance).
Japanese

COURSE OVERVIEW

The Year 9 Japanese course aims to promote communication through speaking, listening, reading and writing. Students are gradually introduced to more complex structures and the course extends a student’s ability to read and write independently. Greater emphasis is placed on oral communication in informal settings and students are asked to identify and appreciate cultural differences between Japan and Australia. In addition, script work is extended to include katakana and further kanji.

Areas of study

• telling the time
• describing school subjects
• talking about school grades
• talking about seasonal activities
• counting to a million
• describing someone’s physical appearance.

Assessment Items

• listening (listening tests)
• speaking (oral performance / speeches / role play)
• reading (comprehension of hiragana, katakana and kanji / vocabulary)
• writing (ability to write in Japanese script – hiragana, katakana and kanji)
• intercultural language learning.
Music

COURSE OVERVIEW

Year 9 Music offers students the opportunity to practice and refine their instrumental playing skills in both a solo and group context. As part of the course, students will compose their own music using rhythmic and melodic knowledge gained from Year 7 and 8 music class.

Students practice listening and responding to various styles of music, and also undertake music analysis and aural training.

All students have various opportunities to perform at the College. These include College campus assemblies and music soiree’s and concerts.

Areas of study

• performance
• music theory and aural recognition
• composition.

Assessment Items

• performance – solo and group
• music test – theory and aural response
• composition.
Dance

COURSE OVERVIEW
This unit aims to introduce Dance as an artistic concept. Students explore the many functions of dance in the world, including cultural, social and performance. Students will develop dance technique, physical strength, flexibility and fitness, a basic understanding of safe dance practices as well as extend their knowledge of the major components of dance making / composition. This will culminate in the creation of a group dance piece and students will also devise their own music video. Students also have opportunities to view and experience live performances.

Areas of study
• dance elements
• dance genres: jazz, contemporary, modern, lyrical, hip hop and Latin
• safe dance practice.

Assessment items
• ensemble dance performance
• music video
• research task.
Drama

COURSE OVERVIEW

The study of Drama provides a positive arena that encourages values of tolerance and mutual respect and invites the students to challenge themselves individually, academically, culturally and socially. This unit is aimed at further enhancing performance skills and techniques and developing knowledge of the distinctive conventions of Theatrical styles. Students will interpret these to create and present Drama within social and cultural contexts. Understanding of content and aesthetics of dramatic performance are demonstrated through analysis of performance techniques and stagecraft.

Areas of study

• dramatic elements and conventions
• creative movement
• devised theatre.

Assessment items

• creative movement
• devised ensemble performance
• performance analysis.
Media

COURSE OVERVIEW

In Year 9 Media students will engage as both audience and producer. They will view and analyse films and animations, whilst creating their own print and animated work. Students will develop their creativity by working individually and to create unique media products.

Areas of study
- graphic novels
- film
- animation
- pre-production
- production
- post-production
- development of production design plan.

Assessment Items
- graphic novel
- conventions of genre film study
- introduction to animation techniques.
Photo Art

COURSE OVERVIEW

In Year 9 Photo Art students explore how artists can express ideas through the medium of digital photography and technologies. Students will explore different photographic principles to learn professional photography practices and editing techniques to create artworks for display and presentation. Students will have the opportunity to use a DSLR camera, edit in Adobe Photoshop and experiment with fine art techniques. They will also be involved in photoshoots. As part of their photographic practice, students draw on artworks from a range of cultures, times and locations to critically interpret and analyse.

Areas of study

- camera skills and techniques
- photographic production
- respond and interpret art
- exhibition spaces.

Assessment Items

- digital folio of finished artworks
- folio documentation of process
- comparative writing task.
Visual Art

COURSE OVERVIEW

In Year 9 Visual Art, students will focus on exploring, creating and making two and three dimensional artworks in order to become aware of how artists realise their ideas through different visual arts practices.

Students will be given the opportunity to experiment with art forms such as painting, print-making, sculpture, ceramics, installation, mixed media and digital technology (i.e., Photoshop).

By planning, researching, experimenting, as well as developing skills, students are taught to create their own masterpieces!

Students will be introduced to a range of traditional and non-traditional artists and learn to compare and contrast artworks from different times and locations using visual conventions. A virtual walk through exhibition spaces will be journeyed.

Areas of study

• two dimensional art (traditional and contemporary)
• three dimensional art (traditional and contemporary)
• respond and interpret art
• exhibition spaces.

Assessment Items

• two dimensional artwork with folio documentation
• three dimensional artwork with folio documentation
• comparative writing task.
Visual Communication Design

COURSE OVERVIEW

In Year 9 Visual Communication Design, students will learn to understand the way images can communicate ideas and information. A range of graphic techniques are introduced to give a taste of the experience of being a designer.

Through investigating elements and principles of design, along with exploring two dimensional and three dimensional drawing techniques students will better understand the role of a designer in a variety of design fields.

Areas of study

• communication design
• three-dimensional drawing methods.

Assessment Items

• elements and principles
• comparative analysis
• introduction to technical drawing.
Abbreviations and terms explained.

**Assessment Items**
A task set by the teacher to evaluate a student's understanding of the learning.

**ICT**
Information and Communications Technology.

**Semester**
One half of the year. Most Units are completed in one semester.

**Victorian Curriculum**
The Victorian Curriculum is the Foundation to Year 10 Curriculum for Victorian Government and Catholic schools. Designed based on the national curriculum the Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling.