

# Mater Christi College Curriculum Guide

Year 9  
2023

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# INTRODUCTION

The Class of 2026 will be entering a world that is undergoing rapid economic, environmental, and social changes because of accelerating globalisation and rapid technological development. Education needs to prepare learners for jobs that have yet to be created, for technologies yet to be invented and to solve problems yet to be anticipated.

The OECD, in their **Education 2030** initiative, identified a broad set of knowledge, skills and values that will assist students to navigate their future lives and world. These include:

- Acquisition of broad and specialised knowledge across learning domains, including the ability to apply procedural knowledge for practical problem-solving purposes.
- A preparedness to be change agents to have a positive impact on themselves and others.
- The ability to exercise agency in their own education and throughout life.

School curricula must continually evolve to ensure learners are able to navigate and thrive through uncertainty and move forward in the face of adversity. Learners will benefit from learning experiences that are personalised and built on a solid foundation of literacy and numeracy skills; and encourage curiosity, imagination, resilience, and self-regulation. Because of a greater emphasis on individual and societal wellbeing, learners will benefit from opportunities to develop the ability to respect and appreciate the ideas, perspectives, and values of others.

The Year 9 2023 program at Mater Christi College has been designed to provide learners with the opportunity to acquire the necessary knowledge, skills, attitudes, and values to become active, responsible, and engaged citizens. Interactive and mutually supportive relationships among teachers and learners is at the core of the design of the Year 9 learning program. It is through this “co-agency” approach whereby learners will be supported to be future-ready and explore and pursue their future pathway.

The Year 9 Curriculum Guide provides an overview of the courses of study offered at Mater Christi College. It also includes information to assist in the selection of elective subjects.

Choosing appropriate elective subjects is important and does require careful consideration. Students are strongly encouraged to take advantage of the support available. Home Group Mentors, Year Learning Leaders and the MYP Learning Leader also play a significant role in the counselling of students. They can advise them on the suitability of subjects, as well as make recommendations for future areas of study.

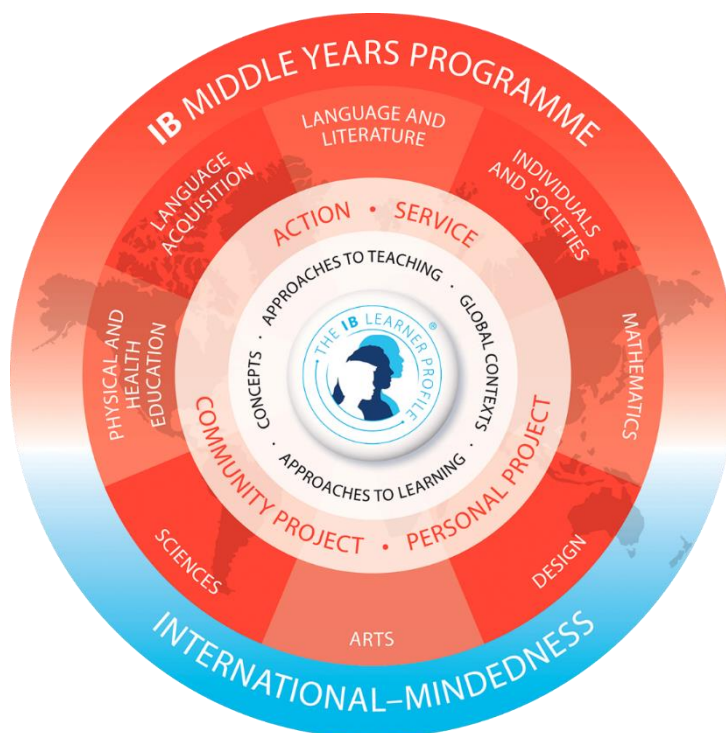
Please read through all sections of this guide so that elective choices are made wisely, and all preferences are entered correctly. A Planning Form to guide in subject selection can be found on [p. 18](#) Subject preferences must be registered online by **Monday 29 August 2022**.

Best Wishes,

**Julie Stewart** | Deputy Principal - Learning

# OUTLINE OF YEAR 9 LEARNING PROGRAM

The International Baccalaureate Middle Years Program (MYP) is the curriculum framework for Years 7-10 at Mater Christi. It aims to connect the different subject areas with core concepts/ideas and ways of learning. It is an outwardly focused program, encouraging students to see beyond individual academic disciplines to the local and wider communities.



## ASSESSMENT IN THE MYP

During MYP Years 4 and 5 (equivalent to Years 9 and 10) students work towards the achievement of Discipline specific learning objectives over the two-year period. Students are regularly assessed upon their learning progression towards achieving these objectives by the end of MYP Year 5 / Year 10.

## CORE STUDIES

In Year 9 all students complete core studies for the full year from each of the following Discipline areas:

- English (MYP Language and Literature)
- Health and Physical Education (MYP Physical and Health Education)
- Languages (MYP Language Acquisition) - Chinese or French (continue with language studied in Year 8)
- Mathematics
- Religious Education (MYP Individuals and Societies)
- Science (MYP Sciences)

## ELECTIVE STUDIES

In addition to the Core Studies above, students can select **six** elective units of their choice. This selection must include at least **one unit** from **each** of the following Disciplines:

- Humanities (MYP Individuals and Societies)
- Interdisciplinary Learning Unit (IDU)

Each elective study is offered to students in Years 9 and 10. This provides students with the opportunity to study a range of subjects and learn collaboratively with peers in Year 10. Each Years 9/10 elective unit focuses on progressing student learning during these two years towards achievement of the Year 5 MYP learning objectives for the relevant MYP Discipline.

## **INTERDISCIPLINARY LEARNING**

An important aspect of learning in the MYP is interdisciplinary learning. Students study units of work which draw on the concepts, knowledge, and skills from more than one subject area. In doing this, they learn about the connections between disciplines and develop a mental flexibility that assists them in fostering new understanding and becoming life-long learners.

In Years 9 and 10, the MYP IDUs will operate differently to the way they are experienced in Years 7 & 8. For example:

- Students choose one IDU per year
- Each is a one semester unit which includes at least two different subjects e.g. English/Media, Psychology/Health, History/Arts, Humanities/RE,
- STEM, Humanities/Visual Communication
- 4 periods per cycle
- Combined Year 9 & 10 classes
- Project- and inquiry-based learning
- Develop greater understanding of learning in MYP

## **ENRICHMENT LEARNING PROGRAM**

The Enrichment Learning Program at Year 9 is aimed at providing students with the opportunity to engage in authentic, rigorous, and meaningful personalised learning experiences designed to develop learners':

- cognitive and metacognitive skills (e.g. critical and creative thinking, learning to learn and self-regulation)
- social and emotional skills (e.g. empathy, self-efficacy and collaboration)
- practical and physical skills (e.g. use of new information and technology)

The knowledge and skills developed in each Enrichment learning experience will promote an outlook which engages the personal, local, societal, and global.

The disciplinary curriculum program will be paused for one week each term to enable students to engage in a series of intensive learning weeks that are narrow and deep in their learning focus. The learning focus for each Enrichment Learning Week is outlined below.

### **Adventure – Term 1**

Self-awareness, a sense of fulfilment, understanding for the environment and an ability to work collaboratively with teams are all experienced when students partake in the outdoor adventure camp.

Students will be offered a choice of environment for the adventure camp- Coastal, Mountain or River, where they will set themselves personal challenges while participating in a variety of activities such as hiking, an Indigenous experience, and an environment specific activity.

### **The World of Work – Term 2**

Careers education is a continuum of learning to think, explore and experience. This enrichment learning week will support students to journey along this continuum by exploring and taking control of their future pathway to VCE and beyond.

They will discover their strengths, ambitions and goals via the Morrisby Profile assessment and develop some key work-ready competencies that will assist them to navigate their lifelong career journey.

Specific focus will be on:

- Exploring and identifying future career directions and pathways to further education and training
- Understanding the job application process, including writing effective resumes and cover letters, and preparing for and participating in a mock job interview
- Use of career-matching tools for future planning and to inform subject selection
- Obtaining relevant vocational qualifications in the form of Micro-credentials
- Engaging in applied learning for an entrepreneurial purpose

### **STEM Week – Term 3**

Students will undertake a week-long program of challenging and informative STEM based tasks. Activities will be derived from the Science, Technology (Digital, Food and Textiles) and Maths Domains. Students will have the ability to choose from a range of activities focussing on a central theme.

Utilising expertise both onsite and offsite, the STEM week will involve students gaining skills and knowledge whilst working in small groups to investigate and develop an innovative STEM product that can be applied to a community event. Whilst working in teams throughout the week, students will need to project manage their tasks, and resources to create their presentations which will then be shared with other students on the final day in an Expo-style celebration.

### **Serving the Community – Term 4**

Students will engage first-hand with a range of social justice issues evident in the community. Through the methodology of 'see, judge, act' and a variety of authentic experiences in Melbourne's CBD.

They will 'see' issues such as homelessness, food insecurity, refugees and asylum seekers, indigenous history, and service to country. They will be encouraged to 'judge' these issues to better understand what is happening and why it is happening. They will then be supported to 'act' by discerning appropriate actions needed to respond to the issue within their local community and beyond.

# SUBJECT SELECTION

The Student Program Requirements outlined above ensure that each student has a comprehensive program and is also able to have some choice in the range of units studied. As a student moves to Year 10, Year 11 and finally Year 12, the level of choice increases. Parents are encouraged to work closely with their child throughout the subject selection process.

## **SELECTING YOUR UNITS**

Elective units are one semester in length. Year 9 students will select six Years 9-10 combined elective units. The Program Planner on p. will guide you to ensure you've met all the curriculum requirements outlined above.

## **TO MAKE YOUR SELECTION**

### **Step 1:**

Carefully read the description of each of the elective units in this guide. It is important to understand the content, work requirements and assessment for all units.

### **Step 2:**

Within each Domain, rank the units from most important to least important. You should consider:

- preparation for potential VCE / VCE-VM pathways
- areas in which you have a strength
- areas in which you have an interest

### **Step 3:**

Complete the Planning Form ([see page 18](#)) by entering the names and unit codes of your preferred units. These units must satisfy the Program Requirements.

### **Step 4:**

You are now ready to register your preferences for 2023. This is done online via Web Preferences, which is a web-based application that allows students to register their subject choices online.

Students have been sent, via school email, a unique link to Web Preferences. Do not delete this email. The instructions in the email should be read carefully and will outline the main steps of the subject selection process which include:

- Accessing Web Preferences
- Selecting subject preferences
- Verifying preferences via electronic signature using a parent/guardian email address

Preferences may be submitted online at home or at school. Students will be able to lodge their preferences online up until 4pm **Monday 29 August 2022**.

Please note: Web preferences allows two opportunities to submit subject preferences. Consider your options carefully before making your selections. Subject preferences must be signed off electronically by parents / carers by 4pm **Monday 29 August**.

# YEAR 9 CORE SUBJECTS

## ENGLISH

All students study English as a core subject. The English curriculum is built around 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.

In-school events and excursions such as performances, guest speakers and extended writing activities are an integral aspect of Year 9 English.

Unit studies include: a creative writing response to the Holocaust, 'Romeo and Juliet': a lesson in Romance, The power of persuasion and a study of film as text.

## ASSESSMENT

Assessment consists of text responses, oral presentations, creative writing, language analyses and end of semester exams.

## MATHEMATICS

In Semester One students extend their knowledge of measurement with the introduction of total surface area and volumes of solids. Algebraic techniques are further developed to produce graphs of linear equations.

In Semester Two students are introduced to the index laws and use them to manipulate expressions. Pythagoras' Theorem and trigonometric ratios are applied to problems involving right angled triangles. The language of probability and set theory is applied to events with multiple stages.

Mathematics is differentiated in Term 4 through targeted groupings to address specific learning needs for each topic. The groups are based on the mathematics subject selection for Year 10 and will involve students studying either financial mathematics or quadratic algebra and graphing.

## ASSESSMENT

Knowledge and understanding through tests, investigation patterns in tasks, applying mathematics in real-life contexts in task.

## SCIENCE

Students explore interactions between organisms and use modelling to examine factors that affect population sizes. They investigate how ecosystems are affected as a result of environmental change. Students learn about global systems, including the carbon cycle, and investigate the effect of climate change on sea levels and biodiversity.

Students explore how electric circuits are designed for diverse purposes including the circuitry of a house, with an emphasis on current and voltage. They will examine the interaction of magnets and how magnets are used in the generation of electricity and the operation of a motor. Students build on their understanding of atoms and how natural radioactivity arises from the decay of nuclei in atoms. They look at the atomic structure and properties of elements are used to organise them in the periodic table.

## ASSESSMENT

Assessment tasks may include written practical reports, research tasks and tests.

## **RELIGIOUS EDUCATION**

Year 9 Religious Education enables students to further their previous learning about Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacrament, and Morality and Justice by focusing on four key areas: Big Issues, Big Voices, Big Changes and Big Questions.

*Big Issues* examines key Social Justice issues and allows students to explore one or more of the following topics through the lens of the Beatitudes:

- Human trafficking
- Displacement of people
- Homelessness
- Environmental Issues
- Fast Fashion
- Sustainable Food Choices

*Big Voices* will explore the idea of Biblical and non-Biblical prophets, and how they used their voices to share a message as agents of change. Students will consider what is the difference between a prophet and an influencer.

*Big Changes* explores elements of Church history as well as how Religion has changed over time. Students will have the opportunity to research a particular person or event such as Mary Mackillop or the 2008 Sydney World Youth Day.

*Big Questions* will allow students to unpack the big questions such as “why is it important to forgive”? Students can compare what other people believe and what beliefs across different religions have in common.

### **ASSESSMENT**

Assessment may include research projects, essays, multimedia presentations, art works and biblical analyses.

## **HEALTH AND PHYSICAL EDUCATION**

Year 9 Health explores an array of topics and issues that are prevalent for today's youth. Topics such as respectful relationships, mental health, drug education and safe partying are explored. A self-defence course will coincide with these topics.

Year 9 Physical Education inspires students to engage in a range of sports such as Ultimate Frisbee, Soccer, Cricket, Lacrosse and Cheerleading. Preparation for the Outdoor Exploration Camp will also occur.

### **ASSESSMENT**

Assessment may include research tasks, tests, multimedia presentations, reflection tasks and physical performance.

## **LANGUAGES OTHER THAN ENGLISH (LOTE)**

### **CHINESE: CERTIFICATE II IN APPLIED LANGUAGE**

This course is designed to provide students with language skills and intercultural knowledge to enable them to communicate in social and workplace situations in Mandarin. For example, students will be able to read and write basic workplace documents, promote tours as a travel agent as well as successfully organise a social outing.

### **ASSESSMENT**

Conduct basic oral communication for social purposes, conduct basic workplace oral communication, read and write basic documents for social purposes, read and write basic workplace documents.

### **FRENCH**

Using a text as a jumping off point, students develop their knowledge of French grammar and vocabulary relating to food, travel and the personal world. Students gain confidence in asking and answering general conversation questions related to daily life.

### **ASSESSMENT**

A variety of tasks are used to assess students written and oral skills, as well as their ability to comprehend spoken, written and visual texts.



# YEAR 9 ELECTIVE SUBJECT OFFERINGS

## ARTS

### MAKE A MUSICAL

### AMM

Students learn the characteristics and conventions of Musical Theatre. They work collaboratively to produce a live theatre performance of a scene or select scenes, from a musical, through a range of production roles, including student's choices of actor, director, choreographer, and design areas of costume, set, hair and makeup. They learn the process of taking a musical script from the page to the stage, using research to develop design ideas for production areas. They work collaboratively in applying their acting and design skills to produce a scene from a Musical. Students take on roles as performers, creative team, including director and choreographer and theatre technicians in this course, and develop the life skills of collaboration, responsibility and project management. Students analyse a recorded or live performance of a musical exploring how conventions and production areas are applied through symbol to enhance the meaning of the performance for the audience. The unit covers Performing Arts strands of Music, Dance and Drama, as well as opportunities for theatre design and technicians. It is designed to explore how ideas can be explored in performance through music, movement and production areas.

This unit provides a foundation for **VCE Drama**.

### ASSESSMENT

Assessment may include research tasks, process and design folio, collaborative performances and evaluations, analysis and evaluation of a professional performance

### DYNAMIC DANCE

### ADD

In Dynamic Dance students will learn about a variety of dance styles such as Jazz, Contemporary, Ballroom, Hip Hop and Musical Theatre through theory and practical outcomes. Students also develop technique and choreographic skills through the creation of small group dance works and performing in a whole class dance performance. They will build knowledge surrounding the mixed mediums of Media and Performing Arts with an exploration of video music clips in the 20th and 21st Century. Students will also learn about safe dance practices, body maintenance and nutrition. Life skills such as confidence in communicating, collaboration through teamwork and development of creativity are also refined in this subject area.

No prior experience is needed however an enthusiasm for movement is recommended!

### ASSESSMENT

This subject provides a foundation for **VCE Dance and VET Dance**.

### TURN IT UP

### ATU

In this unit, students gain practical knowledge and experience as contemporary musicians. They engage in practical music-making in groups and use software to create original music, employing a range of production techniques to grow as digital musicians. They also gain experience in creating mixes of existing music, exploring DJ skills. Students gain experience and knowledge in the safe use of PA equipment, setting up and using microphones and using of music technology.

This unit provides a foundation for VET Music studies.

### ASSESSMENT

Assessment may include ensemble performances, composition, journals and workbooks.

### PHOTOGRAPHY

### APH

In Photography students develop editing and camera handling skills. They are introduced to a range of composition techniques to assist with taking captivating photographs. Students also learn to use Photoshop to enhance images taken. They have the opportunity to follow the Production Design Process to create their own photographic series.

### ASSESSMENT

Assessment may include creation of photographic series, photography editing, folios.

### YEAR 9 VISUAL COMMUNICATION DESIGN

### 9AVD

In Year 9 Visual Communication Design students are introduced to the design process and a range of drawing methods both manual and digital. Students learn about the design elements and principles and how they are used to create designs in the three design fields. Students have an opportunity to design a postcard and a mini golf course.

### YEAR 9 CREATIVE ARTS

### 9AVI

In Year 9 Art, students will be introduced to creative practice through recreation of a famous artwork. Students learn about the art elements and principles and how they are used to create visual language in artworks. The observation of artists' works is undertaken, and students recreate a chosen piece to communicate new meaning in their own artistic style.

### ASSESSMENT

Assessment may include folios, artworks, written evaluation, and presentations.

# HEALTH & PHYSICAL EDUCATION

## EXPLORE THE OUTDOORS

PEO

Explore the Outdoors investigates the importance of healthy environments and sustainability for our planet. An understanding of the types of environments and motivations and influences on outdoor experiences will be explored. Outdoor experiences may include mountain bike riding, water safety and snorkelling, hiking, and Level 1 First Aid.

**This unit provides a foundation for VCE Outdoor Environmental Studies**

### ASSESSMENT

Assessment may include: a written report and diary

## NINJA WARRIORS

PNW

Would you like to be crowned a Mater Christi Ninja Warrior? *Ninja Warriors* is an engaging theoretical and practical elective. Fitness components, fitness training, training methods, training principles and training programs are the topics that are investigated. Students are given the opportunity to participate in the local Ninja Warrior obstacle course and test their capabilities.

### ASSESSMENT

Assessment may include: a training program and diary

## TOTAL HEALTH AND WELLBEING

PTW

*Total Health and Wellbeing* is a health unit that explores topics such as the dimensions of health and wellbeing, lifestyle fitness, promotion of health and nutrition for good health. Incursions may include a visit from a dietician, Zumba, Pilates and/or Yoga teachers.

### ASSESSMENT

Assessment may include: a promotional video and case study

# HUMANITIES

## **DOLLARS & SENSE**

## **HDS**

Students explore consumer behaviour, marketing functions, physical resources, human resources and the development of financial planning skills. The study provides a brief introduction to some of the concepts in VCE Accounting, Business Management, Legal Studies and Economics. Students investigate the importance of being a smart consumer, identifying and avoiding scams and are introduced to basic financial literacy skills.

Students will also consider the concept of opportunity cost and the effect of interest rates, exchange rate movements and trends on the prices of goods and services in our economy. The importance of being an active citizen will be explored and investigated. Students are encouraged to use their voice to make change whether it be locally, nationally or globally.

## **ASSESSMENT**

Assessment may include written tests, oral presentation, a budget-based assignment and investigation.

## **CULTURE, CONFLICT AND CHANGE**

## **HCC**

Students focus on some of the major dramatic changes that occurred during the past century, with a focus on World War I and the Pacific theatre of World War II. Students explore these events through the lenses of Culture, Conflict and Change. Students investigate how the beliefs and behaviour of society can lead to international conflict. The nature, extent and impact of these conflicts are examined and the subsequent changes that occurred as a result of the conflict are also explored. Wherever appropriate, the involvement of, and impact on Australia and the Asian region is also investigated.

## **ASSESSMENT**

Assessment may include document analysis, class presentations, investigations, essays and film analysis.

## **ISSUES AND INSIGHTS**

## **HII**

This unit suits students who have demonstrated strong skills in Humanities. Students need to have a strong interest in Politics as the course explores current and recent political, social and economic issues, both locally and globally through an investigation of the causes, ideas and philosophies behind these events. Students will be encouraged to develop an in-depth understanding and insight into the thinking behind the actions of political leaders and governments. Topics in the past have included World Terrorism, Nuclear Weapons, The American Presidential System and the Middle East Crisis. Topics are based on prevailing issues and student choice. Students are initially introduced to different types of government through an analysis of satirical work/s. Students will be expected to analyse and explore primary and secondary sources, argue a case, in both written and oral form and interpret the responses of the mass media.

## **ASSESSMENT**

Assessment may include document analysis, an essay, classroom debates, oral presentation, research and film analysis.

# INTERDISCIPLINARY UNITS

## INDIGENOUS PERSPECTIVES

IIP

In this unit, students look at the history of Australia from Indigenous perspectives and develop an understanding of Indigenous culture and spirituality. The unit calls on the support and input of local First Nations people, allows students to explore our local Wurundjeri land, and to consider ways of moving towards Reconciliation.

### ASSESSMENT

Assessment may include research project.

## MIND MATTERS: PSYCHOLOGY AND ADOLESCENT MENTAL HEALTH

IMM

Students investigate how the brain develops from childhood to adulthood and the impacts this has on decision making. There is a particular focus on the way the adolescent brain changes. Students also look at how an understanding of psychology can have a positive impact on teen mental and physical health.

**This unit provides a foundation for VCE Psychology.**

### ASSESSMENT

Assessment may include lab reports, research project, videos.

## NO PLACE LIKE HOME

INH

Students investigate the issue of homelessness and develop their understanding of Social Justice issues by researching community organisations and connecting with local councils and homelessness advocacy organisations. Their research leads to their own design of an effective public housing home or village.

### ASSESSMENT

Assessment may include research and design project.

## SHAPING THE WORLD: THE ARTS AND HISTORY

ISW

In this unit, students explore a range of historical periods through the music, art, literature and theatre of the time. Eras covered might include: The Renaissance, Romantic Period, World War 1, Swinging 60s but all eras could be considered. How did the societies in each period use the arts to express their ideas about subjects like human nature, philosophy, war, love, freedom, and beauty? Students will not be creating artworks, rather engaging in exploration and analysis.

### ASSESSMENT

Assessment may include research project and folio.

## STEM MAD - MAKING A DIFFERENCE

ISM

Students develop a STEM based innovation to create a solution to a problem in the community. Students learn about different technologies and apply these to their STEM based solution.

### ASSESSMENT

Assessment may include creation of STEM product.

## STRAIGHT TO THE POOLROOM: CLASSIC AUSSIE FILMS

ISP

Students discover some of Australia's iconic, formative films and learn how to read and interpret film before making their own mini-masterpieces. This unit requires the reading of reviews and film criticism.

Film studies may include, but are not limited to: *Muriel's wedding*, *Priscilla*, *Queen of the desert*, *Strictly Ballroom*, *The Sapphires*, *Malcolm*, *The Castle*, *Mad Max*, *Red Dog* and *One Night the Moon*.

**This unit provides a foundation for VCE Media.**

### ASSESSMENT

Assessment may include film analysis, film criticism, filmmaking, podcasts

# SCIENCE

## **SCIENCE INVESTIGATORS**

### **SSI**

Students undertake 3 mini research projects over the semester designed to enhance their scientific inquiry skills. Projects focus on water analysis (chemistry based), flight (physics based) and enzymes (biology based). Through these projects students apply fair test principles to self-designed experiments and explore the importance of repeatability and validity. Students are encouraged to critically evaluate methods, suggest and carry out improvements and identify next steps in their studies. Students present their findings concisely using scientific posters.

### **ASSESSMENT**

Assessment may include practical reports, posters, tests.

## **FORENSIC SCIENCE**

### **SFS**

The Forensic Science unit uses skills and knowledge from the sciences of biology, chemistry and physics to solve a crime. Students will learn about different forensic techniques such as, fingerprint patterns, microscopes, DNA, blood types, blood splatters, chemical testing. Students will be presented with hypothetical case studies and will use the forensic techniques to go about solving the crime.

### **ASSESSMENT**

Assessment may include a research case study, practical reports and tests

## **LIVING CLEANLY**

### **SLC**

*Living Cleanly* focuses on how we can live a more sustainable life. What is in the food that we eat? How are pollutants affecting our health? How can we be more sustainable with the fuels that we use for transport? How do we reduce the impact of plastics on the environment? What is the impact of infectious disease from a global perspective including endemics and pandemics? Students have the opportunity to explore an area that they are interested in for *Living Cleanly*.

### **ASSESSMENT**

Assessment may include: Research assignment, topic tests, practical reports.

## **THIRD ROCK FROM THE SUN**

### **STR**

*Third Rock from the Sun* focuses on how the universe began through the lens of the evidence of the Big Bang Theory, including the formation of planets and stars. We zoom in on how the Earth formed and has changed over time, with a particular focus on how Australia has evolved.

### **ASSESSMENT**

Assessment may include research assignments and topic tests.

# TECHNOLOGY

## **BON APPETIT**

**TBA**

Food is part of our lives every day - sharing with friends and family, celebrating and sustaining us all. Let's enjoy what we eat, understand where it has come from and why we need food every day. Students build on skills and knowledge from Year 8 Food Technology and become more familiar with current food trends while enjoying a variety of dishes they have prepared themselves and developing skills for their future.

**This unit provides a foundation for VET Hospitality in VCE.**

### **ASSESSMENT**

Assessment may include practical classes and project-based tasks applying the MYP Design Cycle

## **HELLO WORLD – AN INTRODUCTION TO COMPUTING AND PROGRAMMING**

**THW**

During this unit, students explore and gain experience in the use of a range of electronic technology. Through the acquisition of programming and problem-solving skills, students deploy technological solutions for issues in the world around them. Students engage with robotics including mBots, Spheros, drones and Lego Mindstorms. Students also have scope to work with 3d printing technology and Computer Assisted Design software. Students have opportunities to work with the Raspberry Pi computing platform. Through using these computers, students gain skills in configuring a low-cost, low-energy personal computing solution using the Linux Operating System. Also, students explore embedded technology and creating IoT (Internet of Things) smart technology solutions. With the skills acquired in this course, students employ the MYP Design Cycle to identify an issue, ideate a solution, realise their concepts, and evaluate the effectiveness of their design. Students will finish this course with competencies in computer systems administration, robotics, coding, problem-solving and product design.

**This unit provides a foundation for VCE Applied Computing.**

### **ASSESSMENT**

Assessment may include practical classes and project-based tasks applying the MYP Design Cycle

## **HIGH TEA**

**THT**

This unit provides students with the opportunity to develop the skills and knowledge associated with baking and cake decorating. Students will learn the theory behind baking as well as learning the creative skills used to produce and decorate a range of afternoon tea items. High Tea will assist students who wish to pursue a career in Hospitality and / or will provide them with a creative leisure outlet for now or in the future.

### **ASSESSMENT**

Assessments may include a folio, practical assessments, demonstrations of cake decorating and food preparation techniques, and a task.

## **TO DYE FOR**

**TDF**

Students engage in a range of practical surface decoration activities (such as tie-dye, fabric painting, fabric printing, fabric transfer, eco-dyeing and printing, free machine embroidery, applique and bleach painting) to produce a collection of cotton fabric samples. They then design a tote bag or satchel that these samples will be incorporated into, expressing their own unique style and address their individual needs.

### **ASSESSMENT**

Assessment may include folio, creation of final product.

## SUMMARY OF ELECTIVE UNIT OFFERINGS

<b>YEAR 9/10 ELECTIVE CHOICES</b>		
Arts	Dynamic Dance	ADD
Arts	Make a Musical	AMM
Arts	Turn it Up	ATU
Arts	Photography	APH
Arts	Year 9 Creative Arts	9AVA
Arts	Year 9 Visual Communication Design	9AVC
Health & Physical Education	Explore the Outdoors	PEO
Health & Physical Education	Ninja Warriors	PNW
Health & Physical Education	Total Health & Wellbeing	PTW
Humanities	Dollars & Sense	HDS
Humanities	Culture, Conflict & Change	HCC
Humanities	Issues & Insights	HII
Interdisciplinary Learning	Indigenous Perspectives	IIP
Interdisciplinary Learning	Mind Matters: Psychology & Adolescent Mental Health	IMM
Interdisciplinary Learning	No Place Like Home	INH
Interdisciplinary Learning	Shaping the World: Arts & History	ISW
Interdisciplinary Learning	Straight to the Poolroom: Classic Aussie Films	ISP
Interdisciplinary Learning	STEM Mad: Making a Difference	ISM
Science	Science Investigators	SSI
Science	Forensic Science	SFS
Science	Living Cleanly	SLC
Science	Third Rock from the Sun	STR
Technology	Bon Appetit	TBA
Technology	Hello World: An Introduction to Computing and Programming	THW
Technology	High Tea	THT
Technology	To Dye For	TDF

# YEAR 9 COURSE PLANNING FORM



## Year 9 Course Planning Form

Use the following table to plan your 2023 selections.

Your choices need to be entered online and authorised electronically by parents/carers by 4pm Monday 29 August 2022.

Curriculum Requirements	Subject Title	Subject Code
<b>English</b>	Core English – automatically assigned (all year)	
<b>Health &amp; Physical Education</b>	Core HPE – automatically assigned (all year)	
<b>Mathematics</b>	Core Mathematics – automatically assigned (all year)	
<b>Religious Education</b>	Core Religious Education – automatically assigned (all year)	
<b>Science</b>	Core Science – automatically assigned (all year)	
<b>Please write your preferred subject choices for Humanities and Interdisciplinary Learning in the space below</b>		
<b>Humanities</b>		
<b>Interdisciplinary Unit</b>		
<b>Languages Other Than English (LOTE) - Select the language you studied in Year 8</b>		
LOTE: French or Chinese		
<b>Electives – Choose 4 elective units of your choice from any Domain area</b>		
<b>Free choice</b>	1.	
<b>Free choice</b>	1.	
<b>Free choice</b>	1.	
<b>Free choice</b>	1.	