Our Lady of Sion College

Year 9, 2019 Curriculum Handbook

Contents

Principal's Message

I warmly welcome you to Year 9 and hope the 2019 academic year will be rewarding and successful for you. At Our Lady of Sion College, we strive to ensure that the curriculum is challenging, interesting and diverse. The curriculum program at Year 9 offers you many exciting learning opportunities together with more variety and choice. Our aim is to capture your imagination, passion and interest so that you can achieve your goals and aspirations.

This curriculum handbook outlines the curriculum program that is available for all Year 9 students in 2019.

I encourage you to read this handbook carefully with your parents/guardians, as it contains important information about all core subjects and elective options.

I trust that you will enjoy this new and exciting learning program at Year 9. I encourage you to strive for your personal best and to make the most of your God-given gifts.

With every blessing

Tina Apostolopoulos
Principal

Year 9 Curriculum Structure

The curriculum at Our Lady of Sion College provides a Catholic education imbued with the Sionian charism. The Year 9 curriculum focuses on the development of important skills including literacy, numeracy, interpersonal and interdisciplinary skills as well as the development of key knowledge and skills from within the various disciplines. The curriculum offers a significant number of units and is structured to offer students a degree of flexibility to allow for personal talents and gifts to develop. The Year 9 curriculum provides students with engaging learning opportunities for students to develop important skills.

Year 9 students learn within a rigorous, challenging, supportive and contemporary learning environment that promotes personal excellence. The curriculum provides engaging learning programs that encourage students to use their talents to the best of their abilities and to strive for excellence. The learning program is personalised through the wide offering of units available as well as through learning support and enrichment.

The Year 9 curriculum structure consists of core and elective units. A unit runs for the length of a semester. Within each subject area, students may have the option of selecting from a range of electives. Descriptions of all units are provided in this handbook.

Core Units

Year 9 students are required to study the following units across the year:

- Religious Education
- Mathematics
- English
- AYIN
- Health and Physical Education Core Unit (one semester)
- Science Core Unit (three modules across two semesters)
- Language (same language studied at Year 8)
- Pastoral Care.

Electives

Students are then required to undertake five electives (one from each column) as outlined in the table below:

Health & PE: select one	Arts: select one	Humanities: select one	Technologies: select one	Additional elective: select one
Body Talk	Art: Express Your Creative Self	Civics and Citizenship: The Law and Money Makers	**Design and Technology** Food Studies: Delicious and Nutritious	Year 9 Literature
Play the Game	Drama: All the World's a Stage	Geography: Connecting People and Places	Food Studies: Tastes of the World	STEM: Science by Design
	Media: Creative Storytelling	History: Rebels and Troops	Textiles: Passion for Fashion	Any elective not previously selected (any column)
	Music: Music in the Real World		**Digital Technologies** Create, Print and Animate your own 3D world	
	Visual Communication Design: Building Design Knowledge		Digital Publishing and Design in the 21st Century	

Subject Selection Process

There are many factors to consider when you are selecting preferences for Year 9 subjects. After reading this handbook you might consider discussing choices with the relevant Learning Leader and teachers of the subject as well as current Year 9 students who are studying similar electives to those in which you are interested.

Please remember to select preferences for subjects based on your interests and abilities. The following key dates are relevant to the 2019 subject selection process:

19 July Year 9, 2019, Subject Selection Seminar

10 August Year 9, 2019, online web preferences due at 8 am

13 August Web Preferences signed receipt due to Homeroom Teachers.

Support available

The following staff are happy to answer questions that you may have about Year 9 subject selection:

Mrs Michelle Rangelov mrangelov@sion.catholic.edu.au	Deputy Principal – Learning and Teaching
Mrs Christine Kralj ckralj@sion.catholic.edu.au	Deputy Principal – Student Wellbeing
Mr John McInerney jmcinerney@sion.catholic.edu.au	Deputy Principal – Faith and Mission
Ms Clare Tipping ctipping@sion.catholic.edu.au	Years 7–10 Curriculum Leader
Mrs Maureen Fraser mfraser@sion.catholic.edu.au	Learning Enhancement Leader
Mr Jac Canning jcanning@sion.catholic.edu.au	Year 9 Level Coordinator
Mrs Brooke O'Hara bohara@sion.catholic.edu.au	Careers and Pathways Counsellor
Mrs Anna Gionfriddo agionfriddo@sion.catholic.edu.au	Religious Education Learning Leader
Ms Natasha Borg nborg@sion.catholic.edu.au	Arts Learning Leader
Mr Andrew McLeod amcleod@sion.catholic.edu.au	English Learning Leader
Ms Natalie Hall nhall@sion.catholic.edu.au	Health and PE Learning Leader
Mrs Sarah Chalmers schalmers@sion.catholic.edu.au	Humanities Learning Leader
Mrs Gail Amato gamato@sion.cathlolic.edu.au	Languages Learning Leader
Ms Helen Mulvogue hmulvogue@sion.catholic.edu.au	Mathematics Learning Leader
Ms Cassie Marsden cmarsden@sion.catholic.edu.au	Science Learning Leader
Ms Dale Hunter dhunter@sion.catholic.edu.au	Technologies Learning Leader

List of Subjects

Religious Education:

Semester 1: The Spirit of Women
Semester 2: Made in the Image of God

Arts:

Art: Express Your Creative Self
Drama: All the World's a Stage
Media: Creative Storytelling
Music: Music in the Real World
Visual Communication Design: Building Design Knowledge

Ayin 1 and 2

English:

English 1 and 2
Year 9 Literature (one semester elective)

Health and PE:

Core Subject
Body Talk
Play the Game

Humanities:

Civics and Citizenship: The Law and Money Makers
Geography: Connecting People and Places
History: Rebels and Troops

Languages:

Chinese 1 and 2
French 1 and 2
Italian 1 and 2

Mathematics 1 and 2

Pastoral Care 1 and 2

Science:

Core Unit (three modules)
STEM: Science by Design

Technologies: Design and Technology:

Food Studies: Delicious and Nutritious
Food Studies: Tastes of the World
Textiles: Passion for Fashion

Technologies: Digital Technologies:

Create, Print and Animate Your Own 3D World
Digital Publishing and Design in the 21st Century

Subject Outlines

Religious Education

Semester 1: The Spirit of Women

Learning Program

Students explore the means by which we understand Scripture in its social, historical and theological contexts. They investigate what life was like for women Before the Common Era (BCE) and in First Century Palestine – their roles, customs, struggles, and daily lives. The students explore significant female characters of the Old Testament such as Ruth, Naomi, Sarah and Miriam, who are introduced as examples of people faithful to God despite hardship. They investigate images and perceptions of Mary in the following ways:

- Scriptural perspectives on Mary in each of the four Gospels
- the person of Mary as the mother of Jesus
- Church teachings about Mary
- visual representations of Mary which have been responses to various theological developments in the Church
- Mary as viewed by other religions and cultures
- Mary as a model of discipleship for today's world.

Students explore the experiences of selected contemporary women and consider the lessons that can be taken from their stories. They will be encouraged to contemplate the role they will play as young women, within their families, communities and the wider world, now and in the future.

Key Questions

- How have women used their individual talents and attributes to inspire others and inspire change?
- What can we learn from the experiences of other women about leading our own lives meaningfully?

Learning Outcomes

It is intended that students will:

- understand literary forms and themes within scripture and their purpose
- critically evaluate Biblical themes and/or characters and analyse their impact on historical individuals and/or groups today
- discriminate in the way they use a variety of sources
- explore how Mary is depicted in the Gospels
- analyse the Magnificat
- investigate Church teaching about Mary
- explore how Mary is interpreted in other religions and cultures
- reflect on Mary is an example of discipleship for all Christian people.

Assessment Tasks

- Exegesis
- Research and reflection task
- Ongoing reflective journal

Religious Education

Semester 2: Made in the Image of God

Learning Program

Students explore the concept 'made in the image of God' in relation to their own sense of self, their relationships, their actions and those of the wider world. They understand the concept through dialogue with each other and a study of its scriptural origins. Students identify and investigate qualities that reflect a respect for the dignity of the human person through a number of events, issues and people and are invited to reflect on their own past and future actions in relation to these. They encounter examples such as stories of forgiveness and reconciliation as instances of respect for human dignity through a study of the Rwandan Genocide, examples of compassion and service through the work of the Sisters of Our Lady of Sion, examples of respect through exploring causes of and barriers to indigenous reconciliation in Australia. Throughout their study, students are invited to ongoing reflection of the concept and its applications.

Students explore types of human relationships and discuss the nature of a good relationship that reflects an appreciation of each person being made in God's image. They analyse Scripture (1 Corinthians 13) to develop biblical understanding of love and discuss the difference between sex and sexuality. Students analyse the portrayal of love and relationships in the media to investigate common views in our society and discuss adult relationships other than marriage. They explore Church teachings on informed conscience and decision-making.

Key Questions

- What informs our position on ethical and moral issues?
- Are there core human qualities that reflect a respect for human dignity?

Learning Outcomes

It is intended that students will:

- explain and reflect on the term 'made in the image of God' in relation to their sense of self and actions towards others
- explain the concepts of good and evil in relation to contemporary world views
- reflect on different views of good and evil to appreciate the importance and impact of a moral stance in society
- interpret ways right relationships are expressed within Catholic Social Teaching and the social teachings of other faith traditions
- explain the foundations on which people base their ethical and moral stance
- interpret key life issues, applying critical discernment processes
- reflect on an understanding of responsibility and how it informs social, ecological and political actions locally and globally.

Assessment Tasks

- Article analysis
- Reflective writing task
- Ongoing reflective journal

Arts

Art: Express Your Creative Self

Learning Program

Students will undertake a range of structured media explorations across different practical areas, which may include drawing, painting, printmaking, sculpture or ceramics. They will respond to the inspiration sourced on excursion and the artworks of artists who work with similar ideas, imagery, materials or techniques. A visual diary will be maintained with visual and annotated records of processes used in the development of their own artworks. This process of evaluation and refinement will be integral to the development of technical competence and aesthetic awareness.

Students will discuss and analyse how the selection, combination and manipulation of art elements, principles, skills, techniques, media, materials and technologies construct meaning in selected artworks. The student's own and other interpretations of artworks from a range of historical and cultural contexts will be evaluated and explored.

Key Questions

- How can we respond creatively to stimuli from our environment and experiences?
- How have other artists responded to their environment and experiences?

Learning Outcomes

It is intended that students will:

- work within and across areas of painting, printmaking, drawing, ceramics, applying decision-making skills to find the most effective way to implement ideas, design, create and make artworks devised from a range of stimuli (creating and making and creativity)
- evaluate, reflect on, refine and justify their content, design, development and aesthetic choices (creating and making, reflection, evaluation and metacognition)
- observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of art works in a range of disciplines and forms (exploring and responding
- analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of artworks created by a range of artists using appropriate art terminology (exploring and responding and reflection, evaluation and metacognition).

Assessment Tasks

- Printmaking folio
- Practical folio
- Visual analysis
- End-of-semester test

Arts

Drama: All the World's a Stage

Learning Program

The unit focuses on play-building, improvisation, interpretation and performance of scripted work, as well as the elements of stagecraft and how these enhance performance. Students develop characterisation skills, building on voice and movement in the performance of a scripted monologue. Students study and use the elements of stagecraft in this performance, and create a folio of material that explores the stagecraft choices made. The unit will culminate in a Class Play, the public performance of a chosen script. Each student will perform as a character in this play, as well as taking on a stagecraft role. Students will work effectively within an ensemble and solo environment to combine the elements of drama in order to create a meaningful piece of theatre. This course requires creativity, analysis and collaboration.

Key Questions

- How can play-making techniques such as research enhance the realisation of characters?
- How does the use of stagecraft such as costume and set design impact on the audience's understanding of a character?
- How do all of the stagecraft elements interact in the performance of a class play?

Learning Outcomes

It is intended that students will:

- create and make artworks devised from a range of stimuli (creating and making, exploring and responding, creativity)
- maintain a record of how ideas develop in the creating, making and presenting of their performance works (reflection, evaluation and metacognition, exploring and responding)
- experiment with innovative possibilities within the parameters of a task (creativity, creating and making)
- select and use thinking processes and tools appropriate to particular tasks (reflection, evaluation and metacognition).

Assessment Tasks

- Monologue performance of a character from scripted text and accompanying research
- Stagecraft folio
- Class play – character and stagecraft role

Arts

Media: Creative Storytelling

Learning Program

In this unit, students will focus on the media production process, creating both a documentary and a promotional poster. Students are introduced to codes and conventions associated with genre and will create representations that manipulate media elements. They will examine and produce a Production Design Plan which will include concept development, written planning documentation and visual planning documentation. The students will develop practical skills through the use and implementation of technical equipment, incorporating software such as Adobe Premiere Pro and Adobe InDesign, as well as hardware which will include the use of cameras.

Key Questions

- What is Media?
- What are codes and conventions, how can these be implemented by media producers?
- What are conventions of a documentary and promotional poster, how can we reproduce these?
- What's a production design plan, how can we go about creating our own?
- What processes should we undertake throughout the development, pre-production, production and post-production stages of product?

Learning Outcomes

IIt is intended that the student will develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- an understanding of the use of techniques, materials, processes and technologies
- critical and creative-thinking skills, Media Arts languages, knowledge of Media Arts theories and practices
- respect for and acknowledgment of the diverse roles, innovations, traditions, histories and cultures of artists, designers, commentators and critics
- understanding of Media Arts social, cultural and industry practices
- confidence, curiosity, imagination, enjoyment and a personal aesthetic.

Assessment Tasks

- Production design plan
- Documentary
- Promotional poster
- End of semester assessment.

Arts

Music: Music in the Real World

Learning Program

In this subject, students will be given opportunities to develop their music performance and industry skills. Students will present performances both as soloists and in group situations. Students will also continue developing music theory, aural and analysis skills and apply these skills through the creative outlet of arranging and performing. This unit will look into the production side of the music industry, equipping students with introductory knowledge to organise and produce a music event.

Key Questions

- What techniques and elements of music am I, as a performer, able to interpret and adopt to prepare and perform a truly engaging performance?
- What theoretical concepts need to be studied to then be applied to my music-making, to bring to life a composer's intentions?
- How am I, through analysing a range of musical performance in a range of styles, able to better inform my practise as a musician?

Learning Outcomes

It is intended that students will:

- arrange and present music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas (explore & express and music practices)
- manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions (explore & express)
- create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions (music practices)
- perform music-applying techniques and expression to interpret the composer's use of the elements of music and compositional devices (present and perform)
- evaluate a range of performances and compositions to inform and refine their own music making (respond and interpret).

Assessment Tasks

- Solo performance
- Ensemble performance
- CD recording
- Aural skills
- Music literacy and aural test (Year 9)

Arts

Visual Communication Design: Building Design Knowledge

Learning Program

Students will build basic design knowledge exploring design elements and principles, media, materials and a variety of methods through the production of a series of visual communications from both the environmental and communication design fields.

Students will undertake research, generate ideas, develop concepts to meet specified briefs. They will use creative, critical and reflective thinking strategies throughout the semester to enhance the effectiveness of visual communications for a specific audience.

Key Questions

- What skills and techniques can be developed with various traditional and digital media to evoke a strong sense of design and attract a desired audience?
- What designers and/or design movements can be researched to attain a strong sense of professional practice?

Learning Outcomes

It is intended that students will:

- explore the nature of a design brief and how a made-up client and audience shape a desired design for a product or event (exploring and responding)
- apply their knowledge of design elements and principles both through annotation and practical exploration in their visual diaries that relate to trialling media, methods and materials that best suit the brief (creating and making, and creativity)
- practice skills and techniques through illustration, digital imaging, technical drawing looking at orthogonal and paraline systems and other methods of graphic design styles, i.e. illustration, product design, architecture, digital design, pencil, paint and collage techniques (creating and making and creativity)
- create a folio as self-assessment and reflection (reflection, evaluation and metacognition)
- analyse professional designers, designs and design movements that relate to brief requirements, exposing them to real life examples and practice (exploring and responding).

Assessment Tasks

- Technical drawing activities
- Production of final presentations for communication design
- Production of final presentations for environmental design
- End-of-semester written assessment

Ayin 1 and 2

Learning Program

Students work in a range of groupings including homeroom, elective, small group and individual. They participate in three module units over the course of the year: *Our Asian Neighbours*, *Global Footprint* and *Cultural Diversity*. Students prepare a portfolio of documents for job applications including a resume, cover letter and a career action plan. Students participate in a City Experience which involves a range of activities exploring Melbourne's CBD and developing skills of independence. Students also research and prepare a biography and artwork that explores the contribution of a significant person in the community. Students complete a unit of work on the Suffragette movement. To conclude the year, students participate in a unit of work titled *Mind, Body and Soul*, which aims to develop a holistic approach to health and wellbeing. As part of the Ayin Program all students participate in the Duke of Edinburgh's International Award.

Key Questions

- Who am I? How can I become a more reflective, self-aware learner?
- Where am I? How can I connect in a meaningful way with my community?
- Where am I? How can I develop a greater understanding of the world in which we live?

Learning Outcomes

It is intended that students will:

- demonstrate awareness of complex social conventions, behaving appropriately when interacting with others.
- work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams
- allocate appropriate time and identify and use appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set timeframes
- process and synthesise complex information and complete activities focusing on problem-solving and decision-making, which involve a wide range and complexity of variables and solutions
- employ appropriate methodologies for creating and verifying knowledge in different disciplines
- participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community
- use pertinent questions to explore, clarify and elaborate on complex meaning
- analyse events that contributed to Australia's social, political and cultural development
- explain aspects of increasing global interconnections in the twentieth and twenty-first centuries.

Assessment Tasks

- Multimedia presentation on City Experience
- Individual or group research tasks for each of the three modules
- Portfolio of documents for job applications
- Interview and biography for the Significant People Project
- Completion of the required hours for the Duke of Edinburgh's Award

English

Semester 1: English

Learning Program

Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. They interpret, create, evaluate, discuss and perform a wide range of literary texts designed to inform, entertain, critique, question and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts. Students explore figurative and rhetorical language. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, discussions, literary analyses, transformations of texts and reviews.

Key Questions

- Truth or fiction?
- How does language work to both empower and disempower?

Learning Outcomes

It is intended that students will:

- read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues (reading)
- produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting (writing)
- improve the accuracy and readability of their writing by developing confidence using a range of language techniques and the identification and use of appropriate grammatical conventions language (writing)
- critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes (speaking and listening).

Assessment Tasks

- Writing for a specific audience and purpose in the context of traditional and emerging forms of media
- Oral presentation of a point of view
- Text response analysing the themes and ideas in written texts

English

Semester 2: English

Learning Program

Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. They interpret, create, evaluate, discuss and perform a wide range of literary texts designed to inform, entertain, critique, question and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts. Students explore language features including successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, discussions, literary analyses, transformations of texts and reviews.

Key Questions

- Who in the world am I?
- Who are we without family?
- How do stories change things?

Learning Outcomes

It is intended that students will:

- read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues (reading)
- produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting (writing)
- improve the accuracy and readability of writing, developing confidence using a range of language techniques and the identification and use of grammatical conventions (writing)
- critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes (speaking and listening).

Assessment Tasks

- Text response essay analysing the themes and ideas in *How I Live Now*
- Oral presentations
- Analysis of a film text

English

Year 9 Literature

Learning Program

Students explore literary texts such as short stories, films and poetry. They discuss texts analytically and develop confidence in the use of metalanguage to describe and discuss particular structures and features of language and texts. Students explore the power of language and the ways it can influence roles and relationships and represent ideas, information and concepts. They learn that texts can be created for multiple purposes. Students develop a critical understanding about the ways that writers and producers of texts try to position readers to accept particular views of people, characters, events, ideas and information. They learn to use formal language to construct spoken and written texts for a range of purposes and audiences. Students extend their knowledge of the structure of a variety of text forms and practice writing in detail about challenging ideas and information. They work cooperatively in discussion groups, to explore and analyse challenging themes and issues.

Key Questions

- How do texts inform, impact, reflect and help us understand life?
- How are texts created and interpreted?
- How does literature reflect times, ideas and places?

Learning Outcomes

It is intended that students will:

- read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues (reading)
- produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting (writing)
- students improve the accuracy and readability of their writing, developing confidence using a range of language techniques and the identification and use of grammatical conventions (writing)
- critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes (speaking and listening).

Assessment Tasks

- Reading journal based on three chosen texts considered intercultural, modern and/or classic literature
- Comparative writing and reflection of the print and film versions of the Brothers Grimm fairytale 'Rapunzel'
- Poetry analysis on poems from Bruce Dawe's anthology

Health and Physical Education

Health and PE: Core Unit

Learning Program

Students will consider the relationship between physical activity, fitness and health, and explore ways to measure their own fitness and physical activity levels. They will set realistic short-term goals for improving participation in physical activity and describe their progress to achieving this goal. Students will enhance body awareness and control through participation in activities related to cheerleading. In groups they will create and perform a cheerleading routine. This unit also includes Health curriculum which covers the areas of Fitness and Nutrition, First Aid and Sexual Health.

Key Questions

- Relationships and sexuality
- How fit am I? How fit can I be?
- Ready? OK! Can you create a cheerleading routine?
- How do I respond if someone is injured or ill?
- Badminton

Learning Outcomes

It is intended that students will:

- measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active
- maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity
- combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance in a variety of team sports
- describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development
- identify the health concerns of young people and the strategies that are designed to improve their health.

Assessment Tasks

- Fitness testing and training
- Fitness and first aid test
- Relationships and sexuality task
- Team cheer performance
- Practical application, physical skills and teamwork

Health and Physical Education

Health and PE: Body Talk

Learning Program

This unit promotes physical activity and the development of movement competence. In the practical component, students engage in a variety of movement styles. They will participate in and analyse 'movement for fitness' and 'aesthetic movement'. Students will also show their understanding of the qualities and skills necessary to lead an aerobics class and demonstrate their knowledge of different dance styles in a practical and theoretical situation. They will gain an insight into how the body moves and the systems that are in place to initiate and maintain movement. The body systems investigated include the muscular, skeletal, circulatory and respiratory systems. Some of the movement styles that students may participate in include: aerobics, Zumba, hip hop, ballet, lyrical and contemporary.

Key Questions

- How do the systems of the body work together to produce movement?
- So you think you can dance?
- How do you choreograph a dance routine?
- Fitness

Learning Outcomes

It is intended that students will:

- demonstrate proficiency in the execution of manipulative and movement skills during complex activities
- demonstrate advanced skills in selected physical activities
- participate in sports, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity.

Assessment Tasks

- Creative movement task
- Practical application, physical skills and teamwork
- Body systems tests
- iMovie presentation

Health and Physical Education

Health and PE: Play the Game

Learning Program

Students will learn about the classification of games and play a selection of games from each classification. They will examine the strategies and tactics common to different games and participate in a series of modified games and activities which develop strategic thinking and tactical knowledge. Strategic questioning and feedback will be used to encourage students to consider ways to improve team performance. Students will learn of the characteristics, roles and responsibilities of a coach, player, spectator and captain in sport. They will create their own minor game and teach it to their peers. Students may participate in a range of sports from the following classifications: invasion, court divided, striking and fielding, and target.

Key Questions

- What is an invasion game?
- Does discrimination exist in sport?
- Can you create a game?

Learning Outcomes

It is intended that students will:

- participate in peer teaching or coaching situations with a focus on skill development and improvement
- discuss sporting conduct and implement fair play and good sporting behaviours
- analyse a variety of roles in team games (e.g. player, coach, umpire and spectator) and assume responsibility of the organisation of a sport competition (movement and physical)
- understand new activities, which will require them to learn new skills or adapt previously learned skills in a new context
- apply tactics and strategies to a variety of challenges.

Assessment Tasks

- Physical skills
- Research task – Women in Sport
- Presentation of minor game and evaluation
- SEPEP

Humanities

Civics and Citizenship: The Law and Money Makers

Learning Program:

Students will focus on the rights and responsibilities of citizens and how Australians can participate in their democracy. They will examine the principles and function of Australia's legal and political systems through investigating the role of political parties and the courts in creating a functioning society. They will also develop personal financial literacy skills to deal with a range of everyday financial issues and risks, such as strategies to spend money wisely, manage credit and identify theft.

Key Questions:

- How are we governed?
- How does the law affect you?
- Why is it important to manage your money effectively?

Learning Outcomes:

It is intended that students will:

- investigate how the party system operates and relates to citizen participation in Australia's democracy and the formation of government and operation of the electoral system (civics and citizenship)
- discuss key concepts, such as parliamentary majority, opposition, hung parliament, minority government, proportional representation, party platform, and mandate government (civics and citizenship)
- describe the structure of Australia's court hierarchy, such as level of hearing, type of law and realm of law (civics and citizenship)
- investigate a selection of hypothetical cases from different types of law, such as criminal law, consumer law, family law, environmental law and workplace law, and/or jurisdiction to the courts in which they would be heard (civics and citizenship)
- describe and compare the different roles of criminal courts and civil courts (civics and citizenship)
- investigate the role of savings and investment (economics)
- investigate and identify financial risks such as scams and identity theft (economics)
- explore ways that consumers can secure their personal financial information, such as checking bank/credit card statements and using credible secure websites (economics).

Assessment Tasks:

- Politics task
- Law and courts test
- Business and finance task

Humanities

Geography: Connecting People and Places

Learning Program

This course focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. The nature and importance of tourism is explored as a further examination of interconnections. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world. The Global Food Security crisis is examined to explore an uneven distribution of resources.

Key Questions

- What are the causes and consequences of change in places and environments and how can this be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Learning Outcomes

It is intended that students will:

- develop an understanding of the perceptions people have of place and how this influences their connections to different places (geographical knowledge)
- develop an understanding of the way transportation and information and communication technologies are used to connect people to services, information and people in other places (geographical knowledge)
- develop an understanding of the ways that places and people are interconnected with other places through trade in goods and services, at all scales (geographical knowledge)
- develop an understanding of the effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (geographical knowledge)
- develop an understanding of the effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (geographical knowledge).

Assessment Tasks

- Global food security test
- Globalisation research task
- Tourism investigation

Humanities

History: Rebels and Troops

Learning Program

Students will examine the development of democracy in Australia. By examining the Eureka Rebellion, students will identify the different events that led to more freedom and rights for Australian citizens. Students will use knowledge of democratic ideals as a driving force between ANZAC and Gallipoli and consider the impact of World War I through analyzing various historical perspectives and lived experiences.s

Key Questions

- How does it feel to strike gold?
- How were the indigenous people treated on the Goldfields?
- How is democracy a connecting theme in the development of Australia?
- What did the soldiers go through in World War I?

Learning Outcomes

It is intended that students will:

- be able to sequence events chronologically to support analysis of the causes of these events and identify the changes they brought about (historical skills)
- identify and select different kinds of questions about the past to inform historical inquiry (historical skills)
- identify and locate relevant sources using ICT, and other methods (historical skills)
- identify the origin, purpose, context and reliability of primary and secondary sources (historical skills)
- develop concepts such as evidence, continuity and change, significance and contestability (historical knowledge and understanding).

Assessment Tasks

- Eureka Rebellion essay
- World War I research task
- Democracy reflection

Languages

Chinese 1

Learning Program

Students will communicate their own personal meanings through the language. They will acknowledge the need to extend and reinforce their own learning in a sequential and systematic way. Learning activities will require students to consider the audience, purpose and appropriate language for a range of communication tasks. Students interact to exchange information and opinions and use a variety of strategies for varying and extending language applications, expressing opinion and organising information. They recognise the extent and limitation of their language and develop strategies for maximising and extending their language. Students connect existing knowledge and new knowledge they encounter and develop skills in working both independently and as part of a team.

Key Questions

- What can you say and write in Chinese?
- When and where can you use this knowledge?
- How can you use strategies for checking and dealing with unfamiliar information?

Learning Outcomes

It is intended that students will:

- categorise the characters they have learnt into groups based on meaning and appearances
- identify relevant information and ideas from spoken and written texts
- demonstrate understanding of cultural influences on the ways people behave and use language
- work collaboratively, negotiate roles and delegate tasks (building social relationships)
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate action to address them.

Assessment Tasks

- Oral tasks
- Listening and comprehension tasks
- Reading and comprehension tasks
- Writing tasks
- Cultural research tasks

Languages

Chinese 2

Learning Program

Students will communicate their own personal meanings through the language. They will acknowledge the need to extend and reinforce their own learning in a sequential and systematic way. Learning activities will require students to consider the audience, purpose and appropriate language for a range of communication tasks. Students interact to exchange information and opinions and use a variety of strategies for varying and extending language applications, expressing opinion and organising information. They recognise the extent and limitation of their language and develop strategies for maximising and extending their language. Students connect existing knowledge and new knowledge they encounter and develop skills in working both independently and as part of a team.

Key Questions

- What can you say and write in Chinese?
- When and where can you use this knowledge?
- How can you use strategies for checking and dealing with unfamiliar information?

Learning Outcomes

It is intended that students will:

- categorise the characters they have learnt into groups based on meaning and appearances
- identify relevant information and ideas from spoken and written texts
- demonstrate understanding of cultural influences on the ways people behave and use language
- work collaboratively, negotiate roles and delegate tasks (building social relationships)
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate action to address them.

Assessment Tasks

- Oral tasks
- Listening and comprehension tasks
- Reading and comprehension tasks
- Writing tasks
- Cultural research tasks

Languages

French 1

Learning Program

Students will learn key vocabulary related to the topics of shopping, giving directions and describing oneself. They will learn to comment on prices and quality of items and give and ask for directions. They will also examine how French people describe themselves and others. Students will communicate by modelling language and by responding to prompting. They will learn to manage open-ended communications with accurate language in the contexts of shopping, directions and describing oneself. Learning activities will include listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understanding and language awareness. Specific tasks to be studied include learning how to buy items from a shop and how to comment on the items. They will use adjectives to describe physical and character features.

Key Questions

- How do I buy items in a market or shop?
- What do I ask and give directions?
- How do I describe myself and somebody else?

Learning Outcomes

It is intended that students will:

- use a range of strategies to assist in listening comprehension
- identify relevant information and ideas from written texts
- participate in interactions related to a specific topic and recycle language
- discriminate and use appropriate punctuation, tone, intonation and metre
- demonstrate awareness of the language
- convey meaning by identifying how messages are communicated and use verbal and nonverbal cues
- understand cultural influences on the way people behave and use language
- work collaboratively, negotiate role and delegate tasks
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate action to address them.

Assessment Tasks

- Writing tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Oral tasks
- Cultural research task

Languages

French 2

Learning Program

Students will learn key vocabulary related to the topics of leisure activities, festivals, celebrations and inviting friends to a party. Students will communicate by modelling language and by responding to prompting. They will learn to manage open-ended communications with accurate language in the context of holidays and weather. Learning activities will include listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understanding and language awareness.

Key Questions

- How do I talk about leisure activities?
- How do I plan a party?
- How do describe the weather in French?
- How do I talk about holiday plans?

Learning Outcomes

It is intended that students will:

- use a range of strategies to assist in listening comprehension
- identify relevant information and ideas from written texts
- participate in interactions related to a specific topic and recycle language
- discriminate and use appropriate punctuation, tone, intonation and metre
- demonstrate awareness of the language
- convey meaning by identifying how messages are communicated and use verbal and nonverbal cues
- understand cultural influences on the way people behave and use language
- work collaboratively, negotiate role and delegate tasks
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate action to address them.

Assessment Tasks

- Writing tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Oral tasks
- Cultural research task

Languages

Italian 1

Learning Program

Students will learn key vocabulary related to the topics of Housing, Health and Family life. They will examine various types of houses found in Italy by looking and obtaining information from catalogues and advertisements. Students will communicate by modelling language and by responding to prompting. They will learn to manage open-ended communications with accurate language in the context for body parts, health and fitness, family life and housing. Learning activities will include listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understanding and language awareness. Specific learning tasks include talking about different rooms in the house, using ordinal and cardinal numbers, describing different types of houses, discussing life in the city and in the country, learning and using Italian modal verbs, learning how to give advice in Italian, saying that a particular part of the body hurts, learning and talking about chores and routines at home.

Key Questions

- What are the different approaches to health in Italy?
- How do you say that a specific part of the body hurts?
- What are the common free-time activities in Italy?
- What are the different types of housing in Italy?

Learning Outcomes

It is intended that students will:

- use a range of strategies to assist in listening comprehension
- identify relevant information and ideas from written texts
- participate in interactions related to a specific topic and recycle language
- discriminate and use appropriate punctuation, tone, intonation and metre
- demonstrate awareness of the language
- convey meaning by identifying how messages are communicated and use verbal and nonverbal cues
- understand cultural influences on the way people behave and use language
- work collaboratively, negotiating roles and delegating tasks
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate actions to address them.

Assessment Tasks

- Writing tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Oral tasks
- Cultural research task

Languages

Italian 2

Learning Program

Students will learn key vocabulary related to the topics of daily routines, festival, music and holidays. They will communicate by modelling language and by responding to prompting. They will learn to manage open-ended communications with accurate language in the context of these topics. Learning activities will include listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understanding and language awareness. Specific learning tasks include talking about, asking and answering questions about daily routines, talking about things done in the past and using expressions when talking about the past, films they have seen, the weather, learning the use of articulated prepositions.

Key Questions

- What are the different types of families in Italy?
- What are the similarities and differences between Italian and Australian lifestyles in terms of family life?
- What are the daily routines and activities carried out by Italians?
- What do Italian teens do in their free time?
- What are typical holiday activities in Italy?

Learning Outcomes

It is intended that students will:

- use a range of strategies to assist in listening comprehension
- identify relevant information and ideas from written texts
- participate in interactions related to a specific topic and recycle language
- discriminate and use appropriate punctuation, tone, intonation and metre
- demonstrate awareness of the language
- convey meaning by identifying how messages are communicated and use verbal and nonverbal cues
- understand cultural influences on the way people behave and use language
- work collaboratively, negotiate role and delegate tasks (working in teams)
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate actions to address them.

Assessment Tasks

- Writing tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Oral tasks
- Cultural research task

Mathematics

Semester 1

Learning Program

Students will investigate Pythagoras' Theorem and its application to right angled triangles. They will apply the distributive law to the expansion of algebraic expressions. Students will solve linear equations and check solutions by substitution. They will find the midpoint and gradient of a line segment. Students will find the distance between two points located on a Cartesian Plane. They will sketch linear graphs. Students will factorise algebraic expressions by taking out a common factor. They will factorise monic quadratic expressions. Students will solve problems related to surface area and volume of cylinders and right prisms.

Key Questions

Students will complete units on:

- Pythagoras' Theorem
- algebra
- coordinate geometry
- measurement.

Learning Outcomes

It is intended that students will:

- investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles (measurement and geometry)
- apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate (number and algebra)
- find the distance between two points located on a Cartesian Plane (number and algebra)
- find the midpoint and gradient of a line segment on the Cartesian Plane using a range of strategies, including graphing software (number and algebra)
- sketch linear graphs using the coordinates of two points and solve linear equations (number and algebra)
- factorise algebraic expressions (number and algebra)
- calculate the area of composite shapes, the surface area and volume of cylinders and right prisms (measurement and geometry).

Assessment Tasks

- Topic tests on key knowledge and skills
- Semester test
- Problem solving and modeling tasks

Mathematics

Semester 2

Learning Program

Students will extend and apply index laws to variables. They will use similarity to investigate the sine, cosine and tangent ratios for given right angled triangles. Students will apply trigonometry to solve problems associated with right angled triangles. They will use enlargement transformation to explain similarity and develop the conditions for triangles to be similar. Students will factorise algebraic expressions and solve simple quadratic equations. Students will graph simple quadratic graphs. They will determine probabilities for events. Students will identify complementary events. They will describe events using the language of 'or' and 'and' and represent such events with Venn Diagrams. Students will assign probabilities to two-step chance experiments. They will solve problems involving profit and loss and simple interest.

Key Questions

Students will complete units on:

- trigonometry
- index laws
- quadratic equations and graphs
- probability
- consumer.

Learning Outcomes

It is intended that students will:

- extend and apply the index laws to variables, using positive integer indices and the zero index (number and algebra)
- use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles (number and algebra)
- apply trigonometry to solve right-angled triangle problems (measurement and geometry)
- graph simple non-linear relations with and without digital technology and solve simple related options (number and algebra)
- solve problems involving simple interest (number and algebra)
- list outcomes for two-step chance experiments, both with and without replacement using tree diagrams and arrays (statistics and probability)
- assign probabilities to outcomes and determine probabilities for events (statistics and probability).

Assessment Tasks

- Topic tests on key knowledge and skills
- Semester test
- Problem solving and modelling task

Pastoral Care 1 and 2

Learning Program

The Pastoral Care curriculum, aims to build in students:

- a desire to live fully and flourish for their own benefit and that of others
- enhanced skills and knowledge that act as protective factors
- improved wellbeing as they grow into self-aware, compassionate and confident young women.

At Year 9 students are taught balance and resilience and this is where the Pastoral Care Program takes place. Through an amalgamation of the beyondblue *SenseAbility* program, PERMA, positive psychology, the Resilience Project and positive education frameworks, we aim to create foundations to develop both traditional academic skills and skills for wellbeing through:

- helpful thinking and self-talk
- emotion recognition and regulation
- life problem-solving
- communication
- planning and time management
- keeping well.

Specific to Year 9 is a focus on student's 'Sense of Purpose'.

Key Questions

- Where will I find purpose in the world?

Learning Outcomes

It is intended that students will:

- build social relationships with one another and the wider school community.
- learn to manage personal learning and positive work habits.
- explore a range of topics current to their own stages of development.
- contribute to class discussions and activities.
- work collaboratively in teams.
- reflect upon social relationships and employ conflict and stress management strategies.

Assessment Tasks

- Contribution to class discussions
- Active involvement in Pastoral lessons
- Hurdle tasks during class activities
- Ability to work effectively in teams
- Ability to reflect on and evaluate behaviour

Science

Core Module 1: Electrifying and Terrifying

Learning Program

In this unit, students will investigate the concepts of electricity and energy, and explore renewable energy sources such as wind and solar using the STELR practical-based program. Students will investigate the methods of electric power generation in Australia and calculate the power involved. They will build an electric circuit and examine the factors such as voltage and resistance that affect the transfer of energy through the circuit. Students will conduct experiments to evaluate the efficiency of renewable energy resources such as wind and solar power. Students will describe wave energy in the form of light and sound. Students will create a poster to identify significant tectonic plates on a world map. They will identify the causes of natural disasters such as earthquakes and volcanos and investigate the impact of climate change on the severity of natural disasters using statistical data.

Key Questions

- Where does electricity come from?
- How will renewable energy shape our future?
- What causes an earthquake?

Learning Outcomes

It is intended that students will:

- identify the causes of geological processes such as earthquakes, volcanos and tsunamis (Science understanding)
- identify significant tectonic plates on a word map (Science understanding)
- describe the relationship between climate change and the severity of natural disasters (Science understanding)
- explain different ways in which energy is transformed or transferred (Science understanding)
- compare the use of reusable, renewable and non-renewable resources (Science understanding)
- research the pros and cons of renewable energy resources (Science inquiry skills)
- explore simple electric circuits (Science understanding)
- examine how energy such as light and sound can be transferred in a variety of ways through different mediums (Science inquiry skills)
- conduct experiments to investigate energy transformations (Science inquiry skills).

Assessment Tasks

- Practical folio
- Model of a geological process
- Topic test

Science

Core Module 2: Going Green

Learning Program

Students will complete practical tasks involving a number of chemical reactions. They will identify the observable evidence that a reaction has taken place and write a worded equation identifying reactants and products. Students will explore interactions between populations of organisms in their environment and the effect of changes to those environments. Students will complete experiments to investigate the connection between our use of everyday products and their effect on our environment. Students will calculate their own ecological footprint and devise ways to decrease human impact on the environment. Students will analyse current environmental issues in the media and describe possible solutions to those issues. Students will conduct fieldwork to identify various pollutants in an urban water body and identify the aquatic organisms living in this environment.

Key Questions

- What role does chemistry play in your life?
- How do your daily activities affect the fragile balance of the world's ecosystems?
- What causes a reaction?

Learning Outcomes

It is intended that students will:

- explore interactions between organisms in their environment (Science understanding)
- identify various aquatic organisms in pond water samples (Science inquiry skills)
- explore the impact of humans on the fragile balance of ecosystems and ways to reduce our environmental footprint (Science inquiry skills)
- explore the nature of chemical reactions in the environment (Science understanding)
- identify reactants and products in chemical reactions (Science understanding)
- describe the composition of atoms as protons, neutrons and electrons (Science understanding)
- describe observed reactions using worded equations (Science inquiry skills)
- test water samples for the presence of chemicals (Science inquiry skills)
- consider the role of energy in chemical reactions (Science understanding)
- compare cellular respiration and photosynthesis and their role in biological processes (Science understanding)
- explore the role of environmental scientists in protecting native flora and fauna (Science inquiry skills).

Assessment Tasks

- Practical folio
- Topic test
- Field trip report

Science

Core Module 3: Inside Your Body

Learning Program

Students will discover the circulatory, nervous, hormonal and immune systems of the body and explain the ways in which these systems interact to help keep us alive. Students will explore the structure of the brain by conducting dissections. They will relate the Theory of Multiple Intelligences to the different ways in which people learn and remember. Students will conduct experiments to test reaction times and discuss this in terms of nervous transmission. Students will undertake research to investigate various infectious diseases and examine possible treatments and preventions. Students will analyse the issues surrounding vaccinations and present their own opinions in group discussions.

Key Questions

- How does your body work?
- What happens when things go wrong?

Learning Outcomes

It is intended that students will:

- describe how oxygen and nutrients are provided to the cells by the circulatory system (Science understanding)
- describe the roles of the nervous and hormonal systems (Science understanding)
- conduct experiments to investigate the ways in which our bodies respond to stimuli (Science inquiry skills)
- identify the parts of the brain and explain the function of each (Science understanding)
- describe the Theory of Multiple Intelligences (Science understanding)
- examine the different intelligences and how these help us to learn and remember (Science inquiry skills)
- investigate the role of the immune system in fighting disease (Science inquiry skills)
- research a specific disorder of the nervous, hormonal or immune system (Science understanding)
- investigate medical treatments for infectious diseases (Science as a human endeavour)
- explain the effects of venoms of pathogenic organisms on our body systems (Science understanding.

Assessment Tasks

- Practical folio
- Presentation
- Topic test

Science (Elective)

STEM: Science by Design

Learning Program

STEM: Science by design provides opportunities for students to engage in an interdisciplinary model of learning. This elective is project-based and provides an opportunity for real world connections to be made and explored within the four disciplines of STEM: Science, Technology, Engineering and Mathematics. With a focus on a team goal or objective, students will work together to plan, design, construct, trial and perfect their creation. Drawing on their investigations and scientific theory they will use technology to design and produce their creation. With a focus on trial and error and learning from failure it is the goal to produce a functioning product for use.

The skills of teamwork are paramount. In effect, the project management and ability to succeed will depend on the students' ability to work together and soundly investigate and trial their creation.

Key Questions

- What is STEM?
- How does design govern functionality?
- How can you improve your design using scientific principles?

Learning Outcomes

It is intended that students will:

- investigate and discover the many forms of biomimicry that exist in our world
- students identify and describe the relationships that underpin patterns, including cause and effect
- students recognise that scale plays an important role in the observation of patterns and that some patterns may only be evident at a certain time and spatial scales
- students learn that the functions of both living and non-living objects rely on their forms. their understanding of forms, such as the features of living things or the nature of a range of materials, and their related functions or uses, is based on observable behaviours and physical properties
- students recognise that function frequently relies on form and that this relationship can be examined at many scales
- formulate questions or hypotheses that can be investigated scientifically including identification of independent, dependent and controlled variables
- communicate scientific ideas and information, construct evidence based arguments, using appropriate scientific language, conventions and representations
- understand advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries
- discuss how scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community
- select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability
- consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions
- consider a range of strategies to represent ideas and explain and justify thinking processes to others
- examine a range of learning strategies and how to select strategies that best meet the requirements of a task

(STEM: Science by Design continued)

- consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals
- critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved
- explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions
- investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions
- critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas
- apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication
- work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability
- develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes.

Assessment Tasks

- Product Design Reports
- Collaborative Tasks and Teamwork
- STEM Product Expo

Technologies: Design and Technology

Food Studies: Delicious and Nutritious

Learning Program

Students will investigate how adolescent food choices are influenced by many factors, including the large number of foods available. They will develop skills and knowledge about good health and nutrition so they can fully appreciate the many foods and variety of tastes available to them. Students will participate in practical and theoretical tasks which educate them on food choice and selection.

Key Questions

- 'Do you want fries with that?'
- Are energy drinks actually energising?
- Can fast food be good for you?

Learning Outcomes

It is intended that students will:

- reflect on a range of influences on personal and family food selection and nutritional needs for growth and activity
- work as a team member, contribute to, support others and reflect on individual and team performance in developing design briefs and plans and implementing and evaluating the plans
- students think flexibly to investigate a design brief (investigating and designing)
- work safely with a range of tools and equipment to produce, modify and analyse products
- students select the most appropriate form of technology and make judgments about the credibility of the material
- students are required to build skills in the kitchen through reasoning, processing and inquiry.

Assessment Tasks

- Design brief
- Production work
- Nutrition test

Technologies: Design and Technology

Food Studies: Tastes of the World

Learning Program

Australian cuisine is constantly evolving. This unique combination of influences results in a cuisine that is balanced, intriguing and distinctively Australian. In this unit, students will undertake a voyage that examines all the influences that have shaped Australian cuisine, from the original inhabitants of our land, right through to modern day immigration. This course comprises both practical and theoretical tasks that educate students about foods and people from other countries and their influences on our food and culture.

Key Questions

- Would you like to eat food fit for a queen?
- Have you ever wondered how to cook kangaroo?
- Do you know the difference between spanakopita and kourabiethes?

Learning Outcomes

It is intended that students will:

- work as a team member; contribute to and reflect on individual and team performance in developing design briefs and plans and implementing and evaluating the plans, and support others in doing so
- complete the task of designing an international dinner party: students are required to work both independently and as a team, including the use of a range of planning and organisational skills
- think flexibly to investigate a design brief (investigating and designing)
- work safely with a range of tools and equipment to produce, modify and analyse products
- select the most appropriate form of technology and make judgments about the credibility of the material
- build skills in the kitchen through reasoning, processing and inquiry.

Assessment Tasks

- Design brief
- Production work
- Safety and hygiene test or report.

Technologies: Design and Technology

Textiles: A Stitch in Time

Learning Program

Students will have the opportunity to explore the role of Textiles in historical and cultural contexts. From Haute Couture to Decorative Arts, students will complete design and research tasks and create practical artworks and garments. They will explore fabrics, print and patterns and use a range of fabric-decorating techniques and processes including printing and embellishing. The opportunity to manipulate recycled garments and materials may also be investigated.
The students will be introduced to the world of selecting dressmaking patterns, follow pattern instructions and adjust a commercial pattern to create their own individual style.

Key Questions

- Fashion culture? Where? What? Why?
- What is fashion?
- How does fashion happen?

Learning Outcomes

It is intended that students will:

- design, make and create textile works (creating & making)
- develop skills in making decisions about creative ways of generating and implementing ideas (exploring & responding, reasoning, processing & inquiry, and creativity)
- select, vary, experiment with and manipulate materials, techniques and aesthetic qualities to effectively realise their ideas (exploring & responding, reasoning, processing & inquiry, and creativity)
- experiment with imaginative and innovative ways of using traditional and contemporary skills, techniques and processes and a variety of media, materials, equipment and technologies (exploring & responding, reasoning, processing & inquiry, and creativity)
- they will evaluate and reflect on their experiences and observations and consider what they have learned about styles and forms through annotations in their visual diary (reflection, evaluation & metacognition).

Assessment Tasks

- Research project
- An annotated visual diary with design and exploration work
- Textile artwork(s)
- Semester test

Technologies: Digital Technologies

Create, Print and Animate your own 3D World

Learning Program

Students will engage with one of the largest and fastest growing sectors of the IT world – think about *Shrek*, *Ice Age* and *Toy Story*. They will participate in learning activities involving the area of 3D printing, imaging and animation.

This course introduces students to this world where they create their own three-dimensional models and learn how to animate them. This is all done in the open source program called *Blender*. The learning activities will involve students learning the skills and knowledge involved in creating, texturing and animating 3D models.

Key Questions

- Would you like to learn how to create and animate 3D objects?
- Have you ever wondered how 3D films like *Shrek* and *Toy Story* are created?

Learning Outcomes

It is intended that students will:

- create a number of 3D models and objects and print one on a 3D printer
- colour and texture these models and objects
- combine these objects and models into an animating scene.

Assessment Tasks

- Make a 3D model producing it on a 3D printer
- Construct a model using colours and texture
- Animating in 3D
- Individual project

Technologies: Digital Technologies

Digital Publishing and Design in the 21st Century

Learning Program

Students have the opportunity to develop information products in three different but related areas in information technology. The first area will explore the different uses of spreadsheets and how they are used in the home and the world of business. The second area will look at the area of digital publishing – this involves the analysis of print and online products and then the creation of their own digital publications. The third area will investigate the world of digital games and allow the students to create their own games using the open source program *Game Maker*.

Key Questions

- How are digital products created for print and the online world?
- Where does gaming fit in the entertainment world?

Learning Outcomes

It is intended that students will:

- analyse, explore and contrast the elements involved in designing digital products
- investigate the world of gaming and its place in the entertainment industry
- design and create digital games for a genre and audience.

Assessment Tasks

- Design principles task
- Digital product production
- Industry investigation

OUR LADY OF SION COLLEGE

VERITAS IN CARITATE

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