



St Michael's
COLLEGE

St Michael's College is a Catholic School committed to the Lasallian vision of education and to challenging and supporting students to "be the best they can be"

YEAR 9 2019 CURRICULUM HANDBOOK

Welcome to St Michael's College Year 9, 2019

The following pages contain information regarding core (compulsory) subjects along with elective subjects for Year 9, 2019.

Please read carefully before making elective subject choices, which will be completed online, as per guidelines in this book

CORE (COMPULSORY) SUBJECTS: Full Year Subjects

ENGLISH

MATHEMATICS

HEALTH AND PHYSICAL EDUCATION

RELIGION

HISTORY

SCIENCE

CORE ELECTIVE TECHNOLOGY SUBJECT: One Semester Subjects (STUDENTS SELECT ONE TECHNOLOGY SUBJECTS)

DESIGN AND TECHNOLOGIES

(eg: Woodwork, Metal Fabrication, CAD, Electronics)

DIGITAL TECHNOLOGIES

(eg: Computer Systems, Programming)

CORE ELECTIVE ARTS SUBJECT: One Semester Subjects (STUDENTS WILL THEN SELECT ONE ARTS SUBJECT)

ART/DESIGN

DRAMA

DANCE

*MUSIC ADVANCED A

STUDENTS WILL THEN SELECT 5 SUBJECTS FROM FREE CHOICE OF ELECTIVES IN ORDER OF PREFERENCE ALONG WITH 2 RESERVE SUBJECTS: One Semester Subjects
STUDENTS MUST NOT SELECT A TECHNOLOGIES OR ART SUBJECT ALREADY CHOSEN IN PREVIOUS SELECTION

ART

GEOGRAPHY

BUSINESS, FINANCE AND THE LAW

HEALTH EDUCATION

DANCE

ITALIAN A and Italian B

DESIGN AND TECHNOLOGIES

*MUSIC ADVANCED B

Student wishing to select full year of Music must select Music A along with Music B

DIGITAL TECHNOLOGIES

MUSIC EXPERIENCE

DRAMA

MUSIC TECHNOLOGY

FOOD TECHNOLOGY

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CORE SUBJECTS

ENGLISH

Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts. They interpret, create and evaluate a wide range of literary and everyday texts.

These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performance and multimodal texts.

Content

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports and discussions.

Texts studied often address themes and issues, higher order thinking and intertextual references.

Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks.

HEALTH AND PHYSICAL EDUCATION

Description

Health and Physical Education teaches students how to enhance their own and others health, safety, wellbeing and physical activity participation in varied and changing contexts.

It offers students an experiential curriculum that is contemporary, relevant, challenging enjoyable and physically active.

The central aspect of the curriculum is the content and achievement standards.

There are two content strands:

- Personal, social and community health
- Movement and physical activity

Content

Across the course students will undertake between 6-8 practical units consisting of learning experiences that align with sports under the game classifications of Net/Wall, Striking and Fielding, Invasion and Target Games. Students will experience a range of movement activities to further develop movement competence and confidence, with a strong focus on social development.

This course aims to support and encourage lifelong physical activity participation and physical literacy. Students will also undertake a focus on various community based health issues as part of the curriculum. The areas of learning in Movement and Physical activity strand to be addressed include, but is not limited to:

- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive

Assessment

Assessment of practical and theoretical units is based on achievement standards from both curriculum strands of the Australian Curriculum.

CORE SUBJECTS

HISTORY

Description

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

It was a period of industrialisation and rapid change in the ways people lived, worked and thought.

It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power.

The period culminated in World War I, 1914–1918, the 'war to end all wars'.

Content

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

Students undertake an overview and three Depth Studies which include:

- Making a Better World? - The Industrial Revolution (1750-1918)
- Australia, Asia and the World - China (1750-1918)
- World War I (1914-1918).

Assessment

This may include the following:

- Sources Analysis
- Family History assignment
- Empathy task
- Multi-modal and/or displays
- Extended writing
(eg: essays, reports and note-taking).

MATHEMATICS

Description

Year 9 Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Students are assessed according to the proficiency strands - fluency, understanding, reasoning and problem-solving. These describe how the content is developed and becomes increasingly sophisticated over the years of schooling if required.

Content

- Further Index laws
- Scientific Notation
- Pythagoras' Theorem
- Expanding & Factorizing Algebraic Expressions
- Solving Linear Equations
- Surface Area & Volume of composite shapes
- Percentages, Earning Money, Tax, Simple Interest
- Congruency & Similarity
- Interpreting & Describing Data
- Coordinate Geometry
- Trigonometry
- Sketching Parabolas
- Probability Events

Assessment

Each semester:

3 tests @ 25% ea = 75%

1 Directed Investigation @ 25% = 25%

In Year 9 students are placed according to their ability, into Level A, B or C classes.

Students are able to move between the Levels in consultation with subject teacher and Head of Department.

CORE SUBJECTS

RELIGIOUS EDUCATION

Description

The purpose of Religious Education at St Michael's College is to deepen students' understanding of the Catholic Tradition, to develop an appreciation of its significance in their lives, so that they may participate in the life of the Church, our Lasallian heritage and wider society. Catholic Schools in South Australia Utilise a Religious Education Framework entitled Crossways.

Other aspects connected with, contained within the Religious Education curriculum include the Catholic Education South Australia, Made In the Image of God (MITIOG) Program.

Content

SEMESTER COURSE UNITS

- What Do Catholics Believe? (Catholics Teaching, beliefs, Trinity, Creeds, Seven Sacraments, Mary)
- Judaism, Christianity, Islam and Peace
- Conscience and Decision Making
- Right Relationships, Sexuality and the Human Person (MITIOG and CPC)
- Vocation: The Calling of God in My Life (Lasallian Vocations, Catholics Making a Difference and Saints)

Assessment

FIRST TERM

Assessment Task 1: 20%

- What Do Catholics Believe?

Assessment Task 2: 20%

- Judaism, Christianity, Islam and Peace
- Course Work and Participation 10%

SECOND TERM

Assessment Task 3: 20%

- Right Relationships

Assessment Task 4: 20%

- Vocations

Course Work and Participation 10%

SCIENCE

Description

Year 9 Science students explore ways in which the human body, and life in general, responds to its environment. They are introduced to atomic theory, subatomic particles and nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.

Students begin to develop their understanding of the conservation of energy and matter in chemical reactions and eventually apply their understanding to global systems such as continental movement.

Content

Biological Sciences

- Body systems
- Ecosystems

Chemical Sciences

- Elements and Compounds
- Ions and Isotopes
- Chemical Reactions

Physical Sciences

- Heat, Light and Sound (energy)
- Conductors and Insulators
- Law of Conservation of Energy

Earth Science

- Structure of the Earth
- Plate Tectonics
- Natural Disasters

Assessment

- Topic Tests
- Research Assignments
- Creating Projects
- Practical Investigations
- Investigative Designs
- Investigative Report Writing
- Group Presentations

ELECTIVE SUBJECTS

ART/DESIGN

Description

The Year 9 Art/Design elective has been created for students who have a particular interest in both Art and Design and wish to broaden their skills and appreciation of the role of the visual artist in society.

There is a strong emphasis on exposing students to a variety of arts practice and the processes associated with creating art and design works. Students will also be taught the use of appropriate visual language in the expression and analysis of their works and the work of others.

Students will be studying:

- One Term of Art
- One Term of Design

Content

ART:

- Methods and Materials
- Painting
- Drawing,
- Printmaking
- Collage
- Sculpture
- Mixed Media

DESIGN:

- Methods and Materials: rendering, stippling, watercolour illustration
- Product Design: Packaging
- Computer Graphics: corporate logo/branding/poster design
- Environmental Design: Perspective/isometric drawings/design of a futuristic building
- Fashion Design and Textile design

Assessment

MAKING:

- Methods and Materials exercises
- Folio
- Research
- Idea generation
- Experiments
- Resolved Major Works

RESPONDING:

- Annotations/analysis
- evaluations/research

BUSINESS, FINANCE AND THE LAW

Description

The aim of this course is to introduce students to many new and interesting topics relating to the financial world.

There will be a focus on Financial Literacy and Wealth Creation.

Content

Stock Market:

Students investigate how the Stock Market works and how investors can make significant amounts of money.

Young People and the Law: Students will also learn about their legal rights. They investigate particular points of law that may impact on them in coming years.

Political Parties:

Students investigate the wide variety of political parties. Students learn how these parties are formed and what their ideologies may be.

Buying a House:

The emphasis of this topic is to investigate why housing prices vary so much.

Marketing:

This topic will explore brand recognition and the power of branding.

Assessment

Folio of Houses.

Students are to find and present a number of different houses that are currently on the market. They need to explain why there are differences in the prices

PowerPoint Presentation:

Students will choose an obscure political party and present to the class what that party stands for.

Oral Presentation:

Students, in pairs, present a particular law of interest to them.

Possible Excursion:

Students may attend Henley Square, Harbour Town or the Central Market to conduct research on Marketing with the aim of completing a booklet.

ELECTIVE SUBJECTS

DANCE

Description

This course develops students' skills in using the body as a medium for expression and communication and increases their abilities to work, create and perform individually and in a group.

It gives students the opportunity to explore and experience a variety of dance styles and to understand dance as an art form within a traditional and contemporary context.

Content

Students will learn specialised dance terminology and use this to analyse and respond to dance works.

Students will develop and apply understanding of the processes of dance composition for choreography using a range of dance elements, genres, styles, techniques, conventions and practices.

This course is predominantly practical in nature and students will be expected to actively participate.

Dance:

- Focuses on technique, composition and performance
- Will allow students to develop an understanding of the components of dance composition

Assessment

The assessment in this subject is continuous and incorporates:

- Skill development
- Performances
- Reflective and analytical skills through written responses

DESIGN AND TECHNOLOGIES

Description

Students will study a variety of areas within the technology field which may including woodwork, plastics, metalwork, photography, jewellery, electronics, 3D printing, computer aided design and manufacturing.

They will focus on the development of skills, design, STEM and safety in the production of practical projects.

Content

Students will study 4 of the following areas of study:

Woodwork - wooden footstool or bird nesting boxes

CAD - custom made logos on t-shirts or glass etching, 3D printing student's designs, CNC

Metal work- metal art animal creations, welded items, sheet metal developments

Photography – photo restoration, post cards, photo collages

Plastics- photo frames, toys

Electronics – Arduino programing robots, electronic listening bugs or games

Jewellery-rings, pendants, cuttlefish casting belt buckles and brooches

Assessment

Practical projects: 60%

Processes and Production Skills 20%

Design work: 20%

Knowledge and understanding

ELECTIVE SUBJECTS

DIGITAL TECHNOLOGIES

Description

Through the study of Digital Technologies students develop a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and between the developer and user in their technologies solutions, and how these can contribute to preferred futures.

This course is recommended prior learning for Year 10 Computer Applications and Computer Systems.

Content

Students will develop an understanding of the interdependence of technologies development, values, beliefs and environment.

Through undertaking technologies processes students develop design, computational and systems thinking; and organisational and project management skills.

Assessment

Practical Components:

- File management
- MS Publisher and an introduction to Desktop Publishing
- Excel
- Computational Thinking – logic, problem solving and creativity
- Object orientated programming – (Game Maker)

Theory Components:

- Computer Hardware and Software
- Issues Analysis – Virtual Reality

DRAMA

Description

Drama develops skills in teamwork, creativity and problem solving. Students will explore performance skills in improvisation, play building and learn how to devise issue-based scenes.

Students will attend a professional theatre performance to review, develop and inspire their understanding of how theatrical elements are used. All students will explore the role, skills and techniques of a Sound Designer for theatre with this culminating in the Melodrama unit.

Students will present their Group Production for an audience negotiated with their teacher

Content

- Teamwork and problem solving
- Improvisation and play building
- The elements of Melodrama
- Reviewing performance
- Sound Design for theatre
- Creating a group performance for an audience

Assessment

Performance: 60%

- Improvisation
- Melodrama
- Issues based Drama
- Group Production

Folio: 40%

- Journal
- Theatre Review
- Design Task

ELECTIVE SUBJECTS

FOOD TECHNOLOGY

Description

Food Technology is an elective course that develops students' cookery skills and knowledge in kitchen operations. The course focuses on personal hygiene and safety when working with food, interpreting recipes, weighing and measuring as well as cooking techniques and methods.

Content

The unit enables students to learn how food provenance, nutrition, sustainability and culture is vital to the wellbeing of young people, both physically and socially. It provides opportunities to grow, cook and share food together, instilling life skills and a love for fresh, seasonal produce.

Assessment

Practical	60%
Theoretical Knowledge and Understanding:	40%

GEOGRAPHY

Description

Year 9 Geography provides students an understanding of the role of our environment in producing the food and fibre we need and consider the significance of the environmental challenges of increasing demand for these resources.

Students also investigate how we are connected to places through our choices of transport, information and communication technologies, activities and shopping. This course consists of 6 lessons per week for one semester.

Content

Biomes

Discover the characteristics of biomes and how they are changed by humans.

Tourism

Investigate how our holidays connect us to places and affect the environment.

What's the Catch?

Investigate how sustainable our food production is.

Connected Worlds

Explore our connections to other places.

Mapping

Develop your mapping skills and how to present information.

Assessment

This includes:

- Fieldwork Report:
Based on an excursion to Adelaide CBD
- Group Presentation
- Inquiry research task
- Portfolio of classwork

ELECTIVE SUBJECTS

HEALTH EDUCATION

Description

This course focuses on supporting students to make decisions about their own health, safety and well-being.

It enables and empowers them to access and understand health information and to make health enhancing decisions.

Content

Topics could include:

- Food and Nutrition
- Mental Health and Well-being
- Lifelong physical activities

Assessment

- Understanding and knowledge of practical and theoretical components
- Research assignments
- Behaviour, application and participation levels

ITALIAN A and ITALIAN B (full year subject)

Description

Students develop communication skills in both Italian and English, enhancing their overall literacy. They improve their reflection skills and develop intercultural understanding by examining the role of language, culture and perspective in communication in a globalised world.

Students engage in analytical, critical, creative, and reflective thinking to help them to become effective and organised communicators and researchers.

Italian is used in classroom routines, written tasks and structured discussions. A combination of Italian and English is used to compare language and cultural systems, offer opinions, and reflect on learning.

Content

Students listen to, view, read, and respond to a variety of texts. They use Italian to share experiences, describe events and justify opinions through correspondence, reflections, poems, and recounts. They compare and contrast views, synthesize information, connect ideas and explore different life experiences. They identify practices, values and beliefs and compare them with their own.

Topics include: Self & others; Cultural celebrations; Architecture; European & Australian Geography; Political History; National identity; Travel; Weather; Clothing & fashion; Roman History; Medieval sporting events

Assessment

- Communicating tasks: Listening, speaking, reading, writing
- Understanding Language: grammar and vocabulary tests
- Reflecting tasks (in English/Italian)

ELECTIVE SUBJECTS

MUSIC ADVANCED A and B (full year subject)

Description

This is a full year course for students who have had previous immersion in music, are learning to play a musical instrument and who have studied Music in Year 8 and are looking to further their Music studies in Year 10. Students involved in this course are strongly encouraged to be involved in the Music co-curricular program.

Content

- Pitch
- Duration
- Dynamics
- Timbre
- Tone
- Expressive techniques
- Music in culture/history (50s & 60s)
- Arranging
- Composition
- Performance
- Ensemble

Assessment

- Ensemble
- Musicianship
- Theory
- Aural
- Solo performance
- Music history presentations

MUSIC EXPERIENCE

Description

This course is a semester course for students who may or may not have background in Music and wish to have an experience of Music in Year 9.

The course consists of ensemble experiences, theory and aural, Music Technology and historical content.

Students will explore the elements of music and creativity in the manipulation of all these elements.

Content

- Pitch
- Duration
- Dynamics
- Timbre
- Tone
- Expressive techniques
- Music in culture/history (50s & 60s)
- Arranging
- Composition
- Performance
- Ensemble

Assessment

- Ensemble
- Musicianship
- Theory
- Aural
- Solo performance (in consultation with the class teacher)
- Music history presentations

ELECTIVE SUBJECTS

MUSIC TECHNOLOGY

Description

This course is a one semester course aimed at students with some musical theory skills as well as a keen interest in working with computers.

Students will be predominantly working with the music software program Mixcraft 7 where they will be taught how to record, edit and manipulate audio files in a recording studio environment.

Some content options may include:

- Intro to Live Sound/The Studio setup
- Microphones/The DAW
- Equalisation/Basic editing skills
- Operating live audio equipment 1 / Sound FX
- Operating live audio equipment 2 / Sound FX, loops & samples
- EQ, balance and depth
- Sound design
- Mixing music for vision
- Music inspiration and creation
- The ear and listening
- Production analysis
- Intro to Mixcraft and/or Protools
- How sound works
- Audio signal
- Remixing
- Using FX and Automation
- Microphones
- Mixing consoles
- Basic recording demo
- Mixing
- PA systems

Assessment

Assessment will be based on the successful completion of formative and summative exercises using Music Recording Software programmes as well as practical exercises based around the recording studio environment.

Once students have thoroughly read the subject descriptors they can then proceed with elective subject choices as directed on the following page

INSTRUCTIONS FOR YEAR 9 2019 ONLINE SUBJECT SELECTIONS

Selections for your Year 9 2019 Elective Subjects will be made online.

The Program will open: **Friday 24 August, 2018**

The Program will close on: **Thursday 6 September, 2018**

- Step 1:** Read Year 9 2019 Curriculum Handbook carefully with Parents/Caregivers.
- Step 2:** Access Website: spring.edval.education (please do not type www.)
- Step 3:** Enter student Webchoice code which will be emailed to students College email address on **Friday 24 August, 2018**
- Step 4:** Once you have logged in, you will arrive at the Year 9 2019 preference page. Please check that your details are correct.
You can now make your selections.
- Step 5:** Following the elective guidelines in this Handbook choose one subject in order of preference
NOTE: Students intending to do full year Music must select Music Advanced A in Arts Elective, then select Music Advanced B in free selections.
NOTE: *Please be aware that the Reserve Subject may be allocated to student 2019 timetable, so choose wisely.*
- Step 6:** **Click on the Submit button.**
Once selections are made you will be taken to a new page confirming your choices. If you do not complete the form correctly, you will receive a message advising of error. You will need to reselect in line with information provided.
Make changes and submit again.
- **Print 2 copies of confirmation page.**
 - **One copy must be signed by parents/caregivers and returned to Student Services via your Pastoral Class by: **Monday 10th September, 2018****
 - **Please retain one copy for your records.**

Should you have difficulties logging on or making your selections, please contact Mrs White in Student Services on 8150 2368.