INTRODUCTION

The Year 9 Curriculum at Sacred Heart Girls’ College recognises that students in the middle years of their secondary education begin to explore new areas of interest and seek new learning opportunities. They look forward to specialising in particular areas or trying out new subjects. They consolidate their skills and welcome opportunities to apply their learning to the local, national and global issues they encounter. The course of studies completed by Year 9 students at Sacred Heart aims to support our students to engage with their communities in active and informed ways. The curriculum comprises core subjects, an elective program, an integrated learning program and the New Horizons Outdoor Education experience. This program of studies ensures students experience an education of both breadth and depth; one that will prepare them not only for the next few years of schooling but for their adult lives.

All Year 9 students have the opportunity to undertake the City Experience Program. This is a cross-curricular program designed to develop their knowledge and understanding of complex urban communities such as Melbourne. Through an enhanced understanding of its rich history, the girls learn about the contributions, developments and challenges faced by those who make up our city. This experience also focuses on developing skills of independence, critical thinking and problem solving, collaboration and creativity.

Finally, all Year 9 students participate in the New Horizons Outdoor Education experience which challenges the girls to explore and develop their leadership skills, their team work and group problem solving skills and encourages their appreciation, wonder and care for natural environments. Ultimately, the aim of the Year 9 Curriculum is to enrich the spiritual, academic, social and personal lives of all our students. We aim to educate them for life and encourage them to always strive for excellence in learning and growth in faith.

The following core subjects are completed by all students in Year 9:

- Religious Education
- English
- Mathematics
- Science
- History
- Geography
- Physical Education
- LOTE

At Sacred Heart, the study of a Language Other than English (LOTE) is compulsory until the end of Year 9. The three languages the College offers are French, Indonesian and Italian. LOTE is studied for five periods per fortnight. Students are required to continue with the language they studied in Year 8.

In addition to the core subjects, students undertake four elective subjects to be studied in semester blocks. Two electives will be undertaken in Semester One and two in Semester Two. This handbook contains details of each elective subject which students are encouraged to consider. Students are also encouraged to discuss the elective subjects with relevant teachers at the College and with their parents/guardians.

Students will be provided with information for selecting their elective program online. They will be asked to enter a number of electives in order of preference. Once students have entered their preferences, they are asked to printout their final selection form, have it signed by a parent/guardian, sign it themselves and submit it to their Homeroom Teacher.
It is important that students and their parents/guardians know that where there is insufficient demand for an elective subject, it may not run in the following year. Therefore it is important that students enter a number of electives so that we can establish their preferred choices. Furthermore, as places in some elective subjects may be limited, the College cannot necessarily guarantee all preferences. However, reasonable endeavours will be made to ensure that students receive their first four preferences.

Students are asked to return their signed forms to their Homeroom Teacher on or before Friday 1 August 2014.

**Year 9 Electives offered in 2015 include:**
- Adolescent Human Development
- Art
- Body Systems
- Criminal Minds
- Dance
- Digital Music Production
- Drama
- Food Technology
- Forensic Science
- From Book to Movie
- Introduction to Dance Styles
- Media
- Mountains to the Sea
- Music
- Robotics and Electronics
- Technology for the Future
- Technology for You
- Visual Communication
- Women of Faith: Visionaries, Leaders and Radicals
- Your Money
LOTE (Languages other than English: French, Indonesian, Italian)

OVERVIEW
Students continue to develop their competency in their chosen language by working on listening, speaking, reading and writing skills. The ability to use a language other than English and move between cultures is important in the modern world, especially in the context of increasing globalisation and Australia’s cultural diversity.

STRUCTURE
Some of the standards that a LOTE at Year 9 works towards achieving include:

- Adaption of language and gesture appropriately for the role, audience and purpose of the interaction
- Creation of draft materials in writing and use of a variety of writing techniques and tools to present information in a variety of writing text types
- Locating and downloading information in the language from a variety of sources. Keying, editing, formatting of text and the use of dictionaries and reference materials
- Creation of simple original text for specific audiences and purposes - in paragraph form and linked sequences, using appropriate script and language related to the topic
- Use of a range of strategies to assist in listening and reading comprehension.

ASSESSMENT
A wide variety of Assessment Tasks are used to assess students' achievement against the standards. Assessment Tasks include:

- Speaking Task
- Listening Tasks
- Reading Tasks
- Writing Tasks
- Tests
- Examination at the end of each semester
Students are required to study four elective subjects from the following choices; two are required for each semester. They are asked to carefully read the descriptions below when considering their choices. If they are uncertain about any of the information, they are encouraged to ask their current subject teachers. There are no examinations for Year 9 Elective subjects.

**ADOLESCENT HUMAN DEVELOPMENT**

**OVERVIEW**
This subject introduces students to concepts, issues and programs relating to the health and individual human development of adolescents. The subject will extend students’ understanding of the development that occurs during adolescence and provide students with an insight into the triumphs and challenges experienced by many during this stage of their life. The course will address issues facing young adults such as physical, mental and social health, physical, intellectual, emotional and social development and nutrition.

**STRUCTURE**
This elective works towards the following standards:
- Students learn to use simple health data to identify the major causes of illness, injury and death in Australia
- They investigate personal behaviours and community actions that may contribute to the health of specific groups
- Students examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life.

**ASSESSMENT**
- Multimedia Presentation
- Investigation
- Test

**ART**

**OVERVIEW**
In Art students will explore their imaginations to create unique individual artworks. They will be able to work with more creative control than in Years 7 and 8. Students will use a still life arrangement to create drawings, prints and hand-coloured dry point etchings. They will also construct a Surrealist-inspired ceramic three-dimensional sculpture, reflecting their dreams, nightmares and fantasies. Art appreciation will consist of students researching the art style of Surrealism. This art period is incorporated into several of the art activities. They will build on their analytical skills as they investigate and critically analyse key Surrealist artworks. This elective leads to Year 10 Art and VCE Art.
**STRUCTURE**
Students:
- Create artworks devised from a range of stimuli and demonstrate through these works an emerging personal style. They will also demonstrate technical competence in the use of skills, techniques and processes.
- Communicate their ideas through the manipulation of art elements and principles to create the desired aesthetic qualities. They will also maintain a record of how ideas develop in the creating, making and presenting of their arts works in their Visual Diary.
- Analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts.

**ASSESSMENT**
- Practical tasks will be assessed on technical skills and the aesthetic manipulation of art elements and principles.
- Students will also be assessed on the documentation of their thoughts and processes in a Visual Diary.
- Art Appreciation tasks will be assessed on student’s research and analysis skills and how they effectively communicate these in written form.

**BODY SYSTEMS**

**OVERVIEW**
Students will explore how the body systems (skeletal, muscular, cardiovascular and respiratory) work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity. This elective subject is suggested for students wanting to complete Units 1 & 2 Physical Education in Year 10.

Unique experiences:
- Joint dissection
- Sport and recreational practical activities which may include ten pin bowling, windsurfing and golf.

**STRUCTURE**
The elective works towards the following standards:
- Understanding how the musculoskeletal system works to create movement.
- Understanding how oxygen moves from the air through the respiratory system to the cardiovascular system and eventually through to the muscles.
- An introduction to the characteristics of the aerobic and anaerobic pathways.

**ASSESSMENT**
Assessment tasks may include the following:
- Tests
- Laboratory Reports
CRIMINAL MINDS

OVERVIEW
This subject provides students with an introduction to the Australian legal system. It will focus on pre-trial procedures including police investigations, arrest, bail and remand. The students will prepare and present a mock trial, taking on the roles of key legal personnel including the defence counsel, prosecution and expert witnesses. Consideration will be given to the key parts of a trial including jury empanelment, opening statements, examinations, closing statements and instructions from the judge. Verdicts will be determined and appropriate sanction options explored. This elective allows for the in-depth focused study of criminal procedures in Australia and will provide opportunity for comparison to overseas legal processes.

STRUCTURE
Students will:
- Explore criminal pre-trial, trial and post trial procedures as key features of the Australian legal system
- Develop skills in presenting information using ICT
- Have the opportunity to work in groups to achieve a successful mock trial presentation
- Review current cases from Australia and overseas.

ASSESSMENT
- News Article Report
- Witness Statements or Evidence Reports
- Preparation of witness examination questions and answers for the Mock Trial
- Participation in the Mock Trial

DANCE

OVERVIEW
In Dance students will participate in dance technique classes and learn works from other choreographers. This will refine their existing skills. In addition, students will choreograph their own group compositions and have the opportunity to perform at a variety of school based performance events such as the Arts Festival and Short 'n' Sweet. The emphasis in this subject is on students developing a personal dance style that expresses their feelings and opinions. Students will view and respond to professional dance works by acclaimed choreographers.

This is a subject geared towards students who have already had some experience of dance. Students without any formal dance training at all, should try Dance Styles to experience a dance class. This elective leads to Year 10 Dance and VCE Dance.

STRUCTURE
Students:
- Develop and refine existing technical skills in a range of dance styles
- Develop skills and knowledge in composing group dance works
- Gain skills in dance analysis.
ASSESSMENT
The main assessment tasks are:
- Performance in Class Dance Works
- Group Composition
- Dance Research Task
- Dance Analysis Task.

DIGITAL MUSIC PRODUCTION

OVERVIEW
In Digital Music Production students will compose, arrange, design and perform digital music using a range of digital tools. They will learn on and interact with a variety of computer tools and industry-relevant software, including iMacs, iPads, iPhones, Avid Protools, Sibelius, Propellerhead Reason and Garageband. Students will learn performance craft, recording techniques and technology, enabling them to produce their own professional quality recordings. This subject is hands-on, with students actively working and operating recording and production equipment. It is also interactive, with students applying this knowledge to participate in the wider music community through online activities. This subject caters for students with limited knowledge of music theory; such students are encouraged to choose this elective. Students need to be able to play an instrument to a basic standard only. Students will be able to accurately assess if Music in Year 10 is an appropriate choice for them. This elective leads to Year 10 Music, and also can lead to VCE Music or VCE IT.

STRUCTURE
Students:
- Arrange and interpret music in ways that demonstrate an understanding of the structure of the work and the unique sound qualities of the chosen medium and style
- Apply decision-making skills to find the most effective way to implement ideas
- Show an ability to vary the content, structure and form of their art works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies.

ASSESSMENT
- Performance: students will perform their own compositions in a live or studio setting. They will be judged on their understanding of the rehearsal process and their final performance.
- Composition: the student’s own compositions will be assessed in terms of musical qualities (such as instrumental and vocal skills), production qualities (such as the use of software and digital production to enhance their songs) and broader artistic qualities (such as uniqueness and understanding of genre conventions).

DRAMA

OVERVIEW
In Drama students will develop acting skills, which are applied to both improvised and scripted drama. They will also develop skills in vocal projection and expression, using a variety of dynamics such as pace, pause, pitch and emphasis to enhance and sustain performance. Students will analyse a production in relation to acting and stagecraft choices. This elective leads to both Stagecraft and Drama at Year 10.
STRUCTURE
Students:
- Develop confidence in playing a variety of character roles
- Build skills in ensemble play creation and monologue work
- Develop skills in responding analytically to drama performances.

ASSESSMENT
The main assessment tasks are:
- Performance in ensemble plays
- Performance of a monologue
- Production analysis and journal reflections.

FOOD TECHNOLOGY

OVERVIEW
Food Technology has a significant practical component, which is complemented by relevant theoretical work. Topics in the theoretical component include: Safe and hygienic use of tools/equipment in food preparation, food groups, food events and nutrition. Students will participate in a variety of practical activities and are given the opportunity to investigate and design their own productions. Students place their own food orders and evaluate their finished products. Safe and hygienic operations are important parts of the course which allow students to develop new skills for use in small and large scale kitchen settings.

Unique experiences:
- Catering for a buffet
- Novelty cakes.

STRUCTURE
This elective works towards the following standards:
- Confidently apply design thinking, creativity, innovation, enterprise and project management skills as they develop design projects of increasing sophistication
- Identify, explore, critique, design, produce and increase independence, quality products, services and environments using a range of skills and processes, recognizing risks and adopting safe work practices for increasingly complex problems
- Learn to evaluate the design processes employed and the solution achieved, using identified design criteria and with consideration of the impact.

ASSESSMENT
- Investigation and Design Task
- Production Activities
- Evaluation Tasks.

FORENSIC SCIENCE

OVERVIEW
Forensic Science has been popularised in recent times by TV shows such as NCIS, CSI and Bones but how well do these shows accurately portray the science involved? This elective will look at Forensic Science and enable students to apply theory from the disciplines of Biology, Chemistry and Physics to real-life scenarios.
STRUCTURE
This elective works toward the following standards:
- people can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions
- advances in science and emerging sciences and technologies can significantly affect people’s lives, including generating new career opportunities
- use knowledge of scientific concepts to draw conclusions that are consistent with evidence

ASSESSMENT
Assessment may include, but is not limited to: assignments, analysis of case-studies, writing a forensic story, writing and filming a forensic movie, critiques of current popular TV shows.

FROM BOOK TO MOVIE

OVERVIEW
The focus of this elective is to explore how and if the meaning of a text alters when its form changes. Students will be required to identify and analyse the meaning intended by the author in prescribed written texts. This will then be compared with the movie form of the same text. Students will be expected to analyse alterations made to characters, themes and messages and discuss how this alters the meaning of the text. This subject will appeal to students who are avid readers, critical thinkers and competent writers.

STRUCTURE
This elective aims to achieve the following:
- Develop students’ awareness of both texts and movies as deliberately constructed products
- Enhance students’ critical thinking and their ability to analyse
- Enhance students’ ability to develop their own interpretation of the texts
- Develop an understanding of the challenges involved when transforming a text into a movie.

ASSESSMENT
Students will complete a folio that will include the following tasks:
- Write a review that evaluates a film adaptation of contemporary fiction of the students’ choice
- Write an analysis of the changes made to a book when it is transformed into a film.
- Presentation to the class which compares an excerpt from a text with the film version of the same scene. (Small group activity)
INTRODUCTION TO DANCE STYLES

OVERVIEW
In Dance Styles students will participate in practical dance technique classes and routines. They will be introduced to the fundamentals of well-known styles, such as jazz, hip-hop, contemporary and Bollywood. Students will have the opportunity to develop confidence in their dance ability and their understanding of dance styles. Opportunities to perform for an audience will also arise, such as at the Arts Festival and Short ‘n’ Sweet performance night. In addition, they will compile a detailed Dance Style Folio, documenting the associated history and techniques.

This elective is suitable for students who have little or no dance experience but have an enthusiasm for and interest in dance. Students will be able to accurately assess if Dance in Year 10 is an appropriate choice for them. This elective leads to Year 10 Dance, and VCE Dance.

STRUCTURE
Students:
- Develop a foundation of techniques in a range of dance styles
- Develop skills and knowledge in composing short dance sequences
- Gain an appreciation and understanding of dance history and stylistic differences.

ASSESSMENT
The main assessment tasks are:
- Performance in Class Dance Works
- Short Composition Tasks
- Dance Style Folio

MEDIA

OVERVIEW
The focus in Media is on the creation of films. These films are short, but use nearly all the tools of films seen on TV and in movie theatres. These tools include the use of shots, music, titles, slow-motion, special effects and digital editing. No prior experience in film making is needed. Nearly every class involves hands-on practical work. All work is done in groups, unless students choose to work independently. For their main film, students may use locations outside of the school when filming. This elective leads to Year 10 Media and VCE Media.

STRUCTURE
Students:
- Are introduced to the basics of the production process by the creation of a class film
- Make a ‘Test film’, in which they devise, shoot and edit a short film
- Create their ‘Main film’, showing all the skills they have learnt, including writing a short treatment, storyboarding, shot listing, filming and editing
- Make a DVD (with cover and label) that has their complete semester’s work. (Films can also be exported for use in iPhones, iTunes, and other methods of viewing.)

ASSESSMENT
There are two assessment tasks for this elective:
- Pre-production: students are judged on their organizational skills, including use of storyboards, shot lists and other media industry pre-production tools.
- Production: students’ ‘Test’ and ‘Main’ films are marked.
MOUNTAINS TO THE SEA - OUTDOOR EDUCATION

OVERVIEW
This elective is designed to cater for a range of student abilities. It is an adventurous and educationally rich elective. Outdoor Education prepares students for life by providing them with an understanding and knowledge of our human society, the choices we face throughout life and the impacts we have on the natural environment. Outdoor Education aims to produce environmentally conscious students who develop lifelong knowledge, skills and attitudes for using, understanding and appreciating the natural world. In this elective, students will examine the ecology, human history and resource use issues at various venues from the Alps to the Coast. It will provide opportunities for students to extend their skills more broadly in adventure activities. Skills will be developed in activities such as: cross-country skiing, surfing and snorkelling, rock climbing, leadership skills, navigation and environmental interpretation. This elective may be an excellent introduction for VCE Units in Outdoor and Environmental Studies, Geography, Biology.

STRUCTURE
In this elective, students will:
- Develop an appreciation and understanding of the natural environments in which outdoor activities are undertaken and understand the human impact of these activities
- Understand more about Victoria's biodiversity (species and ecosystems), its ecology and ways to enjoy and conserve it
- Work collaboratively, negotiate roles and delegate tasks to complete tasks in teams
- Describe how they respect and build on the ideas and opinions of team members.

ASSESSMENT
- Data Analysis
- Knot tying
- Tests
- Research Assignments
- Group Tasks

MUSIC

OVERVIEW
In Year 9 Music students learn different musical and compositional skills. Students develop their vocal, compositional, technical, aural and performance skills and have the opportunity to compose music using the latest music software. As well as developing skills on their own instrument, students are taught and assessed on other instruments in performance situations. Students should have some knowledge of musical theory before they do this subject. They also should have some skills on an instrument, or as a singer. The course caters for all musical instruments and styles of singing. Students without any musical theory knowledge at all should try Digital Musical Production to experience a music class. This elective leads to Year 10 Music and VCE Music.

STRUCTURE
Students:
- Analyse characteristics of works and performances of particular composers, performers, styles and periods
- Use a range of ICT tools
- Develop a personal style as they perform, improvise and compose instrumental and/or vocal works with imaginative and aurally perceptive approaches in the use of music skills, techniques and processes.
ASSESSMENT
- Students develop their aural abilities and theory knowledge
- Students apply aural, theory and production skills to develop a composition
- Students develop performance skills in solo and group settings.

ROBOTICS AND ELECTRONICS

OVERVIEW
This is a very practical elective divided into two distinct units. In Electronics, students learn how to solder and then apply this skill when making a simple circuit such as a water indicator, a music maker, a single transistor amplifier or a simple radio. In the second unit, students use LEGO Robolab kits to explore Robotics and the solving of engineering design problems. Students build robotic systems and learn a simple programming language that allows them to program LEGO models to autonomously perform tasks. As part of this elective a visiting engineer from Robogals will present information and answer questions about career options that relate to the skills learnt.

STRUCTURE
This elective works towards the following standards:
- Investigating factors that affect the transfer of energy through an electric circuit
- Advances in scientific understanding that often rely on developments in technology.

ASSESSMENT
Assessment involves the completion of a number of practical projects.

TECHNOLOGY FOR THE FUTURE

OVERVIEW
There are few employment vacancies that do not require Information Technology. This course is designed to make sure that students stay ahead of the latest technological developments in an ever changing world. Students will investigate the exciting world of ipad apps. They will find out about what apps are, how they operate and their development. Students will create their own apps using online devices. Students will learn the art of Game writing and Game creation. A feature of Technology for the Future is an excursion to Swinburne University to learn the latest technologies.

It is envisaged that students could do either or both of the IT electives Technology for the Future or Technology for You as both courses cover completely different content.

STRUCTURE
- Students will take their ideas from the design stage to the creation of a Game aimed at a teenage audience
- Students will look at various ipad apps so that they can plan, create and publish one of their own.

ASSESSMENT:
- Students will complete a series of practical tasks.
TECHNOLOGY FOR YOU

OVERVIEW
Technology is forever changing. This course is designed to equip students with some of the skills needed in the workplace. Students are given a real life business project. They will use DreamWeaver to create their own website to meet the needs of an end user. The principles of effective website design and promotion will be investigated. Students will create promotional material for a company using graphic design skills. A feature of Technology for You is an excursion to Swinburne University to learn the latest technologies.

It is envisaged that students could do either or both of the IT electives Technology for the Future or Technology for You as both courses cover completely different content.

STRUCTURE
Students will go from the design stage to the creation of a Website for a real life business. Students will learn Graphic design skills to create cards and animated magazines.

ASSESSMENT
- Students will complete a series of practical tasks.

VISUAL COMMUNICATION

OVERVIEW
The Coke logo on a can of drink, the Nike sign on a pair of shoes, the symbol on a t-shirt, the look of a band’s album cover: these all came from graphic designers. Students learn how to do this in Visual Communication. Students learn how to execute 3rd angle orthogonal drawing and study symbols. They research and produce creative type faces. The unit focuses heavily on practical work. Students will be expected to find imaginative solutions to the sort of tasks a graphic designer might face. This elective leads to Year 10 Visual Communication, and VCE Visual Communication.

STRUCTURE
Students:
- Gain an awareness of the versatile nature of visual communication
- Develop skills in the communication of information using visual communication
- Are familiarized with the characteristics of signs and symbols and the different types used
- Respond to briefs that require working with information from a wide variety of sources for ideas.

ASSESSMENT
The main assessment tasks are:
- Orthogonal Drawing
- Paraline projections
- Communication Design.
WOMEN OF FAITH: VISIONARIES, LEADERS AND RADICALS

OVERVIEW
The Christian community is called to discipleship which requires that it continues to create a world where we live together justly and where the dignity of the human person is central. This unit focuses on women: their presence, role and perception in our sacred texts, the difficulties they have faced and continue to face in gaining recognition, their ability to overcome obstacles and the extraordinary ways women have demonstrated discipleship and spread the gospel throughout the world. Students may also visit the Mary MacKillop Heritage Centre & St Vincent’s Hospital Archive Centre as well as engage in a Community engagement activity. Students completing this unit would be well placed to study Religion & Society and Text & Traditions at VCE level.

STRUCTURE
This elective works towards the completion of the following standards:

Knowledge & Understanding: Students should have knowledge and understanding of:
- the individuals /groups of women who use Catholic Social Teaching as a guide in their work (Focus on RNDM Sisters, Mary MacKillop and others)
- distinctive ideas, practices and teachings which arose from significant events in Church history.

Reasoning & Responding: Students should be able to:
- research and analyse the religious, social and political developments in Catholic Church teaching and practice
- apply, compile and evaluate information on a range of women/organisations committed to achieving justice.

Personal & Community Engagement: Students should have an:
- appreciation of Catholic moral teaching and an ability to respond to issues of injustice in the local/global community
- awareness of how young women can contribute to the mission of the Church.

ASSESSMENT
- Investigation
- Presentation
- Scriptural analysis.

YOUR MONEY

OVERVIEW
In the ‘Managing Money’ topic, students are encouraged to gain a better understanding about how people earn money through various types of employment. Students also learn how to manage their money by creating budgets, using bank accounts and investment. This topic also focuses on the students setting personal goals and becoming aware of how to use credit appropriately. The topic ‘Being a Smart Consumer’ incorporates the identification of needs and wants, influences on young consumers and how to make informed consumer decisions. This topic also introduces students to economic processes such as supply and demand, scarcity and opportunity cost at a basic level. Students also learn about globalisation and study current examples of businesses developing “green” policies and ethical practices.
**STRUCTURE**

Students will be given the opportunity to

- learn how to construct a personal budget with a broad range of variables and how to select basic strategies for managing personal finances in simple contexts
- discover an understanding of the pitfalls and benefits of credit and personal cash flow management
- explore decision making processes for consumers which will maximise their use of personal resources
- develop their research and reporting skills on a range ethical issues affecting consumers and producers.

**ASSESSMENT**

- Unit tests in class
- Research / Analysis Tasks
- Case Studies.