

# 9@RICE

## CURRICULUM HANDBOOK



# 2024



**EMMANUEL**  
COLLEGE

WARRNAMBOOL Sharing Faith, Hope & Love

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# CONTENTS

<b>9@RICE</b>	<b>2</b>
<b>PROGRAM STRUCTURE</b>	<b>5</b>
<b>TYPICAL STUDENT TIMETABLE</b>	<b>8</b>
<b>MATHEMATICS</b>	<b>9</b>
Mathematics (General)	9
Mathematics (Methods)	11
Mathematics (Foundation)	12
<b>FIT4LIFE</b>	<b>13</b>
FIT4LIFE (HEALTH)	13
<b>PHYSICAL EDUCATION</b>	<b>14</b>
Physical Education	14
<b>LANGUAGES</b>	<b>15</b>
French	15
Japanese	17
<b>Additional Languages Online</b>	<b>18</b>
<b>CREATIVE ARTS</b>	<b>19</b>
Art/Design	19
Photo/Media	20
Digital Art & Animation	21
<b>SCIENCE</b>	<b>22</b>
Mind Games	22
The Forensic Files	23
<b>DESIGN AND DIGITAL TECHNOLOGIES</b>	<b>23</b>
Design Technologies	23
Digital Systems	24
Food for Fuel	25
Food & Hospitality	25
Textiles 1	26
<b>HUMANITIES</b>	<b>26</b>
Money, Money, Money!	26
War and Crisis	28
<b>PERFORMING ARTS</b>	<b>29</b>
Drama	29
Music	30
Music Tech	30
<b>HEALTH AND PHYSICAL EDUCATION</b>	<b>31</b>
Health Education	31
Exercise Science 1	31
<b>ACADEMY OF SPORTS</b>	<b>32</b>
<b>ELECTIVES LIST</b>	<b>33</b>
<b>YEAR 9 COURSE PLANNING</b>	<b>34</b>



## **9@RICE**

Emmanuel College's 9@RICE program is designed to be outward looking and to promote interconnectedness in learning. As students engage in the program, the relationship between their learning in separate areas of study will become apparent. 9@RICE challenges students to understand that learning is not an isolated experience related to one specific topic or subject. Rather, the interdisciplinary approach to subjects being adopted aims to empower student learning and increase engagement.

The program encourages students to be agents in their learning, taking an active role in deciding what and how they learn, making choices, and taking responsibility for the decisions they make. Students will make meaningful decisions for their own learning, take greater ownership of their education and become more accountable for the development of their skills and knowledge.

A dedicated Year 9 space allows tailored programs run by committed and passionate teachers, and promotes strong relationships among students and mutual bonds between students and their teachers. Before students can be expected to step into their stretch zone they need to establish a solid base, feel like they belong and know that they matter.

The 9@RICE program aims to help students navigate their way through an increasingly interconnected and complex world in which factual recall will perhaps matter less than their ability to understand differing perspectives and develop their own ideas.

And finally, 9@RICE delivers a program where, in addition to elective choice, students will be exposed to a wide variety of new subject experiences. We hope this will help students discover more about their strengths and passions; thereby helping them to formulate a clearer idea of possible future career pathways.

### **9@RICE students have the opportunity to graduate as students who:**

- Are independent, self-aware learners who set goals, reflect and evaluate their progress.
- Will be resilient in their approach to overcoming social, academic and emotional obstacles.
- Pose critical questions about their world and can use traditional, online and community resources to develop responses.
- Are creative and imaginative thinkers who are able to problem solve and work collegially and independently with equal proficiency.
- Are socially aware, ethical and caring global citizens.
- Are connected to fellow students, staff and the College and see themselves as members of a learning community.

## **VICTORIAN CURRICULUM**

In Victoria, the school curriculum is set out in the Victorian Curriculum F–10, released in September 2015. The curriculum defines the common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship.

Schools have flexibility in the design of their teaching and learning program. Flexibility enables schools to develop particular specialisations, areas of expertise and innovation, while ensuring the mandated curriculum is delivered. The teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts.

The Year 9 academic program follows the requirements of the Victorian Curriculum - with a difference. The centrepiece of student learning will take place in interdisciplinary streams, known as RICE, which enables flexibility and specialisation. Students rotate through one stream per term as outlined later in this booklet.

## **Catering for Individual Differences**

As well as offering students the flexibility to focus on areas of particular interest, the structure of the 9@RICE program also provides an opportunity for identified students who are experiencing difficulties in their learning to have access to specific help. 9@RICE makes use of personal learning plans for all students with recognised learning needs and this is further supported by Learning Diversity Staff stationed permanently at the Rice campus.

### **Further Information:**

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# PROGRAM STRUCTURE

Student learning will take place in interdisciplinary streams, known as RICE, which enables flexibility and specialisation. Students rotate through one stream per term.

## Resilience

Resilience is the ability to adapt to difficult circumstances you can't change and keep on thriving. In fact, when you're resilient, you can often grow and learn from difficult situations. A student's resilience can go up and down at different times with some students bouncing back from some challenges more than others.

The purpose of Resilience within *9@RICE* is to help young people achieve a growth mindset and the skills to grow into healthy independent adults. Students will build resilience by developing attitudes of self-respect, social and organisational skills, and positive thinking habits.

## Innovation

Innovation in education encourages students to use all the tools at their disposal to uncover new ideas and insights. In Year 9 students develop a deeper understanding of their choices and show more concern for their future learning and work habits. The *9@RICE* program provides a range of learning experiences which empower students to explore a different way of looking at problems and solving them. Innovation improves education because it compels students to use higher order thinking to enhance their development. The use of innovative learning environments will inspire students to envision future possibilities.

## Community

Social development is vital to growth towards adulthood. The *9@RICE* program is based on the belief that a separate space for Year 9s will foster a deeper sense of belonging and connectedness within the year level. The program will actively incorporate the development of empathy and a sense of service to members of our local, national and global community.

## Exploration

Lifelong learning and growth thrive in an environment of exploration and adventure. The *9@RICE* program will foster curiosity about the past, present and future, giving students the skills and impetus towards a continued spirit of inquiry. Exploration involves the process of looking both inwards and outwards; maturing both emotionally and academically.

In each of these streams, there are **three key interdisciplinary subjects** which fuse together the teaching of English, Science, Religious Education, Humanities, Design and Digital Technologies, Creative Arts and Performing Arts. These subjects are **Communication, Wisdom** and **Discovery**.

## Communication

*A stronger focus on English (in addition to Science, Religious Education, Humanities, Design and Digital Technologies, Creative Arts and Performing Arts).*

Communication focuses on the knowledge and skills that are essential for interacting successfully with the world and having an impact on it. Communication dynamically challenges students to hone essential skills they will need for the modern workplace; a workplace where writing, reading, speaking, listening, as well as critical and creative thinking are crucial for ongoing success.

## Wisdom

*A stronger focus on Humanities and Religious Education (in addition to Science, English, Design and Digital Technologies, Creative Arts and Performing Arts).*

Wisdom focuses on human understanding of people and our world, moral values, critical thinking and the development of the whole person: spiritual, social, personal, psychological, physical and ethical.

## Discovery

*A stronger focus on Science (in addition to English, Religious Education, Humanities, Design and Digital Technologies, Creative Arts and Performing Arts).*

Discovery focuses on analytical skills, scientific observation, research and the joy of examining the world around us in fine detail. Discovery encourages students to hypothesise and draw conclusions from evidence. Discovery challenges students to connect their learning with the important work of finding real world solutions to real world problems.

In summary, each term each homeroom will rotate through the streams:

- Resilience, Community, Exploration (Terms 1 to 3)
- Innovation (Term 4)

Each of the streams contains the subjects:

- Communication
- Wisdom
- Discovery

# PROJECT BASED LEARNING

To foster relationships, students will undertake RICE in their homeroom groups, with their homeroom teacher conducting a significant proportion of their lessons. Alongside this, all Year 9 teachers will teach to their specialisations, thereby engaging with a range of students, and ensuring that specialist curriculum is explicitly taught by experts.

The Project Based Learning (PBL) outcomes, that have been carefully embedded across the *9@RICE* curriculum, involve students working for extended periods of time on responding to complex questions, problems and challenges. PBL challenges students to investigate curriculum that has real world relevance. Students will develop 21st Century Skills in critical thinking, collaboration, creativity, technology use, communication and investigation, in order to create authentic and rigorous learning outcomes that will prepare them for a bright future in modern society.

In Term 4, all students will choose a project based 'passion project' to complete. This project will be showcased to parents and friends at the end of the year.

## BENEFITS OF *9@RICE*

The benefits of *9@RICE* include:

- the ability to draw clear connections between different disciplines
- fostering of higher level engagement and understanding real life situations
- a focus upon certain disciplines at particular times of the year and in particular lessons to ensure students continue to develop basic skills in core disciplines
- student choice in outcomes and topics
- expert teaching of themes and disciplines
- both interactive and off campus activities targeted for their relevance to learning
- the development of skills and knowledge that will empower all students in their future lives
- preparing adaptable, creative and flexible learners who are ready for the 21st Century workforce.



# TYPICAL STUDENT TIMETABLE

## Subjects in RICE Stream

<i>Subject 1</i>	<i>Subject 2</i>	<i>Subject 3</i>
<b>COMMUNICATION</b>	<b>WISDOM</b>	<b>DISCOVERY</b>
<i>Each term focused on one of: Resilience, Innovation, Community, or Exploration</i>	<i>Each term focused on one of: Resilience, Innovation, Community, or Exploration</i>	<i>Each term focused on one of: Resilience, Innovation, Community, or Exploration</i>
<i>9 periods per fortnight</i>	<i>9 periods per fortnight</i>	<i>9 periods per fortnight</i>

## Stand-alone Subjects

<i>Subject 4</i>	<i>Subject 5</i>	<i>Subject 6</i>
<b>MATHEMATICS</b>	<b>PHYSICAL EDUCATION</b>	<b>FIT4LIFE (HEALTH)</b>
<i>9 periods per fortnight</i>	<i>4 periods per fortnight</i>	<i>2 periods per fortnight</i>

## Electives

<i>Subject 7</i>	<i>Subject 8</i>
<b>ELECTIVE CHOICE A or LANGUAGE</b>	<b>ELECTIVE CHOICE B or LANGUAGE</b>
<i>9 periods per fortnight</i>	<i>9 periods per fortnight</i>

Elective subjects represent a mixture of hands on and skills based opportunities, as well as subjects geared towards senior school studies.

*Note: Studying a language accounts for one elective choice each semester.*

# **STAND-ALONE SUBJECTS**

# MATHEMATICS

The majority of Year 9 students will study mainstream Mathematics (General or Methods). Some students may be recommended by their Year 8 teacher to study Foundation Mathematics rather than mainstream Mathematics at Year 9.

## Mathematics (General)

**Unit Focus:** Number & Algebra, Measurement & Geometry, Statistics & Probability

### Required Student Outcomes

By the end of Year 9 students should be able to demonstrate skills across the three content strands of the mathematical curriculum as outlined below:

#### Number and Algebra

- Apply the index laws using integer indices to variables and numbers, and express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations
- Solve problems involving simple interest
- Use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions
- Find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology
- Sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology

#### Measurement and Geometry

- Solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology
- Relate three-dimensional objects to two-dimensional representations
- Explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras' theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles

#### Statistics and Probability

- Compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types
- Construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology
- Identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data
- Calculate relative frequencies to estimate probabilities
- List outcomes for two-step experiments and assign probabilities for those outcomes and related events

#### Likely Learning Activities

- Theoretical application of key mathematical concepts
- Skill development activities
- Rich tasks and problem-solving activities
- Group work
- Use of technology/software applications

# Mathematics (Methods)

**Unit Focus:** Number & Algebra, Measurement & Geometry, Statistics & Probability

In this unit, students have the opportunity to explore mathematical concepts in the Year 9 curriculum in greater depth with the introduction of units not covered in the General Mathematics course.

## Required Student Outcomes

By the end of Year 9 students should be able to demonstrate skills across the three content strands of the mathematical curriculum as outlined below:

### Number and Algebra

- Introduce the real number system and the concept of rational and irrational numbers
- Apply the index laws using integer indices to variables and numbers, and express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations
- Solve problems involving simple and compound interest
- Apply the four operations to simple algebraic fractions with numerical denominators
- Solve linear equations involving simple algebraic fractions
- Find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology
- Solve problems involving linear equations, including those derived from formulas
- Graph linear and non-linear relations with and without the use of digital technologies and solve simple related equations

### Measurement and Geometry

- Solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology
- Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids
- Relate three-dimensional objects to two-dimensional representations
- Explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras' theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles
- Solve right-angled triangle problems including those involving direction and angles of elevation and depression

### Statistics and Probability

- Compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types
- Construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology
- Identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data
- Calculate relative frequencies to estimate probabilities
- Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence

### Likely Learning Activities

- Use of technology/software applications
- Problem solving activities
- Group work
- Application Tasks

*Please note: Students will require a recommendation by their Year 8 Mathematics teacher in order to participate in 9 Methods Mathematics. A letter of notification will be forwarded to parents to inform them of their child's eligibility.*

## Mathematics (Foundation)

### Unit Focus: Developing Mathematical Skills

Foundation Mathematics provides students the opportunity to develop basic numeracy skills fundamental to mathematical concepts in order to provide continual mathematical development. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

### Desirable Outcomes

Students will work towards being able to:

- Form estimates and carry out relevant calculations using mental and by-hand methods
- Use technology effectively for accurate, reliable and efficient calculation
- Solve practical problems which require the use and application of a range of numerical computations involving integers, decimals, fractions, ratios, proportions, percentages and rates
- Check for accuracy and reasonableness of results
- Collect, organise, collate and represent categorical and numerical data
- Accurately read and interpret diagrams, charts, tables and graphs
- Identify and use common metric and other relevant measurements
- Convert between a range of metric and other relevant units
- Estimate and accurately measure different quantities using appropriate tools
- Calculate and interpret length, area, surface area, volume, capacity and duration
- Interpretation and use of time and duration including time and date specifications, conventions, schedules, timetables and time zones
- Develop financial arithmetic understanding

### Likely Learning Activities

- Use of concrete materials to model and solve mathematical problems
- Skill development activities
- Use of technology/software applications
- Rich tasks and other problem solving activities
- Group work

*Please note: Studying Foundation Mathematics will not adequately prepare a student to study VCE Mathematics at a Methods/Specialist level. Students will only be considered for Foundation Mathematics if they are recommended by their teacher and a letter of notification will be forwarded to parents to inform them of their child's eligibility.*

# FIT4LIFE

## FIT4LIFE (HEALTH)

**Unit Focus:** This unit supports Year 9 students to develop their ROCK skills and capabilities through positive classroom relationships, project based learning and explicit social and emotional skills development and practice. Core Fit4Life (health) sequenced curriculum encompasses key learning around physical, psychological, social, cognitive and spiritual health and fitness.

Emmanuel ROCKS is a key component of Fit4Life with staff and students learning, living and sharing Respect and Resilience, Optimism and action Orientation, Creativity and Connectedness, Knowledge and Kindness.

### Required Student Outcomes

At the end of this unit students should be able to:

- Investigate how empathy and ethical decision-making contribute to respectful relationships
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing
- Evaluate health information from a range of sources and apply to health decisions and situations

### Likely Learning Activities

- Group work
- Project based learning
- Social and emotional skills practice
- Visual presentations
- Guest speakers



# PHYSICAL EDUCATION

## Physical Education

**Unit Focus:** The focus of this practical based subject is to allow students to experience a range of different ways to be physically active.

### Required Student Outcomes

At the end of this unit students should be able to:

- Perform and refine specialised skills in a range of movement situations
- Develop, implement and evaluate own and others' movement situations, and provide and apply feedback in order to enhance future performance
- Analyse the impact of effort, space, time, objects and people when performing movement sequences during practical activity
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

### Likely Learning Activities

- Court and grass sports
- Minor games
- Team sports
- Fitness activities
- Peer teaching
- Fair play and support for each other

# **ELECTIVE UNITS**

# LANGUAGES

## French (Elective) FR061

**Unit Focus (Semester 1):** Places, asking for and giving directions and shopping.

### Required Student Outcomes

At the end of this unit students should be able to:

- Exchange information about places, asking for and giving directions and shopping
- Read aloud with some fluency and accuracy of pronunciation and intonation
- Understand overall meaning and details in spoken and written texts
- Write in some detail about places, asking for and giving directions and shopping
- Understand and apply various grammar rules in writing and speech
- Compare French and Australian lifestyles

**Unit Focus (Semester 2):** Holiday plans, weather, housing, chores and daily routine

### Required Student Outcomes

At the end of this unit students should be able to:

- Exchange information about daily routine, chores, activities and holiday plans
- Read aloud with some fluency and accuracy of pronunciation and intonation
- Understand overall meaning and details in various spoken and written texts
- Write in some detail about daily routine, chores, activities, shopping and food
- Understand and apply an increasing number of grammar rules in writing and speech
- Compare aspects of life in France and Australia

### Likely Learning Activities

- Listening to and reading various texts in French
- Completing reading comprehension activities
- Participating in role-plays, interviews and other speaking activities
- Writing in a number of text-types about various topics
- Playing interactive language games
- Keeping a vocabulary list and grammar notes
- Participating in French role-plays and interviews
- Completing regular vocabulary and grammar quizzes and tests
- Watching audio-visual material related to French regions, culture and cuisine
- Watching and discussing audio-visual material related to French-speaking locations
- Using technology tools for learning and communication
- Eating French food

# Japanese

## (Elective) JA061

**Unit Focus (Semester 1):** Calendar months and date, seasons, school events, clothes, hobbies and sports, holidays, mobiles phones, parts of body, describing physical appearance, anime and manga, birthdays and special occasions, festivals, receiving gifts

### Required Student Outcomes

At the end of this unit students should be able to:

- Exchange detailed personal information about selves
- Read and write different Japanese scripts, including a deeper exploration of Chinese characters and stroke order
- Understand meaning in increasing complex written and spoken texts
- Use basic word processing skills and create presentations in Japanese
- Develop strategies to maximise cultural and linguistic skills and knowledge
- Adapt their language for purposes and audiences
- Write paragraphs independently and apply knowledge of characters and punctuation in new contexts

**Unit Focus (Semester 2):** Milestones, growing up, language studies, nationalities, where you grew up, fast food in Japan and Australia

### Required Student Outcomes

At the end of this unit students should be able to:

- Read and write different Japanese scripts, including a deeper exploration of Chinese characters and stroke order
- Decipher meaning in increasingly complex written and spoken texts
- Use basic word processing skills and create presentations in Japanese
- Develop strategies to maximise and extend cultural and linguistic skills and knowledge
- Adapt their language for purposes and audiences
- Write paragraphs independently and apply knowledge of characters and punctuation in new contexts
- Compare aspects of life in Japan and Australia

### Likely Learning Activities

- Listening to, reading and creating cartoons and other texts in Japanese
- Completing reading and writing activities by hand and on the computer
- Playing various language recognition games
- Keeping a vocabulary list and grammar notes
- Participating in role-plays in Japanese in which knowledge is exchanged and acquired
- Watching a program about Japan
- Completing reading comprehension tasks
- Doing regular language quizzes and tests
- Participating in cultural awareness activities
- Addressing a native speaker
- Cooking Japanese food

## Additional Languages Online

Some students choose to study languages not offered at Emmanuel online through the Victorian School of Languages. More detail about the content of this course can be found by accessing the [VSL website](#) and by contacting the KLA Coordinator Mrs Julia Smith. Students cannot choose VSL courses through the subject selection portal but need to talk with the Director of 9@Rice. Please note that for any student enrolling in a subject through Virtual School of Languages there will be an additional charge on the fee statement to cover the cost of enrolment. Emmanuel will provide a subject credit but then pass on the additional costs.

Language	Secondary	VCE	Accelerated
Arabic	Offered ▾	Offered ▾	
Chinese - Mandarin FL		Offered ▾	
Chinese - Mandarin SL	Offered ▾	Offered ▾	
Chinese - Mandarin SLA		Offered ▾	
German	Offered ▾	Offered ▾	Offered ▾
Greek	Offered ▾	Offered ▾	
Hindi		Offered ▾	
Indonesian FL		Offered ▾	
Indonesian SL	Offered ▾	Offered ▾	
Italian	Offered ▾	Offered ▾	Offered ▾
Latin	Offered ▾	Offered ▾	Offered ▾
Punjabi		Offered ▾	
Spanish	Offered ▾	Offered ▾	Offered ▾
Vietnamese SL		Offered ▾	

# CREATIVE ARTS

## Art/Design (Elective) AR063

**Unit Focus:** Explore the world of art and design through a series of Open Ended Creative challenges where you choose the method that you explore to produce your final artwork/design. Students may choose to focus on one medium entirely, or develop an understanding in a range of techniques and design fields. We teach you the process and the skills; you choose which method you will use to create your outcome.

### **Student options that can be explored and developed in this elective include:**

- Printmaking
- Drawing - Creative and/ or Technical
- Graphic Design
- Street Art
- Industrial design
- Environmental design/architecture

### **Required Student Outcomes**

At the end of this unit students should be able to:

- Use a developmental process to trial and produce a range of final pieces
- Expand both ideas and skills within their chosen mediums and areas
- Refine individual skills in a range of mediums and techniques as selected by students
- Investigate a range of Creatives in each field and the industry context of Fine Arts and Design
- Work individually or in groups
- Have a greater awareness of the industry context for a variety of mediums and potential opportunities for post secondary choices and creative skill sets to take into the Workplace

### **Likely Learning Activities**

- Project based learning that explores the creative process from idea through to finished work
- Students will be given a challenge and a developmental process to follow but the method that they explore to get to a solution is up to the student to decide. Students can concentrate on an individual medium across the semester or explore a range of mediums and techniques across the various challenges
- Art or Design based mediums to explore at each project opportunity listed above



## Photo/Media (Elective) ME063

**Unit Focus:** Explore the world of photography and media through a series of Open Ended Creative challenges where you choose how you develop and produce a final outcome. Students may choose to focus on one medium entirely, or develop an understanding in a range of visual methods, skills and techniques. We teach you the process and the skills; you choose which method you will use to create your outcome.

**Student options that can be explored and developed in this elective include:**

- Digital Photography
- Film
- Print

### Required Student Outcomes

At the end of this unit students should be able to:

- Use a developmental process to trial and produce a range of final pieces
- Expand both ideas and skills within their chosen mediums and areas
- Refine individual skills in a range of mediums and techniques as selected by students
- Investigate a range of Creatives in each field and the industry context of photography and media
- Work individually or in groups
- Have a greater awareness of the Industry context for a variety of mediums and potential opportunities for post secondary choices and creative skill sets to take into the Workplace.

### Likely Learning Activities

- Project based learning that explores the creative process from idea through to finished work
- Students will be given a challenge and a developmental process to follow but the method that they explore to get to a solution is up to the student to decide. Students can concentrate on an individual medium across the semester or explore a range of mediums and techniques across the various challenges
- Photographic or Media based methods to explore at each project opportunity listed above

## **Digital Art & Animation**

### **(Elective) VC063**

**Unit Focus:** Explore the world of digital art and animation through a series of open ended creative challenges where you choose the method that you explore to produce your final artwork/design. Students may choose to focus on one medium entirely, or develop an understanding in a range of techniques and design fields. We teach you the process and the skills; you choose which method you will use to create your outcome.

#### **Student options that can be explored and developed in this elective include:**

- Digital Drawing, Illustration and design
- Stop Animation
- Create Gifs
- Character Development.
- Photomedia Manipulation

#### **At the end of this unit students should be able to:**

- Use a developmental process to trial and produce a range of final pieces
- Expand both ideas and skills within their chosen mediums and areas
- Refine individual skills in a range of mediums and techniques as selected by students
- Investigate a range of Creatives in each field and the industry context of Digital Arts and Media Production - Animation
- Work individually or in groups
- Have a greater awareness of the industry context for a variety of mediums and potential opportunities for post secondary choices and creative skill sets to take into the Workplace

#### **Likely Learning Activities**

- Project based learning that explores the creative process from idea through to finished work
- Students will be given a challenge and a developmental process to follow but the method that they explore to get to a solution is up to the student to decide. Students can concentrate on an individual medium across the semester or explore a range of mediums and techniques across the various challenges
- Digital Art and Design or Animation based media formats based mediums to explore at each project opportunity listed above

# SCIENCE

## Mind Games (Elective) SC068

**Unit Focus:** Psychology provides students with a framework for exploring the interactions between biological, psychological and social factors that influence thought, emotions and behaviour. As part of this course students investigate fields of psychology (sport psychology, developmental psychology, neuropsychology, cognitive psychology, mental health and positive psychology).

### Required Student Outcomes

At the end of this unit students should be able to:

- Apply theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behavior
- Examine the ways the biological, psychological and social approaches interact to explain human behavior
- Develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field
- Develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- Understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, evaluation and reporting of data

### Likely Learning Activities

- Topic tests
- Report of a practical activity involving the collection of data
- Logbook of activities
- Media analysis
- Visual presentation

## The Forensic Files (Elective) SC065

**Unit Focus:** Students engage in a diverse range of practical activities such as: the processing of a crime scene, blood spatter analysis, fingerprints, microscopic analysis of evidence, ballistics, anthropometrical studies and cold case scenarios.

### Required Student Outcomes

At the end of this unit students should be able to:

- Research and understand the development of Forensic Science through time
- Develop skills in the securing, recording, collection and analysis of different types of evidence
- Apply scientific and mathematical skills when interpreting data and various case studies

### Likely Learning Activities

- Practical investigations
- Research assignments
- Group work
- Examination

# DESIGN AND DIGITAL TECHNOLOGIES

## Design Technologies (Elective) MDM66

**Unit Focus:** Students will develop and consolidate technical skills when working with various materials and emerging technologies. Working in the 9@RICE workshop, their projects may involve work with wood, metal, or other materials

### Required Student Outcomes

At the end of this unit students should be able to:

- Choose appropriate tools, equipment and processes for selected materials and projects
- Evaluate success of their projects and their ability to apply appropriate production techniques
- Develop an understanding of the design process and its importance in an object's design
- Demonstrate awareness of occupational health and safety practices in the workshop

### Likely Learning Activities

- Development of competence in using a wide range of tools, machines and processes including CAD and CleanTech (3D Printers, CNC, Laser etc.)
- Apply the design process (investigate, design, produce and evaluate) to a design proposal
- Construction of items using a variety of processes and material types, such as wood and metal
- Safely use workshop tools and equipment

## Digital Systems (Elective) DS066

**Unit Focus:** Digital Systems is an exciting subject that follows on from Year 8 Systems Engineering and Information Technology (IT). The unit is a blended subject that challenges students to develop microprocessor (Arduino, Raspberry Pi & Microbit) and programming skills by designing and creating robotic type projects with increasing complexity. The unit combines programming, general workshop abilities and advanced prototyping methods such as 3D printing and CNC machining to achieve these goal.

### Required Student Outcomes

At the end of this unit students should be able 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 and innovation 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 criteria for success
- Increase the ability to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes

### **Likely Learning Activities**

- Investigate Arduino or similar microprocessor inputs and outputs
- Explore advanced programming functions to create feedback loops and record data
- Identify a physical challenge and work towards a mechatronic solution using systems engineering principles
- Investigate and utilise advanced Computer Aided Drafting (CAD)

**Scope & Sequence of Subject:** This subject bridges the gap between Year 8 Systems Engineering and IT to IT and Systems Engineering in Year 10. This subject gives students the opportunity to explore these areas and the confidence to select these subjects into Year 10.

**Information Technologies Stream:** Learning covered will include industry standard programming and CAD.

**Systems Engineering Stream:** Learning covered in this area will include projects that explore microprocessors, their input and output devices and links to industry and further subjects.

## **Food for Fuel (Elective) FT062**

**Unit Focus:** Students will investigate and use the design process in regards to healthy eating for the sportsperson, with a focus on breakfast, lunch, dinner and snacks.

### **Required Student Outcomes**

At the end of this unit students should be able to:

- Select and use various processes and equipment during production safely and hygienically
- Investigate and apply safe food handling practices for production, storage and transport of products
- Apply the design process to investigate, generate, produce, analyse and evaluate in response to a design brief
- Prepare design proposals (menus) using appropriate food technology language
- Produce a range of dishes, with a focus on the nutritional requirements of a sportsperson for breakfast, lunch, snacks and dinner

### **Likely Learning Activities**

- Consider strategies that address areas of nutritional concern and sporting performance related to the health status of a sportsperson
- Use the design process to respond to design briefs with a focus on providing nutritional meals for a sportsperson
- Maintain a folio of workshop activities
- Analyse and evaluate products for function, aesthetics, social and environmental needs

## Food & Hospitality (Elective) FT063

**Unit Focus:** Students will focus on investigating, generating, producing and evaluating food that is incorporated into all aspects of a café or canteen menu.

### Required Student Outcomes

At the end of this unit students should be able to:

- Use various processes and equipment during production safely and hygienically
- Apply the design process to investigate, generate, produce, analyse and evaluate in response to a design brief
- Prepare design proposals (menu items particularly suited for a canteen or café) using appropriate food technology language
- Work as a group to prepare healthy canteen items to be piloted and sold at our school canteen

### Likely Learning Activities

- Consider strategies that address areas of concern related to current health status of Australians
- Use the design process to respond to a design brief focused on a canteen or café menu
- Maintain a folio of workshop activities
- Analyse and evaluate products for function, aesthetics, social and environmental needs

## Textiles 1 (Elective) DTT63

**Unit Focus:** This unit will focus on developing knowledge and understanding of design techniques, processes and production skills to produce designed solutions following the Product Design Process. Students focus on ethics, environmental and social sustainability factors. They generate and represent original ideas using a variety of drawing techniques and establish production plans which focus on cost of materials and time management. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency. They are introduced to new technologies and the significance of creativity and innovation.

### Required Student Outcomes

At the end of this unit students should be able to:

- Investigate and select a range of materials, components, tools and equipment to develop design ideas
- Generate and apply design thinking, creativity, innovation and skills to develop, modify and communicate a range of design ideas
- Plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes
- Produce and 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



### **Likely Learning Activities**

- Investigation of ideas such as a Self-Profile, Mind Map and Moodboard
- Generation of Drawing Techniques, Visualisations and Presentation Drawings
- Production plan and production work emphasising neatness, accuracy and level of independent working including Risk Assessment
- Construction of neat and accurate practical work
- Evaluation of the Design Process involving a written self-evaluation of production work and critical analysis highlighting areas for improvement
- Design Folio

# HUMANITIES

## Money, Money, Money! (Elective) SO066

**Unit Focus:** Students will be introduced to a range of economic and financial concepts that will increase their understanding and ability to make smart financial choices, as well as understanding of the nature of the Australian and global economy and the changing work environment.

They will develop skills in budgeting, cost-benefit analysis, financial risk and enterprising behaviours and learn about fundamental 'life skill' financial concepts.

### Required Student Outcomes

At the end of this unit students should be able to demonstrate an understanding of:

- Investment options (such as term deposits, property, shares and superannuation)
- Interest
- Interest rates
- Savings
- Debt and the importance of a savings buffer
- Credit cards
- Banks and other financial institutions
- Insurance
- Taxation
- Avoiding scams
- Roles, rights and responsibilities in the workplace
- Enterprise agreements
- Workplace discrimination
- The Australian and global economies
- Globalisation

### Likely Learning Activities

- Budgeting
- Cost-benefit analysis (e.g buying a first car)
- Research tasks
- Guest speakers
- ASX Sharemarket Game
- Computer programs and activities

## War and Crisis (Elective) SO067

**Unit Focus:** Students will learn about the major global conflicts that have occurred post-WWII, as well as exploring Australia's involvement in these and how they have shaped our nation. These conflicts, and the ideological and political differences that underpinned them, may include: the Korean War, the Vietnam War, the Gulf War and the recent 'War on Terror'.

### Required Student Outcomes

At the end of this unit students should be able to:

- Evaluate the historical significance of an event, idea, individual or place
- Analyse the long term causes, short term triggers and the effects of significant events and developments
- Compare and contrast historical sources and evaluate their accuracy, usefulness and reliability
- Construct and communicate an argument about the past using a range of reliable sources of evidence

### Likely Learning Activities

- Historical inquiry research task
- Analysis of primary and secondary source materials
- Evaluation of different historical interpretations and contested debates
- Essays
- Guest speakers
- Excursions

# PERFORMING ARTS

## Drama (Elective) DRA63

**Unit Focus:** Character development, scene development, the history of theatre

### Required Student Outcomes

At the end of this unit students should be able to:

- Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama
- Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles
- Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements
- Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience
- Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect

### Likely Learning Activities

- Theatre assignment
- Drama journal
- Theatre performance review
- Scripted group performance
- Improvisation activities

## Music (Elective) MC063

**Unit Focus:** Practise and rehearse music for solo or group performance. Develop practical skills on instrument or voice.

### Required Student Outcomes

At the end of this unit students should be able to:

- Develop individual skills and confidence, whilst interacting and enjoying making music with other like-minded musicians
- Compose and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance
- Manipulate combinations of the elements of music in a range of styles, using technology and notation
- Perform music applying techniques and expression to interpret the composer's use of elements
- Develop an understanding of technology applied in music

### Likely Learning Activities

- Rehearse both as a soloist and as a member of an ensemble
- Active involvement in instrumental or voice skill development
- Review other musicians' work

- Musicianship and aural training
- Solo and group performances

## **Music Tech** **(Elective) MU066**

**Unit Focus:** Creating music through using Ableton Live technology.

### **Required Student Outcomes**

At the end of this unit students should be able to:

- Improvise and arrange music using aural awareness and technical skills to manipulate the elements of music
- Explore and express musical ideas
- Create their own works for presentation or performance
- Analyse a range of music from contemporary and past times, developing an understanding of music practice locally, nationally and internationally

### **Likely Learning Activities**

- Develop songwriting/composition skills
- Create original songs using instruments/voice
- Perform or present music using Ableton Live and other musical forms

# HEALTH AND PHYSICAL EDUCATION

## Health Education (Elective) HHD63

**Unit Focus:** The health of Australia's youth

### Required Student Outcomes

At the end of this unit students should be able to:

- Recognise how belonging to a peer group parallels their developing sense of self
- Use problem-solving strategies relevant to the health interests and needs of young people, such as issues associated with sexual health and drug use
- Discuss and evaluate strategies to minimise harm and protect their own and others' health

### Likely Learning Activities

- Visual presentations
- Group work
- Project based learning
- Local excursions

## Exercise Science 1 (Elective) HPE63

**Unit Focus:** Fitness, coordination, participation, and exposure to a diverse range of movement skills and sports with a focus on designing a training program

### Required Student Outcomes

At the end of this unit students should be able to:

- Identify various training methods used to improve fitness
- Design and implement a training program
- Understand how and why the body changes when exercise commences

### Likely Learning Activities

- Visual presentations
- Group work
- Project based learning
- Local excursions
- Various training methods including: interval training, resistance training, circuit training
- Team sports
- Minor games

# ACADEMY OF SPORTS

The Academy of Sport Program enables students who have an identified talent in a particular sport the opportunity to further develop their skills and understanding of their chosen sport.

The Emmanuel College Academy of Sport Program was launched in 2000.

Content taught covers all aspects of the chosen sport such as skill development, diet, goal setting, flexibility, training, strength programs, psychology and administration.

Students who wish to participate in the Academy of Sport program must complete an APPLICATION FOR ACADEMY OF SPORTS by filling in a Google Form. Student's applications, as well as their performance in Physical Education classes, will be taken into consideration when deciding the suitability of students in their chosen academy class.

Link to Google Form: <https://forms.gle/V7Bg73hDEXfrYBMq6>

## Sports offered are:

Basketball	Australian Rules Football (Girls)
Netball	Australian Rules Football (Boys)
Swimming/Surf Lifesaving	

Each sport is timetabled for one semester. It is accepted that additional practice sessions may occur outside the standard timetable such as before school, during lunchtime or after school.

There is an additional cost to participate in this program to cover expenses such as camp, equipment and specialist coaches when required. The sports listed will only operate when there are sufficient students who indicate their preference to be involved in the Emmanuel College Academy of Sport and places are subject to students meeting the entry criteria and the availability of places.

The teacher responsible for each sport will be qualified to coach in the particular sport and outside professionals may also be used to assist in the delivery of the sport.

## Entry Criteria

- A sound achievement in all subjects.
- Proven ability in the nominated sport.
- Proven level of behaviour.
- Proven ability to work within the wider community.
- Willingness to participate in school sporting teams/events.
- Willingness to promote both their sport and the school in all areas.

# ELECTIVES LIST

Students will select the relevant number of units from the list below

Students will select the relevant number of units from the list below	
<b>SCIENCE</b>	<b>CREATIVE ARTS</b>
Mind Games	Art/Design
The Forensic Files	Photo/Media
	Digital Art & Animation
<b>LANGUAGES</b>	<b>PERFORMING ARTS</b>
French	Drama
Japanese	Music
	Music Tech
<b>HUMANITIES</b>	<b>DESIGN &amp; DIGITAL TECHNOLOGIES</b>
War and Crisis	Design Technologies
Money, Money, Money!	Digital Systems
	Food for Fuel
	Food & Hospitality
	Textiles 1
	<b>ACADEMY OF SPORT</b>
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	Basketball Academy <sup>#</sup>
Health Education	Netball Academy <sup>#</sup>
Exercise Science 1	Swimming/Surf Lifesaving <sup>#</sup>
	Australian Rules Football (Girls) <sup>#</sup>
	Australian Rules Football (Boys) <sup>#</sup>
<i># If you are selecting these subjects you must also complete the online application form.</i>	



# YEAR 9 COURSE PLANNING

Student Name:

Homeroom:

Print out a copy of this sheet to help with preparing to make your subject selections online.

**Tick the appropriate boxes** below to complete your Mathematics selection, then write your **elective choices** and **reserve elective choices** in the spaces provided.

*Note: You can select a maximum of 2 subjects from 1 faculty.*

MATHEMATICS				
<input type="checkbox"/>	9 Mathematics	or	<input type="checkbox"/>	9 Foundation Mathematics
<input type="checkbox"/>	9 Mathematics Methods	or	<input type="checkbox"/>	

**IMPORTANT:** If you are planning to study a language you need to consider this as two elective choices.

ELECTIVE CHOICES (In order of preference)	
1	
2	
3	
4	

Please list another four 'reserve' electives in order of preference (where 1 = the subject you would most like to do) that you might like to complete in case your above selections are not possible.

RESERVE ELECTIVE CHOICES (In order of preference)	
1	
2	
3	
4	