

YEAR 7- 9 SUBJECT HANDBOOK 2022



‘Everyone Grows...’

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YEAR 7 CURRICULUM PROGRAM 2022

An important milestone in any students' life, the first year at secondary school can be quite a cultural shift from primary school. Here at Kolbe College our Year 7 curriculum program is designed to introduce students to a plethora of subjects, both core and specialist, whilst also helping them transition into their secondary schooling.

YEAR 7 LEARNING SCHEDULE 2022

YEAR 7 LEARNING AREAS:
English
Mathematics
Science
Journey in Faith
Humanities
Health and Physical Education
LOTE: Italian
Semester 1: Drama/Music
Semester 2: Visual Art/Wood Technology
Sport
Pastoral Care

YEAR 7 SPECIALIST SUBJECTS

Drama:

Students work independently and collaboratively to explore and implement Dramatic Elements, Performance Skills, Expressive Skills and the Stage Geography through scripted performance and class activities. Students also acquire knowledge of the four natural elements which are earth, air, fire and water. They create an ensemble performance expressing the various natural elements. Students explore their creativity with Mask and Mime through the use of Gesture, Movement, Energy, Focus and Timing. Students extend their performance skills through developing a circus skill, such as juggling, scarf poi and plate spinning, magic, skits and perform these skills in front of an audience. Students develop analysis skills through others and their own works in continuous reflections through class discussions and journal writing.

Music:

Students are introduced to Musical Futures based program with learning to play basic chord shapes on both Ukulele and Guitar. They learn the orientation of the fret boards in locating the strings and fret to navigate how to play each chord shape. Students learnt to follow a chord progression and structure of a contemporary song. Students developed basic skills in strumming patterns and playing in time on each beat. Students further develop their individual playing skills with the introduction to the keyboard and playing within an ensemble. They learn rehearsal techniques through working as part of an ensemble and different instruments. Students are introduced to the rudiments of music theory where they learn about note reading, rhythmic notation and tapping, intervals and chord structure.

Visual Art:

In Visual Art, students explore creativity, imagination and higher order thinking whilst investigating a range of art media and techniques. Throughout the semester, students learn about the elements and principles of colour, shape and line through art appreciation and formal analysis of various art works, including Indigenous art and pop sculpture. At this level, students also undertake practical tasks to create a solid foundation for future art experiences.

LOTE: Italian

Italian in Year 7 offers an introduction to the Italian language and culture. Students learn to socialise with peers and teachers in Italian to exchange greetings, good wishes, factual information and opinions about self. Students learn how to use high frequency expressions in the classroom and how to follow instructions from the teacher in Italian. Students learn how to describe their surrounding world in Italian. They learn how to describe their school and what they do at school in Italian. There is an emphasis on building communication skills so that students can exchange information verbally in simple yet effective ways

YEAR 7 STEPPING STONES PROGRAM

Stepping Stones is a Year 7 Transition Program that has been specially designed to assist Year 7 students with the move from primary school to secondary school. The program aims to teach students a range of social, academic and personal skills, as well as eliminate the stress and anxiety often associated with beginning secondary school.

Program Goals:

- Facilitate the transition process from primary school to secondary school.
- Familiarize students with school expectations, procedures, and operation.
- Ensure a safe and secure commencement to the secondary educational and formational journey.
- Provide an avenue to integrate the Peer Support Program into the Year 7 Curriculum.

The table below provides an overview of each Stepping Stone.

Stepping Stone:	I know all about...	Subject integrated into:
Stepping Stone One: I know where I belong.	School History/Information. House Identities. St Maximilian Kolbe. The Vertical House System.	Journey in Faith
Stepping Stone Two: I know how to be organized.	Reading the timetable. Kolbe Locations: The Kolbe Map. Homework and Study. Using different subject materials. Bell times and lesson structures.	English
Stepping Stone Three: I can use ICT equipment and the library effectively.	Using the library for research. Borrowing from the library. Using an ID card. Printing. ICT etiquette. Using sources and plagiarism. Using Mac tools (iMovie, Keynote etc.)	ICT and Library Workshops
Stepping Stone Four: I am able to positively interact with others.	Being Unique. Making and keeping friends. Teamwork. Working with different personalities. Being inclusive.	Peer Support Program
Stepping Stone Five: I am able to live a healthy life and deal with anxiety	Personal hygiene. Healthy Eating. Being balanced: The benefits of exercise.	H.P. E
Stepping Stone Six: I know my rights and responsibilities	Being a good citizen. Feeling safe at school. School rules/policies vs. Laws. Bullying. Conflict Resolution. Decision Making. The rights of a young citizen.	English

ENRICHMENT PROGRAM 2022

Year 7- 9 Ignite Enrichment Program

The Ignite Program provides students with the opportunity for formalised extension. Students are provided a foundation to engage in higher order thinking, skill development and learning practice beyond that of the core Year level curriculum. It offers students challenging learning experiences with open ended tasks that involve multidisciplinary learning and high order thinking skills. Throughout the program students learn to think critically and creatively as they engage curriculum. Students remain as a class for all core subjects in Year 7 and are integrated with mainstream classes in electives such as Technology and The Arts. This allows for the development of social relationships with a broader range of peers. Entry into the program is based on academic data. The purpose of such testing will be to track student progress and measure growth, ensuring the suitability of the program for the individual.

INTERNAL SPORT PROGRAM 2022

In Years 7- 9, Kolbe Catholic College promotes, encourages and motivates students to participate in physical activities through the school's internal sport program. This enables students to develop skills in a range of sports, whilst reaping the benefits of playing in a team environment. At Kolbe Catholic College, our state-of-the-art sporting facilities complement the authentic teaching and learning delivered, enabling students to reach their full potential. The internal sport program has a strong emphasis on developing students with lifelong skills, which is based on the model of teamwork, cooperation, respect, sportsmanship and fundamental movement skills. The aim of the program is to encourage students to be physically active people for life.

JOURNEY IN FAITH

The Years 8 and 9 Journey in Faith programmes enables students to further their knowledge, skills and understanding of Religious Education. Students study a range of units that enable them to develop their faith as well as bear witness to the values of the Catholic tradition. Each unit is in line with the Religious Education Curriculum Framework as set out by the Archdiocese of Melbourne allowing our students to personally and communally engage with their faith, showcase their religious knowledge and understanding, and demonstrate the skills of reasoning and responding.

Subject:	Year 8 Journey in Faith
Description:	Students in Year 8 Journey in Faith classes develop their interpretative skills, considering scripture passages in the New Testament on Jesus' life. Through this they develop an appreciation of the Word as means of encounter with Jesus Christ. They explore the history of the early Church, and the development of its distinctive ideas, teachings and practices, as well as the charisms of the saints. Students expand on their experiences of spiritual devotions in both Catholic and other non-Christian traditions. They focus on deepening their understanding of Baptism, Confirmation and Pentecost and its importance to the Catholic Tradition. Students build upon their understanding of Catholic Social Teaching and its application to both personal and global issues, including equity and ecology, developing skills of discernment, which reflect self-respect and respect for the other. Year 8 Journey in Faith is enhanced through a Reflection Day and the College's daily approach to Religious Education and Faith Development.
2022 Areas of Study:	<ul style="list-style-type: none"> ● Ash Wednesday, Lent, Holy Week and Easter ● Growing my Identity ● Growing up Jewish in BC Galilee ● Influences - Then and Now ● Doubting Thomas ● Our Call to Mission ● Advent and Christmas

Subject:	Year 9 Journey in Faith
Description:	In Year 9 Journey in Faith students further develop their interpretative skills by analysing the purpose, messages and functions of wisdom and Prophetic literature in the Judeo-Christian tradition, as well as other non-Christian traditions, in the early Church and today. They continue to explore the history of the Church, in particular key women who have made a difference, their influence on the Catholic Church in Australia and contemporary society. Students also deepen their understanding of ethical and moral decision making. Focussing on the concepts of good and evil in relation to the multitude of current world views and reflecting on the impact of different moral stances in society. Building upon their knowledge of women in the Church, students study the development of prayer with an immersion of Marian devotions in the Catholic Church. Learning and teaching at the Year 9 level in Journey in Faith is enhanced through a Reflection Day and the College's daily approach to Religious Education and Faith Development.
2022 Areas of Study:	<ul style="list-style-type: none"> ● Ash Wednesday, Lent, Holy Week and Easter ● Speak Up and Speak Out ● I am Woman ● Who is my Neighbour? ● Never Underestimate the Power of Prayer ● Advent and Christmas

YEAR 8 AND 9 CURRICULUM PROGRAM

Years 8 and 9 are a vital part of a young adolescent's life. These years are a time of growth, a time of exploration and a time of discovery, where students engage in a range of experiences that form the foundation for them to progress into the next phase of life. The Year 8 and 9 curriculums at Kolbe Catholic College has been designed to ensure students develop a wide range of knowledge, skills and understandings. Each curriculum unit has been created with a focus on the development of the whole child and an emphasis on celebrating the strengths of each individual.

YEAR 8 LEARNING SCHEDULE 2022

YEAR 8 LEARNING AREAS:
English
Mathematics
Science
Journey in Faith
Humanities
Health and Physical Education
LOTE: Italian
Inquiring Minds Program
Semester 1: Food Technology/Drama
Semester 2: Music/Visual Art
Sport
Pastoral Care

Food Technology:

Throughout the semester students learn a range of cooking techniques and methods. They investigate the features of 'The Australian Guide to Healthy Eating' and design and produce their own creations. Students participate in a range of practical classes including but not limited to a Chicken Teriyaki Stir-fry, Chocolate Chip Cookies and a range of other sweet and savory food items. In doing so students learn the basics in Kitchen Safety and Kitchen Hygiene to prepare them for further study of Food Technology as well as develop life skills.

Drama:

Students work independently and collaboratively to develop, present and evaluate drama works. Focus is given on how to communicate effectively to an audience, how to be expressive and how to entertain. Students learn how to read scripts and what they comprise of, to then work as an ensemble and present a comedy play from a published script. They undertake independent research on cinematic theatrical properties to identify, analyse and create a replica prop. Students investigate, watch and perform the different styles and elements presented within the theme of Comedy including Parody, Slapstick and Black Comedy. Students use dramatic and expressive terminology to analyse a comedy performance.

Music:

Students continue the Musical Futures based program with playing basic chord shapes on both Ukulele and Guitar. They recap the orientation of the fret boards in locating the strings and fret to navigate how to play each chord shape. Students continue to learn to follow different chord progressions and structure of contemporary songs. They continue to develop basic skills in strumming patterns and playing in time on each beat. Students continue to further develop their individual playing skills with the keyboard and playing within an ensemble. They further develop rehearsal techniques through working as part of an ensemble and with different instruments. Students further develop upon the rudiments of music theory for note reading, rhythmic notation and tapping, interval recognition and chord structure.

Visual Art:

In Year 8 Art, students demonstrate the ability to experiment with ideas in creating and presenting artworks using a range of approaches and techniques. Students explore the mediums of painting, drawing, sculpture and mixed media gaining a further understanding of art elements and principles and demonstrate skills in manipulating these within their personal artwork. At this level students also explore areas of art appreciation and make personal observations about the content and structure of artworks through analysis.

LOTE- Italian:

The Year 8 Italian curriculum incorporates various areas that allow students to learn and experience the Italian culture in more detail. The course focuses on a range of topics, which are relevant to the students' daily lives, like food and the main meals, sport, family and friends. Students also research and compare aspects of their cultures, the Australian and the Italian lifestyles, and they develop a broader understanding of different traditions and habits. The course encourages students to develop their writing, reading, listening, understanding and speaking skills in Italian so that they can communicate with others.

YEAR 8 INQUIRING MINDS PROGRAM (IMP)

The Inquiring Minds Program (IMP) is an alternative program designed especially for Year 8 students. The program is tailored to meet the needs and interests of the incoming cohort and increase the prevalence of student engagement and satisfaction in learning. This dynamic program provides students with the opportunity to participate in classes that build knowledge of STEM (Science, Technologies, Engineering and Mathematics). It prepares students for academic success and allows them to learn practical and real-life skills that can be applied to outside of the classroom setting. Incorporating STEM in IMP acknowledges that there are opportunities for learning to be delivered in an integrated manner that facilitates greater engagement in each of these learning areas.

The IMP program demonstrates the importance for young people to learn or pursue:

- Practical and real-life skills
- Healthy relationships and prosocial behaviour
- Social development
- Emotional development
- Resilience
- Teamwork and relationship building
- Current and relevant skills needed to thrive in the 21st century
- Opportunities outside of the classroom setting
- Explore different areas of interest in a diverse range of settings
- Contemporary literacies

Core Units (compulsory):

- Australian GP – STEM Flying F1 Design Challenge
- Marble Run
- STEM - Making A Difference Showcase

What is IMP Inquiry?

IMP Inquiry reflects the initiative for STEM teaching at Kolbe Catholic College. Using the method of Inquiry students are exposed to the process of posing their own unique questions and answering them as a means to understand, communicate and solve a problem individually and collaboratively. Inquiry is designed to give students ownership over their own learning by being the driving force behind their questions, while the teacher works to help facilitate the students throughout this process. Students are encouraged to take action in their final stages in order to ensure that their work has real-world effects.

In Term 1, students are given the opportunity to be enriched through their curiosity and imagination with the use of drones. The task enables students to use their creativity to create a model of the College and fly a drone over it to assess the risks and challenges, imitating a real-life scenario. Students then participate in the STEM - Making A Difference Challenge which is designed to acknowledge and promote STEM learning initiatives that address real-world problems and demonstrate how students in Catholic schools take action on current issues. The last unit students engage in is the Fighting Extinction Challenge which allows students to gather information about real-life conservation issues and create an action plan that can be implemented within our community. Students are given the opportunity to make a difference in their world and incorporate STEM initiatives into their prototypes.

YEAR 9 LEARNING AREAS:
English Electives (Choose 1 from the electives offered)
Mathematics
Science
Journey in Faith
Humanities
Health and Physical Education
Learning Enhancement Activity Day (LEAD)
Semester 1 Electives
Semester 2 Electives
Sport
Pastoral Care

Mix English

Mix English has a combination of different topics and texts to study throughout the year. We consider the language of advertising in our language analysis unit, and you will create your own advertisement selling an “unsellable” product. We will then be questioning the value of friendship and the pressure the world places on people to fit into a healthy, white man’s world in John Steinbeck’s ‘Of Mice and Men’. The themes of difference, science fiction, and dystopian societies are explored in our study of ‘The Giver’ and compared with the film text ‘Divergent’. We will finish the year by discussing examples of horror fiction and then using what we learn to create our own horror stories.

The Classics

In this elective, students will explore some of the English language’s greatest classics. We will first delve into the question of whether classic literature should be studied and focus on how persuasive language skills can be used to sell classics to a new generation. Students will then be questioning the value of friendship and the pressure the world places on people to fit into a healthy, white man’s world in John Steinbeck’s ‘Of Mice and Men’. This class will also explore identity, how an unfair system can affect the poor, and the value of wealth when studying the novella, ‘A Christmas Carol’. William Shakespeare is arguably the most famous author in history. This class will be considering some of his poetry and discussing the way the bard used language to explore the concept of love and beauty. This will then be compared to the Disney film, ‘Beauty and the Beast’.

Fantasy/ Science Fiction

In this elective, we begin by analysing persuasive pieces about current scientific issues such as cloning, designer babies, technological privacy, and robotics. Students will then use these skills to create and present an oral on how the future of technology could impact on our lives. Students study several short creative texts and then use this knowledge to create their own pieces of creative literature with a clearly defined structure and intended subtext. Students also consider Philip Pullman’s unique fantasy novel, ‘Northern Lights’ and respond to issues regarding identity, loyalty, and humanity.

War, Conflict and Protest

This elective explores how storytelling can inspire, console, motivate, and empower people during times of war and conflict in a range of multi modal texts. Students will consider how authors attempt to teach their audiences how best to learn from these historical experiences. We will consider how music and the media have been used in political protests in an attempt to make change such as during the Civil Rights Movement, the Vietnam War, and the #blacklivesmatter movement. You will also explore topics such the impact and violence of the colonisation of Australia, the struggle for survival in a German Nazi concentration camp during WWII, and the experiences of those in the trenches of WWI.

Language of Sport

Students will explore the exciting world of sports through a range of multi modal texts. They will analyse controversial sporting topics such as racism in sports through the Adam Goodes confronting documentary “The Last Quarter”; express your love of sports through the platform of slam poetry; explore self-determination, adversity and triumph through the depiction of the real life story of the Jamaican Bobsled team in the Disney film, “Cool Runnings”; and the limits people will go to achieve success in sports as we follow the journey of Peak attempting to reach the summit in Roland Smith’s “Peak”.

HPE: Game Play and Health Promotion

Game Play and Health Promotion has been designed to allow students to gain an understanding of the importance of exposing students to new and interesting sports. Students are encouraged to try new games and activities they might not have been exposed to previously. Individually or in pairs, they design games and modify them to suit the needs of others. They investigate sports they are not usually involved in and are given the opportunity to learn tactics and rules. The practical aspect is moderate-vigorous participation in physical activity and challenge students' agility, endurance and team building skills.

Food Technology: International Foods

Students better understand the design process by investigating and designing solutions to a design brief. This is achieved through implementing design ideas and by using some complex equipment and processes to evaluate the efficiency of their food design. They will complete a range of sensory evaluations from various taste testing activities. Students regularly participate in a range of practical classes including, but not limited to, chocolate self-saucing pudding, Singapore noodles, Mumbai meatballs, Laska. Assessments will include the Hawker food assignment where they have the opportunity to show their understanding of international street foods, and a 5-ingredient practical challenge.

Media

Media encourages students to develop both understanding and skill of a range of media processes and technologies. In Media Arts, students create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience. Students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries. They recognise the significance of Media Arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. Students build confidence in developing critical and creative thinking skills through the study of Media arts language and theories using a diverse range of approaches and technologies to develop their creative pursuits and encourage excellence in all aspects of design.

Materials Technology: Wood and Metal Work

This course aims to introduce students to the knowledge and skills of wood technology and metal work. Students develop an understanding of the characteristics and uses of various timbers. They will test timbers and produce items using a range of hand tools, learning safe and correct use of hand tools and equipment in order to develop effective woodworking and metal techniques. Students develop their ideas in design briefs. They then analyse and evaluate their products using a range of criteria. Students investigate issues affecting the use and production of timber, timber products and metal products. Practical sessions are designed to link with and reinforce aspects of work covered in theory classes.

Forensic Science

This elective is an integrated Science subject composed of the three strands of Physics, Biology and Chemistry. It focuses on the practices involved in the analysis of physical evidence found at a crime scene and emphasizes critical thinking and problem solving. Students work cooperatively and use real-world forensic science methodologies to solve a mock crime. Forensic science will allow students to practice Science as a process of inquiry and apply the scientific method of observing, formulating and testing a hypothesis, collecting and classifying data, looking for relationships between variables and making inferences.

Visual Arts

In Year 9 Visual Art, students will develop their knowledge of equipment and mediums through the creation of individual artworks. They will be involved in the processes of design through the development of original responses in their artwork. They will apply the required techniques to produce their final presentations in a range of media including painting, drawing, sculpture and printmaking. Students will also acquire an ability to analyse and interpret the content, structure and characteristics of artworks through the study of specific artists and art styles that relate to student art practice.

Coding and Electronics

Students will study the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users. Students design and evaluate user experiences and algorithms, and develop and test modular programs, learning the programming language Swift. Students evaluate their solutions in terms of risk, sustainability and potential for innovation. For Electronics, students will learn basic programming of arduino and micro:bit and construct a number of electronic projects. They learn the basics of electronics and mechanics and apply their learnt skill to plan, design and construct projects and evaluate. They learn about series and parallel circuits and construct different circuits and measure the voltage and current by using a multimeter. They learn about six different types of simple machines and construct mechanical projects.

Music

In year 9 Music, students continue a Musical Futures based approach to learning in the classroom. They gain hands-on, practical experience in further developing skills in playing a variety of contemporary instruments including, guitar, bass guitar, ukulele and bass ukulele, keyboard and drum kit with different styles of songs. Students will have the opportunity to work in an ensemble setting further developing one chosen instrument. They learn about structure in songs, chord progression, and scales. Students create their own lyrics and simple chord progression to create a song as well as learning to play a contemporary song of within an ensemble setting. They further develop their musical theory for note reading, rhythmic notation and tapping, interval recognition, chord structures and scales.

Drama

In Year 9 Drama, students explore Greek Theatre. They look at how the modern evolution of performance has been influenced by early inventions. They unpack specifically the use of Chorus, dialogue and investigate how modern performances of Early Greek Theatre explore universal themes with modern twists. Students go and visit a professional play as a part of their studies.

Dance

In year 9 Dance, students have the opportunity to explore how to express themselves through body movement, the history of dance styles and just have fun! They look at the importance of warming-up before dance and explore the various types of warming up. They are able to participate in teacher-led warmups and then create their own. Moreover, they explore the history of certain dance styles around the globe and how they impact on modern dance. The course involves participation in practical workshops, eventually choreographing and performing their own piece. Students go and visit a professional musical as a part of their studies.

LOTE: Italian (One & Two)

In Year 9 Italian, students consolidate the fundamentals of written and oral communication. The course also expands student knowledge and understanding of Italian culture and offers some practical experiences in an Italian environment. The course aims to develop a sound knowledge of basic Italian grammar and the ability to use it effectively in conversation. Students also receive a geographical overview of Italy. They are familiarized with several cities and regions, learn how to describe different places, talk about the weather and their holidays, and are required to research and produce a tourist brochure on an Italian place. This prepares students for senior studies and possible travel overseas in the future. **Benchmark: Students must achieve At Expected Level in 8 Italian.**

YEAR 9 LEARNING ENHANCEMENT DAY (LEAD)

Year 9 students are at a significant crossroad in their student life during the middle years. For this reason, research was conducted to determine the most effective way to cater for the learning needs and developmental stage of these students. This dynamic interdisciplinary program also known as the Learning Enhancement Activity Day (LEAD) provides a holistic learning environment in which students can grow and develop physically, emotionally and spiritually. There is a large focus on STEM (Science, Technology, Engineering and Mathematics) where students create prototypes based on the design brief. It demonstrates direct connections between the classroom and real-life, giving students the ability to apply their knowledge in different contexts. It helps young people build resilience, self-confidence and responsibility, and develops vocational skills that will better prepare students for the workforce or for further study.

Our specialised Year 9 program, LEAD, offers:

- A strong bond between the staff and student group
- Opportunities for off-campus, community-based activities
- A curriculum structure that promotes deep engagement within learning
- Opportunities for students to engage in adult like experiences and responsibilities
- Special events or programs that are of particular interest
- Differentiated opportunities within the curriculum to accommodate advanced learning and specialised learning needs
- A home/school partnership that is reinforced by student self-reflection, self-assessments and presentations

Components of the LEAD program

Core Units (compulsory):

- Tiny Houses
- STEM Zoo Animal Enrichment program
- Sustainability
- Fast fashion
- Camp
- Career's exploration and analysis
- City Experience

Student Choice Electives (2 per year):

- Gardening
- Mission to Mars
- STEM Aviation
- Media and Film
- Art
- Digitech
- Inquiry Units (compulsory)

Core Unit: STEM

All students are involved in using multidisciplinary inquiries through STEM education to 'Make a Difference' to others living our Catholic philosophy. Year 9 LEAD are focusing on how we can enrich an animal's life at the zoo. The design brief that we have been given requires us to make a cognitive toy that will enrich the life of an animal at Melbourne Zoo. Students enter their prototypes which will hopefully being selected and trialled at the zoo. Students are also involved in the F1 Flying cars competition and Tiny House sustainability challenge.

Inquiry Unit: Camp

Students attend Portsea Camp where they undertake a variety of challenges, which improve their resilience, team-work skills. The Camp offers a wide variety of activities and leadership team building activities.

2022 YEAR 9 ELECTIVE LIST

Curriculum Area	Elective
The Arts (Must choose 2 unless selecting LOTE. If selecting LOTE only 1 elective from The Arts is compulsory)	Visual Arts
	Visual Communication and Design
	Music
	Drama
	Dance
	Media
LOTE: Language Other than English (Both Italians must be selected if taking LOTE)	Italian One
	Italian Two
Technology	Food Technology: International Foods
	Materials Technology: Wood
	Coding and Electronics
Science	Forensic Science
Health and Physical Education	Game Play and Health Promotion

Notes:

- In total students will complete 4 electives for the year (2 each semester).
- Each elective will run for one semester only.
- At least 2 of your top 4 electives choices must come from 'The Arts' section.

If you select LOTE: Italian, both Italian One and Italian Two must be selected (This means that you will do Italian for a whole year.)

In this case, only 1 elective choice from 'The Arts' section is compulsory.

KEY DATES FOR YEAR 9 SUBJECT SELECTION 2022

Year 9 2022 Subject Selection Timeline	
Thursday 15 th July	IMP Assembly for Year 8's to go through Elective process.
Friday 23rd July	Portal opens at 9am
Tuesday 27th July 4.00pm	Elective Selection 2021 portal closes at 4 pm IMP Period 5 & 6 to finalise Electives
November	Student notified of final subjects for 2022

YEAR 9 ELECTIVE SELECTION PROCESS

At Year 9, students have the opportunity to pick electives as part of their curriculum. Students pick **four** subjects to study throughout the year. **Two** in Semester One and **two** in Semester Two.

Which subjects can I choose?

When choosing subjects students must pick at least two Arts* subjects, unless choosing LOTE: Italian (this takes up two electives). Please look at **Page 15** for a list of all electives.

What are reserves?

Please do not forget to select 2 reserves in case we are unable to give you your first preferences.

Please speak to Ms Bose if you have any questions.