



St Michael's
COLLEGE



2027
MIDDLE SCHOOL
CURRICULUM HANDBOOK
Year 7 -9

SUCCESS LOOKS
Different
for every
student at
St Michael's





At St Michael's College, success looks different for every student. We celebrate achievement in all areas, supporting our students to challenge themselves in embracing different experiences and celebrate success in their own way.

SMC provides students with a diverse range of skills, values and knowledge to become successful lifelong learners. Whatever the calling, we're here to support each students' unique journey towards a life of exploration, fulfillment and achievement.

At St Michael's College we pride ourselves on our subject selection procedures using our successful Year 12 results as a gauge of the rigour of the process. To ensure the best possible approach, students are provided with information in regards to the elective subjects on offer. We stress to students to choose their elective subjects wisely because once the line structures and number of classes are determined based on original student preference, it may not be possible to change to another subject.

St Michael's College will always endeavour to enrol students into the most appropriate course. However, there are practical matters that must be taken into consideration. Changes in the Middle Secondary School are often problematic and not necessarily in the best interests of the student. More often, we are finding that students in the Middle School seek changes that, unfortunately, are not made for sound educational reasons, such as wanting to be with their friends in a particular class or preferring one teacher to another.

In Years 7, 8 and 9, subject changes after subject selections are made, are not supported. We understand that preferences can change, however, students can select different electives in Years 9 and 10 without prejudice from previous years' studies. Thus, generally, unless there has been an administrative error, Years 8 and 9 students are expected to remain in the subjects of their original choice for the duration of the term or semester.

This will allow teachers to begin each semester with a minimum of disruption which is necessary to ensure a quality learning environment and ultimately a successful outcome for all students. At times, Subject Teachers may use their professional judgment as to whether a particular student is able to cope with the demands of their course and recommend an alternative option.

Our senior cohort, namely Years 10, 11 and 12 students undertaking the SACE, will still be able to make modifications at the beginning of the school year, and also mid-year for Year 10 and 11's, if they are concerned as to whether they will be successful in a particular subject. A number of factors impact on the selection of appropriate subjects for senior students including: the timing of Subject Selection, exam results, a change to career pathway and subject requirements of interstate and international scholarship opportunities.

To conclude, I would like to reiterate the importance of careful planning to ensure the most appropriate subjects are chosen in the first instance.

Ms Kia Sheidow
Director of Middle School, Learning & Engagement

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Subject Choice Considerations

This Curriculum Handbook has been prepared by College staff to provide information all Years 7, 8 and 9 courses offered.

The Middle School Curriculum and Timetable at St Michael's College has been planned very carefully to provide challenge and choice and to ensure students are exposed to the full gamut of subjects on offer.

In the Middle School years students will undertake a curriculum that is contemporary, engaging and challenging within a supportive environment. Year 7 and 8 are years of discovery and exploration in which students build on their prior learning and experiences, and prepare for the rigours of the senior secondary years.

Year 7 Curriculum

As Year 7 students transition from a Primary to a Secondary setting, and with co-educational classes at St Michael's College, we are committed to providing a safe environment where each individual is known, valued, and cared for. As such, each Year 7 class stays together for all core subjects; the Pastoral Care Teacher takes the class for a minimum of two subjects. Specialist teachers will take the class for all other subjects either in the classroom assigned to each Year 7 class or in a specialist area such as the Art Studio, Music Suite, Design and Technologies Workshops, Drama Space, Science Laboratory etc.

In Year 7, students will have the opportunity to experience STEM (Science, Technologies, Engineering, and Mathematics), Health and Physical Education, Humanities, Languages, Religious Education, and The Arts as outlined in the Australian Curriculum Framework.

During the course of the year, all students will experience core subjects as well as those specialist subjects that generally become "elective subjects" in subsequent years. Some of these will be undertaken for a full-year, others for a semester:

- Art
- Dance
- Design, Technology and Engineering (Woodwork, Metals)
- Computer Aided Design-CAD, Electronics, Engineering, Plastics etc)
- Digital Technologies
- Drama
- English
- Geography
- Health and Physical Education
- History
- Italian
- Mathematics
- Music
- Religious Education
- Science
- STEM.

As students progress through the Middle School years, they will gain more confidence, increased independence as learners, and have more choice of subjects to explore their curiosities and specialise in those areas in which they are interested and in which they excel academically.

Years 7 and 8 Subject Selection

Year 7 and 8 students and parents/caregivers will be engaged in the process of subject selection; that is, choosing elective subjects for their course of study for the upcoming year. It is vital that information provided in this Handbook is read carefully. Students are advised to choose those subjects that will keep their options open going forward and for which they have shown an aptitude and interest.

Please note that entry into subjects is not automatic and may depend of class size, availability of resources, and the student's academic performance.



Year 7

Be Curious

In Year 7 students will follow an experiential curriculum that is contemporary, engaging, and challenging within a supportive environment.

Years 7 and 8 are years of discovery and exploration in which students build on the experiences and learning of their junior years and prepare for the rigours of the senior years. That is why our Middle School curriculum follows a distinct pattern beginning with Year 7 where student are exposed to all aspects of the curriculum.

Year 7 Subject Information

A relevant curriculum is paramount in engaging students in Years 7 and 8. Our approach ensures that STEM (Science Technology, Engineering and Mathematics), Humanities and The Arts, are experienced by all Year 7 students.

The Australian Curriculum framework has been developed to ensure consistent high standards for what all young Australians should learn as they progress through schooling.

Semester	Lessons per week	Semester	Lessons per week	Requirement	Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
English	5	English	5	Compulsory	Whole Year
Mathematics	5	Mathematics	5	Compulsory	Whole Year
Religious Education	3	Religious Education	3	Compulsory	Whole Year
Science	4	Science	4	Compulsory	Whole Year
Health and Physical Education	3	Health and Physical Education	3	Compulsory	Whole Year
Italian	3	Italian	3	Compulsory	Whole Year
History	4	Geography	4	Compulsory	One Semester
Design, Technology and Engineering	3	Digital Technologies and STEM	3	Compulsory	One Semester
Elective 1	3	Elective 2	3	Compulsory	One Semester



Year 7 Core Subjects

Design, Technology and Engineering

Step into a world where ideas take shape and creativity comes to life!

In this hands-on course, you'll explore a range of exciting technologies and materials, including metalwork, woodwork, plastics, electronics, and structures. You'll also get to use cutting-edge tools like Computer Aided Design (CAD), 3D printers, and laser cutters to turn your designs into real, working projects.

You'll develop practical skills, problem-solving abilities, and a strong understanding of design processes, all while learning how to work safely and confidently in a workshop environment. From building unique products to experimenting with new technologies, this course is all about imagining, creating, and making your ideas a reality.

Content

Students will develop skills and knowledge during the production of projects. They will study three of the following areas:

Woodwork

- Gum ball machine and/or chopping board.

CAD

- Developing a personalised sticker for their laptop and/or T-Shirt printing
- Learn how to use a 3D printer and Laser cutter.

Metalwork

- Sheet metal developments e.g. dustpans or clocks.

Plastics

- Key tag, desk tidy, toys.

Electronics

- Simple circuits, soldering, basic programming, light circuit, electric model car.

Structures

- Bridge building and model houses.

Assessment

Practical projects:

Processes and production Skills: **60%**

Design Work:

Knowledge and Understanding **20%**

Planning and Evaluating **20%**

Digital Technologies and STEM

The Digital Technologies course allows students to develop an understanding in basic computer systems and networks. Students develop programming skills and concepts. They learn to format and analyse data and consider ethical use of social media as digital citizens.

STEM (Science Technology Engineering and Mathematics) is a problem-based methodology that allows students to solve problems through designing and inventing, using skills learned from within the subject area of Digital Technologies. The work throughout this unit of the course is student centred and allows creativity and individuality.

Content

Students learn how to create and collaborate using a variety of online tools.

Students are introduced to robotics using a range of technologies and are taught how to code them to achieve outcomes.

Topics covered in this course:

Digital Citizenship

- Interactions, impacts, and ethical use of social media.

Digital Systems

- Types of networks, security, and performance.

Data Information

- Data types and representation using binary.

Creating Digital Solutions

- Game creation using text-based programming.

STEM

- Robotics project exploring digital solutions for real-world problems.

Assessment

Students will be assessed on a variety of practical skills tasks with some written work including introduction to creating a design brief. Students complete a major project towards the end of the course where they use their knowledge, skills and understanding of robotics and coding.

Year 7 Core Subjects

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Content

Students engage with a variety of texts.

They interpret, create and evaluate a wide range of literary and everyday texts. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performance and multimodal texts.

Texts studied often address themes and issues, higher order thinking and intertextual references. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

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

Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multimodal tasks.

Geography

Geography helps students understand the wellbeing and sustainability of the environment and our society.

Year 7 Geography provides students with an understanding of water as an example of a renewable resource and factors that influence the liveability of places.

Content

Students will complete work from two themes; 'Water in the World' and 'Places and Liveability.'

Water in the World

Students examine the many uses of water, how it is valued and its availability. They will study how water connects and affects places.

Places and Liveability

Students examine what influences the decisions people make about where to live. They will study the influences of factors such as accessibility to services, environmental quality and community identity on the liveability of places.

Assessment

This may include the following:

Fieldwork Report:

- This is based on an excursion.

Assignments and quizzes:

- One Inquiry Research
- Portfolio of class work.



Year 7 Core Subjects

Health and Physical Education

Across this course, students will undertake eight practical units consisting of individual and team sorts, and recreational activities. Students will be challenged to develop their understanding of movement concepts and apply their understanding to successfully transfer movement skills and concepts to a variety of physical activities.

They will explore the role that physical activity plays in shaping cultures and identities and the impact this has on lifelong physical activity participation. Emphasis will also be placed on refining and reflecting on personal and social skills for improved physical literacy.

Content

The areas of learning in the movement and physical activity strand to be addressed include, but is not limited to:

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

Assessment

Assessment is based on Australian Curriculum Achievement Standards and will include both practical and theoretical assessment.

Per term students will be assessed on:

- Major practical unit
- Minor practical unit
- One theory task.

History

The Ancient world:

The Year 7 Australian Curriculum for History provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies.

The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

Content

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Students undertake an overview and two Depth Studies which include:

- Investigating the ancient past
- The Mediterranean world: Ancient Egypt or Ancient Rome
- The Asian world: India or China.

Assessment

This may include the following:

- Sources Analysis
- Multi-modal and/or displays
- Extended writing (e.g. developing essay skills, reports and note-taking).

Year 7 Core Subjects

Italian

Italian is one of Australia's most spoken languages.

In Year 7, students learn to communicate in Italian for specific purposes. By comparing Italian and English language systems, students also develop their overall literacy.

They reflect on what it means to operate between and across cultures, developing intercultural skills through an understanding of the role of language and culture in communication.

Italian is used in classroom routines, structured discussions, and to communicate about students' immediate world, including during excursions. English is used to compare language and cultural systems, offer opinions, and reflect on learning.

Content

Students listen to, view and respond to a variety of authentic texts. They interpret information, interact with others, and create simple texts to describe people, places, events, conditions, likes, dislikes and preferences, make plans, narrate events and talk about their personal world.

Topics include:

- Introducing Self and Others
- Celebrations and Festivals
- School in Italy
- Regions of Italy and the weather
- Food and Cultural Celebrations
- The Animal Kingdom and pets

Assessment

- Communication tasks: Listening, speaking, reading and writing
- Understanding language: grammar and vocabulary tasks

Mathematics

Year 7 Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability.

It develops the numeracy capabilities that all students need in their personal, and professional lives. It also establishes the foundations on which future mathematical specialities and applications are built.

Students are assessed according to the Australian Curriculum Version 9, with class structures being designed so students can be extended or supported as required.

Content

- Integers
- Fractions, Decimals and Percentages
- Factors and Multiples
- Algebra
- Linear Algebra
- Space and Measurement
- Geometry
- Statistics
- Probability

Assessment

Each Semester

- | | |
|------------------------------|-----|
| • Three Tests at 25% each | 75% |
| • One Directed Investigation | 25% |

Year 7 Core Subjects

Religious Education

Religious Education at St Michael's College provides students with the opportunity to deepen their knowledge and understanding of the Catholic Tradition and the teachings of Jesus Christ; to nurture and enrich their spiritual and religious growth; to introduce them to the Lasallian story, so that they may participate in a lively dialogue between young people of different religions and social backgrounds, empowering them to become people of integrity and people who show care for others and the world.

Two Catholic Education South Australia curricula underpin the teaching and learning of Religious Education in Catholic Schools in South Australia - the renewed Crossways Curriculum, and Made in the Image of God (MITIOG) Curriculum.

Content

- St Michael's College and Belonging to a Community
- Introduction to the Catholic Faith and Prayer
- Starting to explore the Bible
- Healthy Relationships (MITIOG)
- Caring for Creation
- Advent - Christmas

Assessment

Semester 1

- | | |
|---|-----|
| • Belonging to a Community | 30% |
| • Introduction to the Catholic Faith and Prayer | 30% |
| • Starting to explore the Bible | 30% |
| • Core Work and Participation Grade | 10% |

Semester 2

- | | |
|---------------------------------------|-----|
| • Healthy Relationships (MITIOG) | 30% |
| • The way we live: Do Unto Others | 30% |
| • Caring for Creation | 30% |
| • Course Work and Participation Grade | 10% |

Science

In Year 7 Science, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

Students consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-Sun-Moon system and use models to predict and explain events. They make accurate measurements and control variables to analyse relationships between system components.

They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Content

Biology

- Classification
- Ecosystems and Food Webs

Chemistry

- Introduction to the laboratory
- Mixtures and Separating Techniques

Physics

- Forces and Motion

Earth and Space Sciences

- Earth, Sun and the Moon

Assessment

- Topic Tests
- Research Assignments
- Practical Investigations

Year 7 Elective Subjects



Year 7 Elective Subjects

Dance

Dance in Year 7 is an introduction to the artform of Dance. Students will be taught how to develop movements into their own short dance works. Students will be required to work collaboratively and creatively with others, having opportunities to view their peers and professional performances and respond in written and multimodal forms.

Content

Students are guided to perform with confidence and clarity, and with technical and expressive skills appropriate to the dance style.

Assessment

Small group Dance Compositions performed to an audience.

Responding to a Dance Performance live or recorded.

*Students are invited onto our Performance Passport Program where they can opt in to perform in our Semester Dance Showcase.

Drama

Students will build confidence in working with others whilst they develop creative projects. They will experiment with creating characters, as well as explore their voice and movement skills, and the elements of performance. This is a practically orientated course in which the emphasis is on growing in confidence, having fun and gaining dramatic knowledge, understanding and skills.

Students will view a professional theatre performance and will reflect upon the various storytelling devices, the actor's performances and the design elements. This experience will also inspire students in their own creative work and will develop their understanding of how the elements of Drama are used most effectively.

Content

- Teamwork and working with others
- Elements of Drama
- Ensemble performance skills
- Improvisation
- Using voice and body to develop a character
- Viewing professional performance
- Creating group performances.

Assessment

May include the following:

- Devised group performances
- Clowning and circus skills
- Response to live theatre.



Year 7 Elective Subjects

Music

Do you have an interest in exploring what it means to be a musician? Have you ever wanted to play an instrument but have just not got around to it? Have you ever wanted to be part of a real band?

In Year 7 Music you will get to explore all these areas of music and have lots of fun along the way.

This course will have all students, regardless of their musical background, engaged in the art of music creation with both instruments as well as music technology.

Year 7 Music leads to pathways into either Music Practical or Music Technology in Year 8 depending on what specific area of Music you are looking to explore.

Content

Students will learn the simple chords and rhythms to popular songs which will culminate in them participating in a class ensemble as well as learn how to use computer software to create musical compositions.

The table below shows a breakdown of your musical adventure in Year 7.

Task	Weeks	Term
Intro	1	Term 1
Drums	2 and 3	
Bass	4 and 5	
Ukulele/Guitar	6 and 7	
Piano	8, 9 and 10	Term 2
Band/Tech	1-10	

Assessment

Assessment is based on:

- Student Participation **50%**
On a range of rhythm section instruments.
- General Musicality **50%**
On instruments, theory concepts and technology.

Visual Arts

This course is designed to cater for students of all artistic abilities, with an emphasis on exposing them to a broad range of achievable, creative experiences. Our aim is to give students the confidence to express their ideas in a visual manner and to teach them the skills to do so.

Students will create, make, present and respond to artworks by exploring a variety of artistic styles, methods and media.

This wide exposure to different ways of making art will afford students the opportunity to make a meaningful connection with one or more of the disciplines.

Content

Students can expect to be exposed to a range of learning opportunities which could include:

- Painting
- Observational Drawing
- 3D Studies
- Graphic Design
- Printmaking.

Assessment

Methods and Materials exercises:

- Folio
- Research
- Idea generation
- Experiments
- Written Responses
- Resolved Major/Minor works of Art/Design.



Year 8

Be Engaged

In Year 8, the curriculum continues to embrace all key learning areas and is responsive to the changing demands of a modern, forward-looking education system providing all students with the opportunity to reach their full potential.

Learning experiences are authentic and intentional, incorporating real-world contexts, problem-solving activities, and higher-order thinking. Students are engaged in real-world problem-solving activities and projects that connect learning to their own lives and experiences. It is also flexible to accommodate the diverse needs and abilities and individual student's learning styles and preferences.

Year 8 Subject Information

The following pages contain information regarding core (compulsory) subjects along with elective subjects for Year 8.

Students will select one technology subject and one arts subject as their core electives for one semester.

Semester	Lessons per week	Semester	Lessons per week	Requirement	Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
English	5	English	5	Compulsory	Whole Year
Mathematics	5	Mathematics	5	Compulsory	Whole Year
Religious Education	3	Religious Education	3	Compulsory	Whole Year
Science	4	Science	4	Compulsory	Whole Year
Health and Physical Education	3	Health and Physical Education	3	Compulsory	Whole Year
Italian	3	Italian	3	Compulsory	Whole Year
History	4	Geography	4	Core Elective	One Semester
Technology Subject	3	Arts Subject	3	Core Elective	One Semester
Elective 1	3	Elective 2	3	Core Elective	One Semester

Learning Area	Elective Subjects	Length
Technology	Design, Technology & Engineering	1 Semester
	Digital Technologies	1 Semester
Arts	Visual Arts	1 Semester
	Drama	1 Semester
	Dance	1 Semester
	Music Practical	1 Semester
	Music Technology	1 Semester

Choose from the following Free Choice Elective Subjects

Students can select two subjects from the following electives in order of preference along with two reserve subjects. *Please note, if you have selected Design, Technology & Engineering as a core elective above, you are also able to select Digital Technologies as a free choice elective below.*

Free Choice Elective Subjects	Length
Business, Finance and the Law	1 Semester
Dance	1 Semester
Digital Technologies	1 Semester
Drama	1 Semester
Music Technology	1 Semester
Music Practical	1 Semester
Visual Arts	1 Semester

Year 8 Core Subjects

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Content

Students engage with a variety of texts.

They interpret, create and evaluate a wide range of literary and everyday texts. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performance and multimodal texts.

Texts studied often address themes and issues, higher order thinking and intertextual references. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes.

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

Assessment

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

Geography

Year 8 Geography provides students with an understanding of the processes that shape landforms and landscapes and why places are important to people.

Students will consider why the Adelaide Metropolitan coastline is changing. They investigate how populations around the world are changing as a result of migration and urbanisation and why our suburbs are changing.

The students will also complete the Honest Learning program which considers issues such as plagiarism and the importance of referencing. This course consists of six lessons per week for one semester.

Content

Restless Earth

Students gain an understanding of landscapes and landforms and why they are important to people. They study the significance of the Adelaide region for the Kurna peoples. They complete units of work exploring the way deserts and coastal environments are shaped by processes of erosion, deposition and weathering.

Restless People

Students gain an understanding of urbanisation and migration and how they shape our cities. They complete units of work exploring the impact of these processes on Australia, the United States of America and China.

Assessment

This includes:

- Fieldwork Report based on an excursion to Seacliff and Brighton
- Group task
- Inquiry research task
- Portfolio of classwork.

Year 8 Core Subjects

Health and Physical Education

Across this course, students will undertake eight practical units consisting of individual and team sports, and recreational activities. Students will be challenged to develop their understanding of movement concepts and apply their understanding to successfully transfer movement skills and concepts to a variety of physical activities.

They will explore the role that physical activity plays in shaping cultures and identities and the impact this has on lifelong physical activity participation. Emphasis will also be placed on refining and reflecting on personal and social skills for improved physical literacy.

Content

The areas of learning in the movement and physical activity strand to be addressed include, but is not limited to:

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

Assessment

Assessment is based on Australian Curriculum Achievement Standards and will include both practical and theoretical assessment

Per term students will be assessed on:

- Major practical unit
- Minor practical unit
- One theory task.

History

The Ancient to the Modern World:

The Year 8 Australian Curriculum for History provides a study of History from the end of the ancient period to the beginning of the modern period, c.650-1750 AD (CE). This was when major civilisations around the world came into contact with each other.

Social, economic, religious and political beliefs were often challenged and significantly changed.

It was the period when the modern world began to take shape

Content

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students undertake an overview and three Depth Studies which include:

- Medieval Europe (c.590-c.1500)
- Empires and Expansions:
 - Angkor/Khmer Empire (c.802-1431)
 - Japan under the Shoguns (c.794-1867)
 - Polynesian expansion across the Pacific (c.700-1756)
- The Asia-Pacific World - Japan under the Shoguns (c.794-1867)

Assessment

This may include the following:

- Sources Analysis
- Multi-modal and/or displays
- Extended writing (e.g. developing essay skills, reports and note-taking).



Year 8 Core Subjects

Italian

Through the study of Italian, students enhance their literacy, while developing communication skills in both Italian and English. Students reflect on their first language, themselves and others, developing intercultural understanding, a valuable and sought-after 21st century capability for effective communication.

Italian is used in classroom routines, structured discussions and to communicate about both the students' immediate world and the Italian-speaking communities. English is mostly used to compare language and cultural systems, offer opinions and reflect on learning.

Content

Students listen to, view, read and respond to a variety of authentic texts. They interpret information, interact with others and create more detailed descriptions of people, places, events, conditions, likes, dislikes and preferences, narrate events and talk about their personal world.

Topics include:

- Self and others
- Italy's contributions to the Modern World
- Hobbies and Sport
- Cultural Celebrations
- Home and Family
- Entertainment and Movies
- Italy's contributions to the Modern World

Assessment

- Communicating tasks: Listening, Speaking, Reading, Writing
- Understanding Language: Grammar and vocabulary tasks

Mathematics

Year 8 Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and space, and statistics and probability.

It develops the numeracy capabilities that all students need in their personal, and professional lives. It also establishes the foundations on which future mathematical specialities and applications are built.

Students are assessed according to the Australian Curriculum Version 9, with class structures being designed so students can be extended or supported as required.

Content

- Fractions, Decimals and Percentages
- Index Laws
- Factorising and Expanding
- Linear Equations and Inequations
- Linear Functions and Relations
- Measurement
- Space
- Statistics
- Probability.

Assessment

Each semester:

- | | |
|------------------------------|-----|
| • Three tests at 25% each | 75% |
| • One Directed Investigation | 25% |

Year 8 Core Subjects

Religious Education

Religious Education at St Michael's College provides students with the opportunity to deepen their knowledge and understanding of the Catholic Tradition and the teachings of Jesus Christ; to nurture and enrich their spiritual and religious growth; to continue to explore the Lasallian story, so that they may participate in a lively dialogue between young people of different religions and social backgrounds, empowering them to become people of integrity and people who show care for others and the world.

Content

- St John Baptist de La Salle & the Lasallian Tradition, Saints and Mission Today
- A closer look at the Eucharist
- A closer look at the Old Testament
- A closer look at Jesus and the New Testament
- A closer look at the First Christians and Early Christianity
- Catholicism around the world today
- Our wellbeing and relationship with God in prayer
- A closer look at the Christian meaning of Advent and Christmas.

Assessment

Semester 1

- | | |
|--|-----|
| • In the Footsteps of De La Salle | 20% |
| • The Mass and the Eucharist | 20% |
| • A closer look at the Old Testament | 20% |
| • A closer look at Jesus and the New Testament | 30% |
| • Course Work and Participation Grade | 10% |

Semester 2

- | | |
|--|-----|
| • A closer look at Christians and Early Christianity | 20% |
| • Catholicism around the world today | 30% |
| • Prayer through Meditation | 20% |
| • Our Wellbeing and Relationship with God | 20% |
| • Course Work and Participation Grade | 10% |

Science

In Year 8 Science students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flow of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change.

They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Content

Biological Sciences

- Cells and multi-cellular organisms.

Chemical Sciences

- Matter, The Particle Theory and Chemical Changes.

Physical Sciences

- Types of Energy
- Energy Transfer and transformation

Earth Science

- The Rock Cycle
- Plate Tectonics

Assessment

- Topic Tests
- Research Assignments
- Practical Investigations

Year 8 Elective Subjects

Business Finance and the Law

This course allows students to explain the rights and responsibilities of consumers. It also explores how governments and individuals create budgets. They describe influences on the way people work and factors that may affect work in the future. Students analyse features of the Constitution and explain features of Australia's democracy that enable active participation. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.

Content

Rights and Responsibilities:

Students are to study what rights we have as Australian Citizens and what responsibilities go with those rights. They then branch out into International Human Rights and explore examples of situations where people are denied these rights.

Budgets:

Students will be shown the process of creating a budget and the importance of them.

Australian Values:

Students will study the concepts of Freedom, Equality, Compassion, Inclusion and Responsibility. These concepts are then brought together to explain the secular nation that we currently live in.

The Changing Work Environment:

Students are to explore the notions of why people work and the changing nature of work in Australia.

Changing the Constitution:

Student will discover what the constitution is and how can it be changed via a Referendum.

Assessment

- Case Study outlining a particular Human right that has been violated
- Create a budget for an overseas holiday
- Cost/Benefit Analysis of living in Australia's contemporary multicultural society
- Interview an adult who has changed their job in the past with the focus on why they made the change.

Dance

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

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

Content

Students will learn specialised dance terminology and use this to analyse and respond to dance works. Students will develop and apply understanding of the processes of dance composition for choreography using a range of dance elements, genres, styles, techniques, conventions and practices.

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

Dance:

- Focuses on technique, composition and performance
- Will allow students to develop an understanding of the components of dance composition
- Hip Hop and contemporary are the predominant styles studied.

Assessment

The assessment in this subject is continuous and incorporates:

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

Year 8 Elective Subjects

Design, Technology and Engineering

Bring your ideas to life and take your creativity to the next level!

In this exciting elective, you'll design, plan, and build your own projects using a wide range of materials and technologies. You'll explore areas such as metalwork, woodwork, jewellery making, photography, plastics, electronics, and structures. You'll also work with advanced tools and techniques, including Computer Aided Design (CAD), laser cutting, and 3D printing.

Safety is a key focus as you learn to use equipment and workshop spaces with confidence. Along the way, you'll develop practical skills, STEM knowledge, and problem-solving abilities—turning your designs from sketches into real, working creations.

Content

Students will develop skills and knowledge during the production of projects, they will study four of the following areas:

Woodwork

- Sliding lid box, Dragcar, native habitat boxes and/or chopping boards.

CAD

- Developing a personalised sticker for their laptop.

Laser Cutting

- Engineering drawings of their designs - glass etching.

Metalwork

- Sheet metal developments e.g. pencil tins, dustpans.

Plastics

- Keytag, desk tidy, toys.

Electronics

- Simple circuits, soldering, basic programming, light circuit.

Jewellery

- Necklace beads, custom casting of pendants.

Assessment

- | | |
|---------------------------------|-----|
| • Process and Production Skills | 60% |
| • Knowledge and Understanding | 20% |
| • Planning and Evaluating | 20% |

Digital Technologies

In this course students will distinguish between different types of networks and their defined purposes.

Students use a BBC micro: bit, (which is a pocket-sized computer) as a tool for learning the fundamental principles and concepts of computer science. Students gain practical experience of writing computer programs to solve problems.

Students further their knowledge in programming using online learning and robotics. They apply these programming skills to the developments of digital solutions.

Content

Students will plan and manage digital projects to create interactive information. They will define and deconstruct problems design user experiences and algorithms. Students, test, modify and implement digital solutions.

Students evaluate information systems and their solutions in terms of meeting needs, innovation, and sustainability.

Students analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online. Topics covered in this course:

Social Media Communities:

- Discussion and exploration of: are we connected or distracted, informed, or misinformed?

Digital Systems:

- Networks types, network protocols, sending data via a network and cyber crime.

Data and Information:

- Collect, sort, and visualise data.

Creating Digital Solutions:

- Explore the way computer programming uses a collection of smaller programs - functions to solve problems.

Assessment

Students will be assessed on a variety of practical skills tasks and some theory assessment.

Practical Components:

- Networking with Micro:bit
- Data Presentation
- Computational Thinking: Logical and creative problem solving activity
- Object Orientated Programming Game Development Task
- Robotic Challenges.

Theory Components

- Cyber Security Challenge
- Social Media Analysis.

Year 8 Elective Subjects

Drama

This is a practically orientated course which emphasises students' developing confidence, having fun and gaining dramatic knowledge and skills. Students will have the opportunity to explore topics such as mime, comedy, filmmaking and character building. Students will present their creative work for audiences within the class and will also rehearse and perform a class production for a live audience.

Students will view a professional theatre performance and will reflect upon the various theatrical elements, the actor's performances and the themes and ideas within the text. This experience will also inspire students in their own creative work and will develop their understanding of how the elements of Drama are used most effectively.

Content

- Teamwork and ensemble skills
- Using the body and voice
- Developing a character
- Viewing a professional performance
- Creating a group performance for an audience

Assessment

- Reflective response to live theatre
- Creative group presentations
 - Mime and physical comedy skills
 - Melodrama.
- Class performance for a live audience

Music Practical

The focus of Music Practical is to have students actively involved in performing on either an instrument of choice or voice.

Students will use their previous experience in Year 7 Music to further explore what it takes to be a musician. Any instrument they may have learnt in the past can also be incorporated into the class band where they will learn to play a selection of contemporary songs.

Students will also have the option of taking up a brass (trumpet, trombone) or woodwind (saxophone, clarinet, flute) instrument which will be supplied by the music department. Students taking Instrumental Music lessons will be strongly encouraged to perform a solo piece at the end of each school term.

Content

Practical:

Playing music in a class band: Solo Performance

Theory:

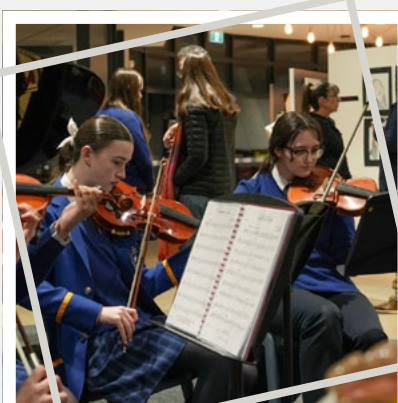
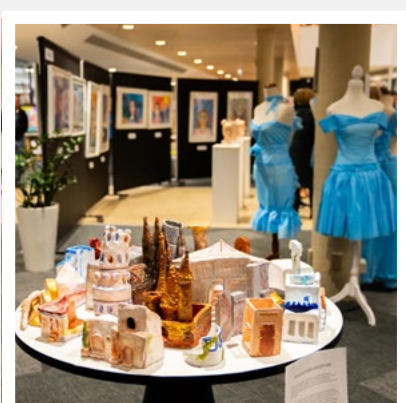
Aural and the Elements of Music

Music in Culture, Styles and History:

Learning about influential bands and performers through research assignments.

Assessment

- | | |
|---|-----|
| • Ensemble performance/Class band | 30% |
| • Solo Performance | 30% |
| • Auralia and Musition (Online Theory/Theory) | 20% |
| • Music in Culture, Styles and History | 20% |
- Research and presentation on a nominated topic of choice.



Year 8 Elective Subjects

Music Technology: From Beats to Booth

Ever wondered how a simple beat becomes a full song, how producers shape the sounds in your favourite tracks, or how DJs keep the music flowing at a live event? Music Technology: From Beats to Booth puts you in control of the sound. Students create original music using Ableton Live Intro, learning how beats, bass lines, chords, melodies, loops, samples and effects work together to build a finished track. Students also design an original sound story and produce a short podcast exploring the people and inventions that changed music forever.

Then it is time to step behind the decks. Using Serato DJ Lite and DJ controllers, students learn to select compatible tracks, match BPMs, use hot cues, loops, filters, and effects, and perform their own live mini-set. Whether students are into hip-hop, EDM, pop, rock or another style entirely, this subject is for those who want to do more than listen to music - they want to make it.

Content

Arrangement and Composition:

- Create beats using loops and samples
- Learn how to make chords and melodies for your own songs
- Understand music creating software and hardware.

Aural Skills and The Elements of Music

- Edit audio and MIDI, applying FX to music and soundscapes
- Develop basic piano skills for composing
- Apply Rhythm, pitch, dynamics, form, timbre and texture to music production.

Music in Cultures, Styles and History

- Discover the history behind today's music industry
- Explore technology that changed how we make and listen to music
- Learn about the musical genres that have embraced technology.

Assessment

- | | |
|--|------------|
| • Project 1 | 20% |
| Track Breakdown and Rebuild: create and arrange original tracks in Ableton live. | |
| • Project 2 | 20% |
| Beat Lab: build beats, chord progressions, bass lines and melodies. | |
| • Project 3 | 20% |
| Studio Session: experiment with sound effects, automation and sound design. | |
| • Project 4 | 20% |
| Simple Flip: Reimagining Sound: discover how music technology has shaped the music industry. | |
| • Course Work and Participation | 20% |
| Producer Portfolio: Plan a DJ playlist and perform using Serato DJ Lite and DJ controllers | |

Visual Arts

This course has been specifically designed for students who wish to extend their skills by exploring a variety of artistic styles, methods and media.

Exposure to new ways of making art is an important step in the journey of all young artists as it opens up opportunities of discovery and self-expression.

Like all art forms, this course has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential.

Content

Students can expect to be exposed to a range of learning activities which could include:

- Painting
- Observational drawing
- Printmaking
- Sculpture
- Collage
- Design and illustration techniques
- Computer graphics.

Assessment

- Methods and Materials Exercises.
- Folio
- Research/Idea generation/experiments/written responses
- Resolved Major Works.



Year 9

Be Empowered

In Year 9 the aim is to continue to foster a love of learning in students whilst building on previous learning experiences, inspiring thinking, and questioning.

Learning in a Lasallian school refers to the educational philosophy and approach and it emphasises the holistic development of students, focusing on academic excellence, character formation, faith, service to others, and creating a nurturing and inclusive learning environment. It involves the art and science of guiding and supporting learners' cognitive, social, and emotional development.

Year 9 Subject Information

Semester	Lessons per week	Semester	Lessons per week	Requirement	Length
Extended PC	1	Extended PC	1	Compulsory	Whole Year
English	5	English	5	Compulsory	Whole Year
Mathematics	5	Mathematics	5	Compulsory	Whole Year
Science	5	Science	5	Compulsory	Whole Year
The Rite Journey	3	The Rite Journey	3	Compulsory	Whole Year
History	5	Religious Education	5	Core	One Semester
Elective 1	4	Elective 2	4	Elective	One Semester
Elective 3	4	Elective 4	4	Elective	One Semester

Learning Area	Elective Subjects	Length
Electives	Art/Design	1 Semester
	Athlete High Performance Program	1 Semester
	Business, Finance and the Law	1 Semester
	Dance	1 Semester
	Design, Technology and Engineering	1 Semester
	Digital Animation	1 Semester
	Digital Media Creations	1 Semester
	Digital Technologies	1 Semester
	Drama	1 Semester
	Fashion and Textiles*	1 Semester
	Food Technology	1 Semester
	Health Education*	1 Semester
	Italian A	1 Semester
	Italian B	1 Semester
	Music Practical	1 Semester
	Music Practical Extension	1 Semester
	Music Technology	1 Semester
	Society and Environment	1 Semester
	Sport Education	1 Semester

* Subjects

These elective subjects can be selected in either Year 9 or Year 10. Should Year 9 students select one of the below subjects in Year 9, they will be precluded from selecting that subject again in Year 10 the following year.

- Health Education
- Fashion and Textiles

Year 9 Core Subjects

English

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

Students engage with a variety of texts. They interpret, create and evaluate a wide range of literary and everyday texts. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performance and multimodal texts.

Content

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports and discussions. Texts studied often address themes and issues, higher order thinking and intertextual references.

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

Assessment

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

History

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

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

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

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

Content

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

Students undertake an overview and three Depth Studies which include:

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

Assessment

This may include the following:

- Sources Analysis
- Empathy task
- Multi-modal and/or displays
- Extended writing.

Year 9 Core Subjects

Mathematics

Year 9 Mathematics provides students with essential mathematical skills and knowledge in numbers and algebra, measurement and space, and statistics probability.

It develops the numeracy capabilities that all students will need in their future personal and professional lives. It also establishes the foundations on which future mathematical specialities and applications are built.

Students are assessed according to the Australian Curriculum Version 9, with class structures being designed so students can be extended or supported as required.

In Year 9, students are placed into Level A, B or C based on previous results, diagnostic testing and teacher recommendations.

Content

- Number skills and Index Laws
- Expanding, Factorising and Quadratics
- Transformations of Functions
- Coordinate Geometry and Right-Angled Triangles
- Surface Area and Volume
- Time and Scientific Notation
- Proportions and Constructions
- Statistics
- Probability.

Assessment

Each semester:

- | | |
|------------------------------|------------|
| • Three tests at 25% each | 75% |
| • One Directed Investigation | 25% |

Mathematical Pathways into Year 10

Upon entering Year 10, students and their families select the mathematics option that best suits their desired future pathway. For information on further year levels, please refer to the Senior Secondary Curriculum Handbook. We recommend selecting the most challenging option that students feel they can experience success in.

Religious Education

Religious Education at St Michael's College provides students with the opportunity to deepen, within a Lasallian community, their knowledge and understanding of the Catholic Tradition and the teachings of Jesus Christ; to nurture their spiritual growth; and to engage respectfully with diverse beliefs, cultures and perspectives. Through the study of interfaith dialogue, including visits to a local Masjid and St Francis Xavier's Cathedral, students learn to appreciate difference and build understanding across faith traditions. Two Catholic Education South Australia curricula underpin the course: the renewed Crossways Curriculum and Made in the Image of God (MITIOG), through which students explore topics such as Healthy Relationships, personal identity and human dignity, empowering them to become people of integrity who show care and respect for others and the world around them.

Content

- What Do Catholics Believe?
- Judaism, Christianity, Islam and Peace
- In Right Relationships, Sexuality and the Human Person (MITIOG and CPC)
- Vocation: The Calling of God in My Life (Lasallian Vocations, Catholics Making a Difference and Saints).

Assessment

- | | |
|---|------------|
| • What Do Catholics Believe? | 20% |
| • Judaism, Christianity, Islam and Peace | 30% |
| • In Right Relationship | 20% |
| • Vocation: The Calling of God in My Life | 20% |
| • Course Work and Participation | 10% |

NOTE: Italian Footnote. Students who select Italian A in Semester 1 will be grouped together for Religion/Italian in Semester 2, in order to maintain some contact with the language through their Religion lessons in possible preparation for Year 10 Italian, should they wish to continue. Religion will cover the same content as the regular Year 9 Religion course, but will be taught by a teacher who is also a teacher of Italian. This will allow the teacher to integrate Italian into the lessons, where appropriate, in order to provide some level of continuity to students who may then decide to select Year 10 Italian in 2027. Assessment for Religion will be in English.

Year 9 Core Subjects

Science

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

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

Content

Biological Sciences

- Control and Regulation
- Reproduction

Chemical Sciences

- Atomic theory
- Chemical Reactions.

Physical Sciences

- Heat, Light and Sound (energy)

Earth Science

- Global Systems (Atmosphere, hydrosphere, lithosphere, biosphere)

Assessment

- Topic Tests
- Research Assignments
- Practical Investigations

The Rite Journey

The Rite Journey is a year long program that aims to support Year 9 students in their transition from childhood to adulthood. The program recognises the significance of celebrating this rite of passage and provides opportunities for conversation and experiences to guide this transition. In collaboration with parents/guardians, teachers will support the development of self-aware, responsible, respectful, resilient, reflective, and resourceful adults. Over the course of the year, students will aim to complete a variety of tasks in order to conquer the seven C's of Courage, Collaboration, Consideration, Compassion, Commitment, Camp, and Challenge.

Content

The Rite Journey specific features will include:

- Single sex classes
- Teachers as mentors
- Milestone ceremonies
- Rites of passage opportunities
- Camp experience
- Extensive reflection/discussion/sharing
- Involves parents and other mentors.

Yearly Overview

- Term 1 - Who am I really?
- Term 2 - How do I get along with others?
- Term 3 - Is there something more?
- Term 4 - What is my purpose and what do I have to give?

The Health and Physical Education component will focus on preparation for challenge events/activities scheduled throughout the year.

These lessons will encompass aspects of physical fitness and conditioning, teamwork and group dynamics, and initiative.

Year 9 Core Subjects



Year 9 Elective Subjects

Art/Design

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

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

Students will be studying **One Term of Art** and **One Term of Design**.

Content

Art:

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

Design:

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

Assessment

Making:

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

Responding:

- Annotations/analysis
- Evaluations/research.

Athlete High Performance Program: Performance Analytics*

Take your sporting performance beyond the scoreboard and discover what it takes to succeed in high-performance sport.

The Athlete High Performance Program: Performance Analytics is designed for motivated student-athletes who want to better understand how elite athletes train, perform, and improve. Throughout the semester, students will explore how professional sporting organisations use video analysis, performance data, sports psychology, and athlete support systems to gain a competitive advantage.

Students will analyse footage of their own performances, compare themselves against elite athletes, investigate how mental skills influence performance, and participate in professional sporting experiences that provide insight into high-performance environments. Through practical activities, industry immersion opportunities, and performance investigations, students will develop a deeper understanding of the factors that contribute to sporting success.

This subject serves as the foundation of the Athlete High Performance Program pathway and is ideal for students who are passionate about sport and committed to improving their performance.

Content

Through undertaking this subject, students will learn:

- Performance analysis techniques used in elite sport
- Video analysis and athlete feedback processes
- Sports psychology and mental performance strategies
- Goal setting, visualisation, self-talk and concentration techniques
- Performance profiling and athlete development
- High-performance sporting environments and career pathways

Assessment

- | | |
|----------------------------------|-----|
| • Game Analysis | 40% |
| • Sports Psychology Analysis | 40% |
| • Professional Immersion Project | 20% |

***NOTE: This subject is designed for student-athletes competing at school, zone, state, national, academy, or equivalent representative levels. Students aspiring to compete at higher levels may also apply and will be considered subject to available places.**

Students are required to complete an Athlete High Performance Program application form. Acceptance is subject to meeting the program entry requirements and available places.

TO APPLY: Click on the link below to submit your application:

[Application Form](#)

Year 9 Elective Subjects

Business, Finance and the Law

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

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

Content

Stock Market

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

Young People and the Law

Students will also learn about their legal rights. They investigate particular points of law that may impact on them in coming years.

Political Parties

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

Buying a House

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

Marketing

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

Assessment

Folio of Houses

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

PowerPoint Presentation

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

Oral Presentation

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

Report

Students are to complete a report on an ASX listed company. They are required to analyse recent changes in share prices and make observations about why these changes have occurred.



Year 9 Elective Subjects

Dance

Year 9 Dance aims to immerse students in viewing professional performances with a focus on dance films. Students are guided through creative explorations through dance composition and reflect on Dance through multimedia responses.

This course gives students the opportunity to explore and experience a variety of dance styles and to understand dance as an art form. Contemporary dance is the basis for the course and students can have input on the other style they would like to present for performance.

Content

In small groups students devise, plan, choreograph and film their own dance films. Students will learn specialised dance terminology and use this to analyse and respond to dance films.

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

Dance:

- Focuses on technique, composition and performance
- Will allow students to develop an understanding of the components of dance composition
- Hip Hop, Jazz and Contemporary are the predominant styles studied.

Assessment

The assessment in this subject is continuous and incorporates:

- Group work and devising of Dance Films
- Performances to a live audience
- Technique and skill development
- Reflective and analytical skills through written responses and or multimodal responses

Design, Technology and Engineering

Push your creativity further, master advanced workshop skills, and take on design challenges that mirror real-world engineering and manufacturing.

In this course, you'll move beyond the basics to design, plan and produce complex projects using a combination of traditional craftsmanship and modern technology. You'll work with materials such as metals, wood, plastics and electronics, while also exploring CAD design, CNC machining, laser cutting, 3D printing and precision measurement tools.

You'll learn about technical processes like cutting, shaping, joining, finishing, and assembling - developing the ability to choose the right materials, tools and methods for each project. Safety remains a top priority as you build the confidence to operate advanced equipment and manage your workspace efficiently.

This course is perfect for students who want to explore engineering, product design, or trades pathways, or simply love the challenge of making high-quality, functional products. You'll finish the course with projects you can be proud of and the skills to bring even bigger ideas to life.

Content

Students will study three of the following areas of study:

Woodwork

- Wooden footstool, laptop stand or guitar.

CAD

- Custom made logos on t-shirts, glass etching, 3D printing student's designs, laser engraving and/or cutting

Metalwork

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

Plastics

- Photo frames, toys.

Electronics

- Arduino programming robots, electronic listening bugs or games.

Jewellery

- Rings, pendants, cuttlefish casting belt buckles and brooches.

Assessment

- | | |
|-----------------------------------|-----|
| • Practical projects | 60% |
| • Processes and Production Skills | 20% |
| • Design work | 20% |

Year 9 Elective Subjects

Digital Animation

In this course students will use specialised software applications to produce a range of digital animation projects. Students will learn graphic creation, motion graphics, 2D designs and how to animate characters through the use of ActionScript programming language.

Content

Students will learn:

- Vector based graphic creation using Adobe Illustrator
- 2D character creation using Adobe Animate
- ActionScript programming
- Storyboard and plan using an iterative design process
- Motion graphics using Adobe After Effects
- File preparation for animation
- Sound recording processes and implementation.

Assessment

Practical Components:

- Vector graphic creation
- Motion graphic Task
- 2D character development
- ActionScript Project.

Theory Components:

- Issues Analysis: moral representations through animation.

Digital Media Creations

The objective of this course is for students to develop skills in using Photoshop and a variety of Adobe software applications for the production of film, photography, digital publishing and web development.

Content

Students will learn how to:

- Design and develop publishing materials using Photoshop, Illustrator and InDesign
- Make and manipulate sound files, present sound, images and create short film using Digital Video Media
- Develop web pages with an introduction to Web Design.

Assessment

Practical Components:

- Digital Publishing products
- Logo design using Illustrator
- Image editing and formatting
- Photo Restoration and Photographic composition
- Making and editing sound files for use in presentations
- Filmmaking Digital Video Media
- Webpage development.

Theory Components:

- Issues Analysis relating to Digital Media creators.

NOTE: *This subject can be selected only once over Years 9 and 10.

Should you wish to select this subject in Year 9 you will be precluded from selecting this subject again in Year 10.



Year 9 Elective Subjects

Digital Technologies

Students will develop their skills and understanding in coding through a range of skills tasks. While using a STEM based approach to achieve successful digital solutions, students will develop an understanding of design, computational and systems thinking, and organisational and project management skills.

Students will use computational thinking skills to design and plan their tasks by developing a pseudocode algorithm and flow chart. Students will also learn about computer systems and develop skills in data processing and data management.

Content

In this practical based subject, students will:

- Complete a range of game making and robotics activities
- Learn fundamental coding concepts and skills
- Use computational thinking skills to design and plan their tasks by developing algorithms and flow charts.

Assessment

Practical Components:

- STEM Robotics
- Game Challenges
- Data management and analysis.

Theory Components:

- Computer Systems.

Drama

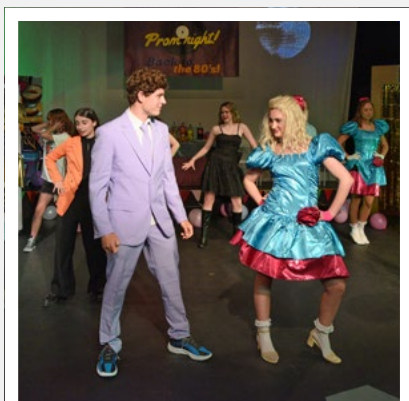
Drama develops skills in teamwork, creativity and problem solving. Students will explore performance skills in improvisation, play building and learn how to devise new work. Students may explore the role, skills and techniques of a theatre designer in their creative presentations. Students will present their group performance to an audience as negotiated with their teacher. Students will view and reflect upon a professional theatre performance, developing their skills of evaluation and analysis. This experience will inspire students in their own creative work and will develop their understanding of how the elements of drama are used most effectively.

Content

- Gothic theatre (style)
- Improvisation and play building
- Viewing live theatre
- Creating a group performance for an audience
- Technical theatre production; lighting, costume, sound, set and prop designs.

Assessment

- Creative response to live theatre
- Devised group performances
- Group performance to a public audience
- Multimodal documentary style presentations.



Year 9 Elective Subjects

Fashion and Textiles*

This course will introduce the students to basic trade drawing skills required to work in the fashion industry as well as how to use an Industrial Sewing Machine and complete a small textile project.

Students will focus on the development of skills, product design and development, technology, and garment production.

Content

The unit will require students to:

- Apply the design process to achieve a product
- Fashion Illustration and Textiles
- Pattern making
- Safely operate an Industrial Sewing Machine and Overlocker.

Assessment

Type 1: Folio

- Completion of a design folio demonstrating the design process, including production skills.

Type 2: Practical

- Resolved illustration and garment, including practitioner's statement.

Type 3: Visual Study

- Investigation of Designers in the industry and their works.

NOTE: *This subject can be selected only once over Years 9 and 10.

Should you wish to select this subject in Year 9 you will be precluded from selecting this subject again in Year 10.

Food Technology*

Turn up the heat and take your cooking skills to the next level!

In this course, you'll get hands-on in the kitchen every week, creating mouth-watering sweet and savoury dishes while learning the techniques and tips used by great cooks. From perfect pasta to decadent desserts, each recipe connects to the theory you'll explore in class—helping you understand not just how to cook, but why certain ingredients and methods work.

You'll also discover how food impacts health and wellbeing, learn to plan balanced meals, and explore the connection between cooking, culture, and community. Along the way, you'll have opportunities to grow your own ingredients, experiment with flavours, and share your creations with others.

Whether you dream of becoming a chef, want to impress family and friends, or simply love the idea of making food that looks and tastes amazing, Year 9 Food Technology will give you the skills and confidence to make it happen.

Content

Through undertaking this subject, students will learn:

- Personal and food hygiene
- Safety in the kitchen
- Healthy meal planning
- Native Australian flavours
- Influences on contemporary Australian cuisine.

Assessment

• Weekly Cooking Practicals	50%
• Safety, Hygiene, Weighing and Measuring Test	10%
• One x Individual Project	20%
• Two x Collaborative Projects	20%

NOTE: *Students are required to write an email of application outlining their interests in Food Technology.

This email should be emailed to foodtech@smc.sa.edu.au by 31 August.

Please note that due to very high demand, places are limited and not all applicants can be guaranteed a position in this subject.

Year 9 Elective Subjects

Health Education*

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

Through a critical inquiry approach, students will research, analyse, apply and evaluate contextual factors that decision-making, behaviours and actions. This will encourage greater awareness of the overall impact on the health and wellbeing of individuals, groups and communities.

The critical inquiry process will also enhance and improve health literacy so that students are better able to understand and actively engage in health and well-being decisions.

Content

Topics could include:

- Determinates of Health
- Mental Health and Well-being
- Health Promotion
- Respectful Relationships
- Safety.

Assessment

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

NOTE: *This subject can be selected only once over Years 9 and 10.

Should you wish to select this subject in Year 9 you will be precluded from selecting this subject again in Year 10.

Italian A

This one-semester course allows students to further develop communication skills in both Italian and English, enhancing their overall literacy and understanding of the role of language, culture and perspective in communication in a globalised world.

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

Italian A is pre-requisite for Year 10 Italian.

Content

Students listen to, view, read, and respond to a variety of texts. They use Italian to share experiences, describe events and justify opinions through correspondence, reflections, poems, and recounts.

Topics include:

- Cultural celebrations
- Italian influences in South Australia
- Rome and Florence
- Travel and Tourism
- Italian Cinema
- Food and Cooking

Italian is a one-semester subject in Year 9, all students who select Italian A in Semester 1 will be grouped together for Religion/Italian in Semester 2. This will be taught by an Italian teacher and will provide an opportunity for continued contact with the language through their Religion lessons, as appropriate, in possible preparation for Year 10 Italian, should they then decide to continue. Please see the section on Religious Education for more information.

Assessment

- Communicating tasks: Listening, speaking, reading, writing
- Understanding Language: grammar and vocabulary tests

Year 9 Elective Subjects

Italian B

This course runs in Semester 2 and is open to all students of Italian and builds on the skills developed in Italian A. **Students must choose Italian A to enter into Italian B in Semester 2.**

Content

Students listen to, view, read, respond to and create a range of texts in Italian on topics including:

- Youth culture
- Summer festivals
- Italian Music Festival
- Fashion
- Pizza Making
- Penpal Letters

Students dive into the vibrant world of Italian youth culture, discovering how technology, media and globalisation influence trends, tastes and traditions. Through topics like summer festivals, the Sanremo Italian Music Festival, fashion, pizza-making workshops and pen pal letter exchanges, they will build their language skills while experiencing Italy's rich cultural life.

Students will compare their own experiences with those of young Italians, exploring how practices, values and beliefs have evolved over time. Students share ideas, negotiate perspectives, and reflect on similarities and differences, all while extending their grammar knowledge in meaningful, real-world contexts.

Italian B also includes an excursion in Term 4 to Bottega Gelateria, which allows students to meet up with their pen pals from Nazareth College to practice their spoken Italian with other students of their age groups.

Assessment

- Communicating tasks: Listening, speaking, reading, writing
- Understanding Language: written tasks and letter writing

Music Practical

This course is designed for students who are considering studying Music in Year 10. Therefore, students wishing to participate in Year 9 Music should:

- Be prepared to be actively involved in being part of a class band where they will need to interpret sheet music and chord charts on their instrument of choice.
- Be prepared to perform a solo performance piece in front of classmates at the end of each term on their instrument of choice.
- By taking music lessons on an instrument or be prepared to begin taking music lessons.
- Have a particular love for Music, and a desire to further increase their musical skills, in an environment of similarly minded students.

Content

Practical

Playing music in a class band: Solo Performance

Theory

Aural and the Elements of Music

Music in Culture, Styles and History

Learning about influential bands and performers through research assignments

Assessment

- | | |
|---|-----|
| • Ensemble Performance/Class Band | 30% |
| • Solo Performance | 30% |
| • Music Theory | 20% |
| • Music in Culture, Styles and History: | 20% |
| Research and presentation on a nominated topic of choice. | |

Year 9 Elective Subjects

Music Practical Extension

This course is designed for students wishing to further extend their musical knowledge from Semester 1 in readiness for Music in Year 10.

Students must complete Music Practical from Semester 1 to qualify for this option.

Students will continue with concepts covered in Semester 1 Music Practical, with a focus on extending their musical attributes in the areas of:

- Solo performance Advanced
- Ensemble performance Advanced
- Song Composition/Analysis
- Music Literacy.

Content

Practical

Playing music in a class band: Solo Performance.

Theory

Aural and the Elements of Music.

Music in Culture, Styles and History

Learning about influential bands and performers through research assignments.

Assessment

- | | |
|--|-----|
| • Ensemble Performance/Class Band | 30% |
| • Solo Performance | 30% |
| • Hook Theory | 10% |
| • Hookpad Composition | 10% |
| • Music in Culture, Styles and History:
Research and presentation on a nominated topic of choice. | 20% |

Music Technology: Track to Stage

Students have made the beat - now it is time to make it move. Students create drum patterns, play melodies and chords, launch clips, adjust sounds, build arrangements and manipulate effects in real time. Through practical workshops, students explore how electronic musicians and producers use controllers to move from studio production to live performance, learning to use the Ableton Push 2 as a hands-on instrument, beat-making tool and live-performance controller.

Students explore how producers build energy, create hooks, layer sounds, and shape complete songs. They create genre-based beats, record original sounds, remix musical ideas and learn how to turn separate clips into a polished track or live performance.

Pre-requisite: Year 8 Music Technology - From Beats to Booth

Content

Arrangement and Composition

- Make and use your own loops and samples for original compositions
- Develop song writing skills by learning beats, chords and melodies
- Apply basic keyboard skills to control software synthesisers.

Aural Skills and The Elements of Music

- Use audio effects and automations to produce tracks
- Understand and use audio and MIDI hardware (Microphones, mixing desks, launchpads, etc)
- Edit audio and program MIDI to explore dynamics, form, timbre and texture.

Music in Cultures, Styles and History

- Explore the techniques used in genres such as: pop, hip-hop, rock, dance and indie
- Discover technology's impact in shaping music creation and music listening
- Learn about the legends of music technology who changed the industry.

Assessment

- | | |
|---|-----|
| • Project 1
Track Build Challenge: turn supplied musical materials into a structured 60-90 second Ableton track | 20% |
| • Project 2
Genre Beat and Hook: create an original 90 second to 2-minute track in a chosen genre | 20% |
| • Project 3
Capture and Create: record and manipulate original audio (voice, instrument or found sound) | 20% |
| • Project 4
Live Remix: perform a 3-4 minute live set | 20% |
| • Course Work and Participation
Producer Portfolio | 20% |

Year 9 Elective Subjects

Society and Environment

Year 9 Society and Environment provides students an understanding of the role of our environment in producing the food and fibre we need and to consider the significance of the environmental challenges of increasing demand for these resources, and how this can be achieved sustainably.

Students also investigate how we are connected to places throughout the world through our choices of transport, information and communication technologies, activities and shopping. In addition students will explore the extent of global influence on their local places.

Content

Biomes and the Future of Food Security

Just how sustainable is the world's food production? Discover the answer to this question by exploring the characteristics of the world's biomes and how they are changed by humans to meet the demand for food security. Apply your studies through hands-on practical management of our Lawre Street vegetable garden and orchard.

Tourism, Travel and Trade

A Study of Global Interconnections. How can we manage the effects of global tourism on local communities and environments? Explore our connections to other places around the world through a study of global tourism, travel and trade. Apply your studies by designing, making and appraising your own sustainable tourism initiative.

Mapping Skills

Develop your mapping skills using traditional mapping techniques and spatial technologies.

Excursions

This course involves excursions to locations such as the Food Forest at Hillier, Monarto Zoo and the Adelaide CBD.

Assessment

This includes:

- Portfolio of classwork
- Data analysis
- Inquiry research task
- Field Report.

Sport Education

Year 9 Physical Education Sport Education provides students with opportunities to practise and refine specialised movement skills, game strategies, and performance concepts across a range of sporting environments. Students apply movement concepts and tactical strategies to evaluate and improve both their own and others' performances. Through participation in a class-based sporting competition, students investigate methods for assessing movement quality, decision-making, and personal behaviours in competitive settings.

Students are encouraged to adapt and modify their movement responses to meet a variety of challenges, situations, and stimuli. The course also promotes the development of leadership, teamwork, communication, and collaboration skills through active participation in a range of physical activities.

Content

Throughout the semester, students complete two major assessment tasks. The first is a Sport Education in Physical Education Program (SEPEP) task, where students participate in and analyse a structured sporting competition. The second is a Technology Task, which incorporates biomechanical principles and requires students to analyse and evaluate their performance in a selected sport. Specific content includes:

- Culture and Team Values
- Diversity, Respect, Leadership and Inclusivity
- Planning a Training Session
- Coaching, Managing and Umpiring Games
- Introduction to Biomechanics
- Sequential Summation of Focus
- Projectile Motion
- Height, Angle and Speed of Projectile Release

Theory assessments contribute to 40% of the overall semester grade, while practical performance contributes the remaining 60%.

Assessment

Students will undertake the following assessment tasks:

One term of:

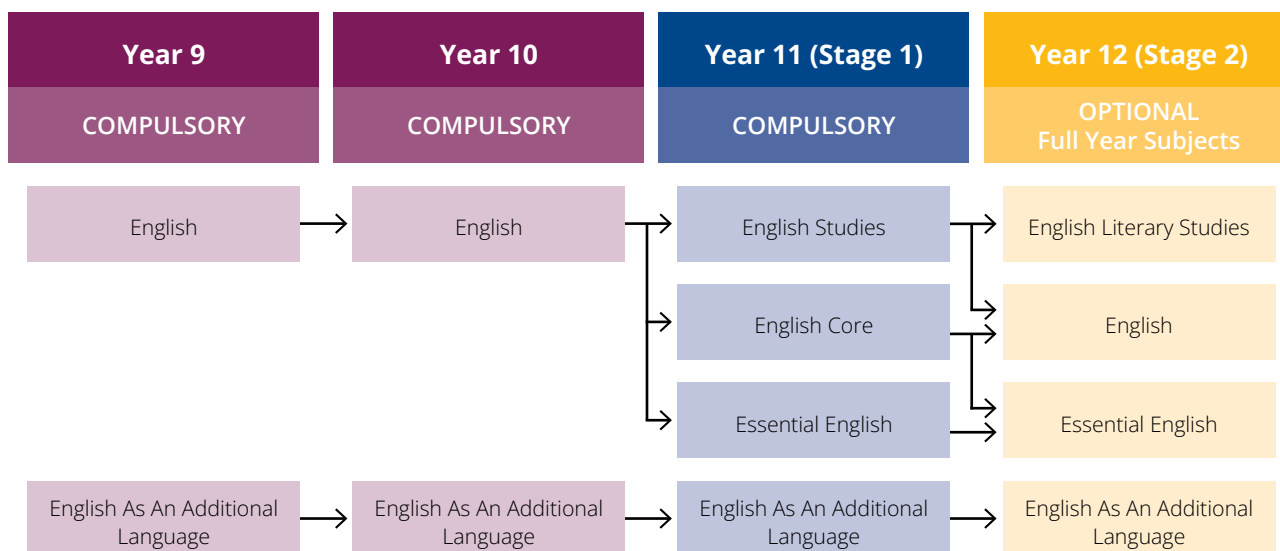
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|--|-----|
| • Practical Application of Skills (Invasion Games) | 30% |
| • Sport Education (SEPEP) Task | 20% |

One term of:

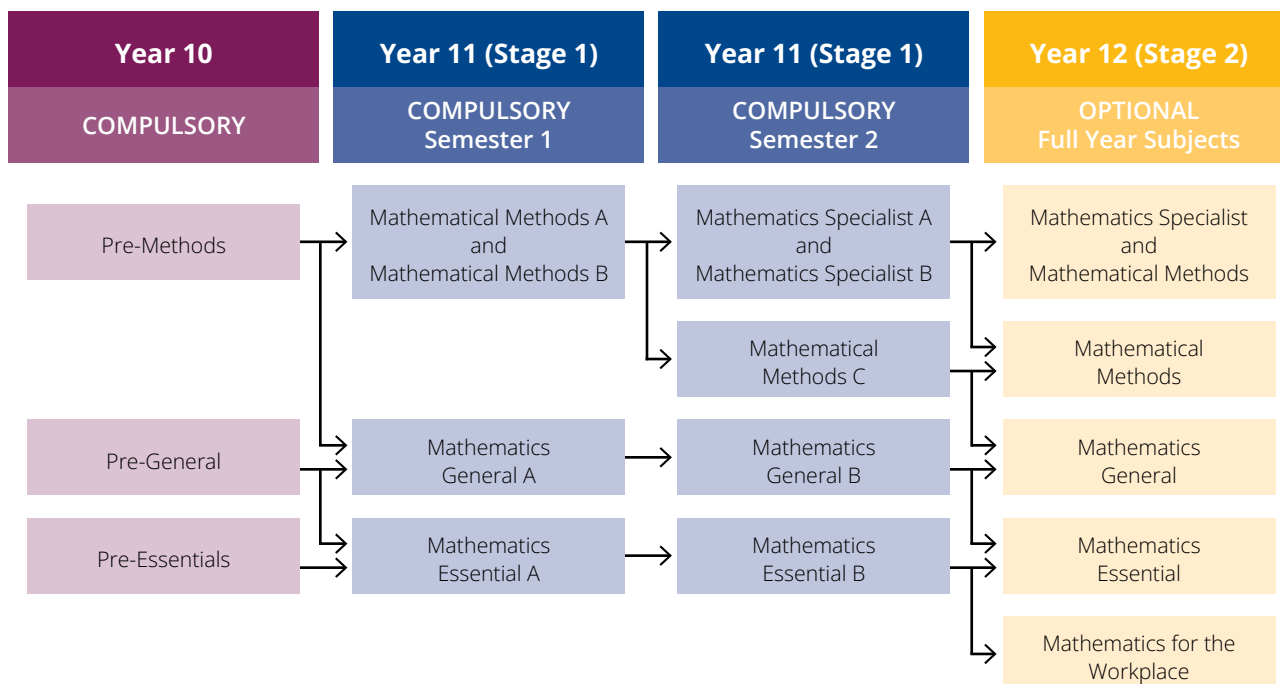
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|---|-----|
| • Practical Application of Skills
(Net/Wall and Striking & Fielding Games) | 30% |
| • Technology and Biomechanics in Sport Task | 20% |

Subject Pathways

English pathways

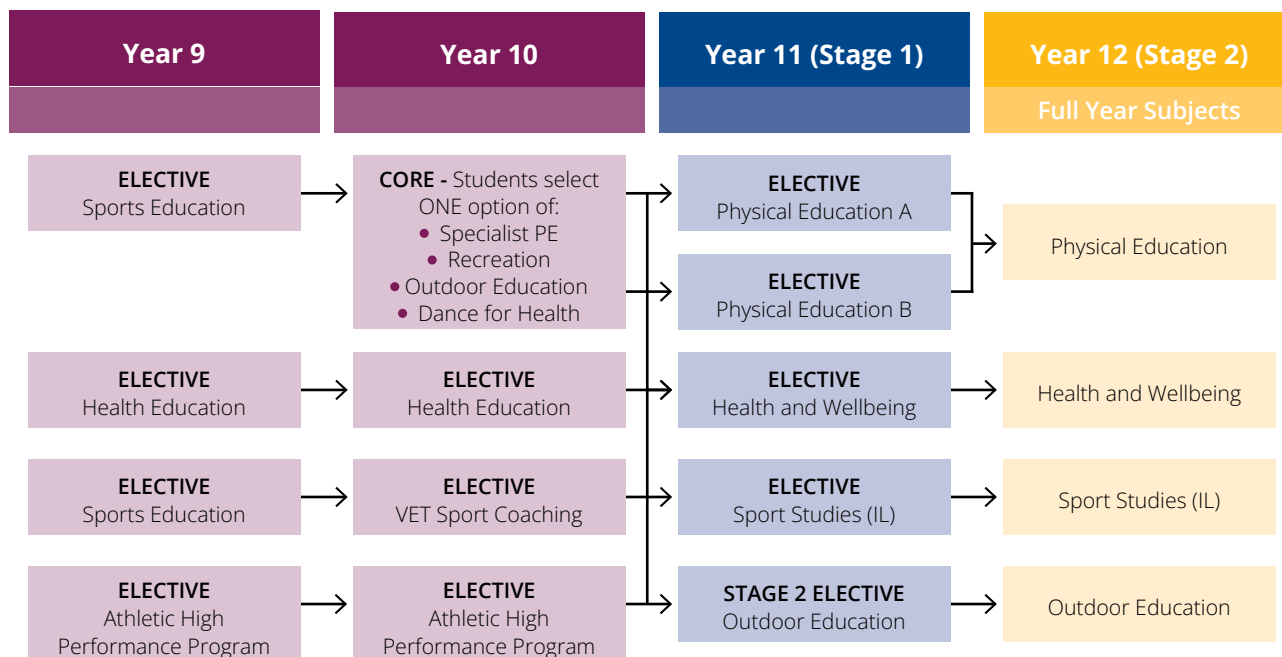


Mathematics pathways



Subject Pathways

Health and Physical Education pathways



Science pathways

