MOUNT ST. JOSEPH GIRLS' COLLEGE

Virtue Courage

Year 9 Handbook 2022

Curriculum Overview

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YEAR 9 HANDBOOK 2022

Mount St. Joseph Girls' College offers a diverse and dynamic range of opportunities for students in Year 9. Students are encouraged to analyse and engage with the world around them, to create knowledge and acquire skills for lifelong learning. In the middle years students are educated in a supportive learning environment where they are encouraged to take risks, enjoy challenges and become responsible independent learners.

Year 9 students are in the final year of their middle schooling and on the threshold of their senior years at school. In Years 9 and 10, students are offered a range of opportunities and are expected to take more responsibility for their learning. More responsibility means that students will make considered choices about what they will study. These choices will be made after talking to your teachers and parents, people who have the experience to know you as a learner. This is also an important time to start thinking about the most appropriate pathway through the senior school years and beyond.

It is important to think about what you like doing, what you are good at and find interesting. Do not make subject choices based on what your friends are doing: you might find yourself in a subject you do not enjoy. You are encouraged to take some risks and try new subjects; this is where the elective choices come in. You cannot change your electives during the semester; our whole school timetable is created on the basis of the choices made by students and it is very difficult to make changes after this. All possible efforts will be made to ensure that you get to do the subjects you select, but sometimes it is just not possible given the selections made. We will talk with you if this is the case.

As well as electives, you will have the opportunity to participate in a Year 9 Program.

This Handbook is just the starting point. You are welcome to speak with your teachers and Year Level Coordinator. Be informed and make sure you are well prepared for Year 9.

YEAR 9 COURSE STRUCTURE

To ensure students receive a broad general education, the students in Year 9 undertake studies encapsulated within the Victorian Curriculum. Within these learning areas a variety of units are provided and choices increase as the students move through the College.

COURSE STRUCTURE	
Religious Education	2 units
English	2 units
Mathematics	2 units
Science	2 units
Humanities	2 units
Health and Physical Education	2 units
Electives 1 & 2	2 units
Electives 3 & 4	2 units
Year 9 Program	Bell
Pastoral Lesson	Music

ELECTIVE OPTIONS

- Students are able to choose four elective options, completing two in each semester.
- Language subjects run for the entire year and count as two electives.

LANGUAGES	VISUAL ARTS	TECHNOLOGY	PERFORMING ARTS	HEALTH & PHYSICAL EDUCATION
French	Visual Art	Food For Life	Drama	Outdoor Education
Italian	Visual Communication Design	Digital Technologies	Music	Duke of Edinburgh
Japanese	Media Arts	Textiles Design		

YEAR 9 PROGRAM

Year 9 is a challenging year for students. Students are not only moving from the junior to the middle years of their secondary schooling, but they undergo complex physical, social, emotional and intellectual developmental changes. Research has also shown that at Year 9, feelings of dissatisfaction and disengagement are at their highest and levels of resilience are at their lowest.

The Year 9 Program consists of four threads during the year and will occur on one day a cycle.

i. Healthy Living and Wellbeing

Is designed to complement what is currently being offered in the Year 9 Pastoral Program. Topics that will be explored include:

- Helpful thinking and self-talk
- Emotional recognition and regulation
- Problem-solving
- Communication
- Planning and time management

ii. Pathways and Learning to Learn

Thinking about life after secondary school can be overwhelming, so students will have the opportunity to investigate and consider future learning, paid and volunteer work.

Students will gain further skills in:

- Planning a career pathway
- Planning and organisation
- Self management and self development
- Study skills

iii. Faith

Religious Education is of prime importance as a subject and through both it and the other opportunities provided for spiritual formation, we are able to deepen students' understandings about the spirituality of the Sisters of St. Joseph of the Sacred Heart and the teachings of Jesus.

The Year 9 Program aims to give students an awareness and understanding of real life issues that are relevant to the middle years of schooling.

iv. Making Connections – Community

Students are given the opportunity to explore an area of individual interest and passion. Through Making Connections –students are able to see and experience first-hand the practical aspects of what they are studying in class.

SUBJECT SELECTION PROCESS

In order to complete your selection of electives for 2022, it is important that you work through the following process.

You need to:

- Think about your abilities, interests and academic achievements in various subjects.
- Read this 2022 Year 9 Handbook. Note that the document is also posted on the Intranet. The booklet includes an overview of the Year 9 Program and descriptions of the elective subjects to assist you in making choices.
- Identify which electives you wish to complete in 2022.
- Complete the Year 9 2022 Subject Selection Form.
- Obtain your on-line subject selection password.
- Enter your Subject Selections into the Online Subject Selections on the Intranet for Semesters 1 and 2.
- Print two copies of your selections at the end of the process and ask your parents to sign both copies.
- Submit one signed printout to your Pastoral Group Teacher with your Year 9 2022 Subject Selection Form (hard copy) and keep one for yourself.

Notes:

Every endeavour will be made to accommodate your elective selections however the College retains the right to withdraw an elective if there are insufficient student numbers. Students will be notified if they need to reselect any electives.

You must complete the Year 9 2022 Subject Selection Online by August 19, 2021.

RELIGIOUS EDUCATION

Content Strands

Religious Education focuses on the relationship between God and the world. Within the study of Religious Education at Mount St Joseph, students focus on the study of five different content strands across Year 7 to 10 through a variety of units. Studies include content on 'Scripture and Jesus', examining the role sacred scripture in both the development of the Christian faith and in humans relationship with God; 'Church and Community', examining the interaction between the Church and the call to participate in the body of Christ; 'God, Religion and Life', examining the search for meaning in life through ritual and meaning found it the light of God; 'Prayer, Liturgy and Sacrament', examining the place of sacred ritual and personal prayer in spiritual union with God and 'Morality and Justice', where the Christian vision of freedom and dignity in all areas and aspects of life is examined.

Learning Focus0

This unit focuses on the key content strands within the Catholic Archdiocese of Melbourne through a variety of key concepts such as compassion, change, power, justice, liberation, freedom, integrity of creation and charity using provocative questions to base their learning on.

- Links between Old Testament prophecy and the coming of Jesus as the Messiah
- The purpose, messages and functions of Wisdom and Prophetic literature in the Judeo Christian tradition and the Wisdom traditions of other Religions
- Ways key personalities and groups contributed to the development of the Catholic Church in Australia
- Concepts of good and evil in relation to cultural world views
- The Marian devotions in the Catholic Church and other faith traditions
- The role of women in the past and present Catholic Church
- To interpret historical and contemporary artistic expressions of Mary and women in scripture, in relation to the place of women in the modern world
- The foundations on which people base their ethical and moral stance
- To interpret issues of personal and relational integrity through applying critical discernment processes.

ENGLISH

Content Strands

- Language
- Literacy
- Literature

Learning Focus

Reading and Viewing

By the end of Level 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Writing

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and Listening

Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

MATHEMATICS

Content Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
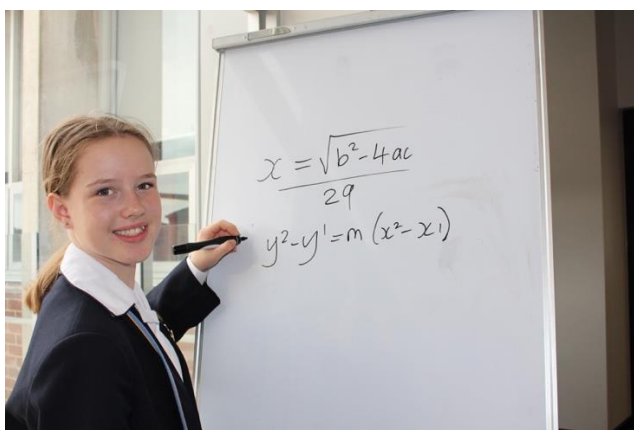
Learning Strands

Number and Algebra

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

Measurement and Geometry

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

Statistics and Probability

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

SCIENCE

Content Strands

- Science Understanding
- Science Inquiry Skills

Learning Focus

1. Science Understanding

The key concepts developed within these sub-strands are:

Science as a human endeavour

- Students will acquire an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.
- Student will learn how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

Biological sciences

- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment Cells are the basic units of living things and have specialised structures and functions
- An animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses
- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems

Chemical sciences

- All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms
- The atomic structure and properties of elements are used to organise them in the periodic table

Earth and space sciences

- The theory of plate tectonics explains global patterns of geological activity and continental movement Some of Earth's resources are renewable, but others are non-renewable
- Global systems, including the carbon cycle, rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere

Physical sciences

- Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current
- The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors
- Energy flow in Earth's atmosphere can be explained by the processes of heat transfer

2. Science Inquiry Skills

There are five sub-strands of Science Inquiry Skills.

Questioning and predicting
Students will become proficient in identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.

Planning and conducting
Students will learn to make decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.

Recording and processing
Students will record and represent data in meaningful and useful ways.

Analysing and evaluating
Students will consider the quality of available evidence and the merit or significance of a claim, proposition or conclusion and identifying trends, patterns and relationships in data, with reference to the evidence.

Communicating
Students will convey information or ideas to others through appropriate representations, text types and modes.

HEALTH AND PHYSICAL EDUCATION

Content Strands

- Personal, Social and Community Health and
- Movement and Physical Activity

Learning Focus

Personal, Social and Community Health

Being healthy, safe and active

- Understanding the importance of nutrition and fitness to maintain general health and wellbeing
- Understanding female health issues and anatomy
- Analysis of sports coaching principles and apply these to sporting situations
- Analysis and development of an understanding of risky behaviour in terms of binge drinking and the short and long term effects
- Development of personal identity, including gender and sexual identity
- Help seeking strategies, including protective behaviours

Communicating and interacting for health and wellbeing

- The development of social skills necessary for respectful relationships
- Exploring emotional responses and how these impact on relationships

Contributing to healthy and active communities

- Evaluation of factors that influence health and wellbeing within the community, including challenging attitudes and behaviours such as homophobia, sexism, prejudice, violence, discrimination and harassment.

Movement and Physical Activity

Games and sports address the development of movement skills, concepts and strategies through a variety of games and sports. The games and sports focus area builds on learning in active play and minor games and fundamental movement skills

HUMANITIES - HISTORY

History Content Strands

- Historical Concepts and Skills
- Historical Knowledge

History Learning Focus

The underpinning concepts and skills of sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance are explicit in this structure.

In the History curriculum, students have the opportunity to develop historical understanding through the application of the following historical concepts and skills:

- sequencing chronology
- using historical sources as evidence
- identifying continuity and change
- analysing causes and effect, and
- determining historical significance.

Topics covered for History include:

- The Industrial Revolution
- Australia & Asia

Australia at War (World War 1 1914 – 1918)

HUMANITIES – CIVICS & CITIZENSHIP

Civics & Citizenship - Content Strands

These concepts and skills are fundamental in giving the discipline of history its structure.

- Government and Democracy
- Laws and Citizens Citizenship
- Diversity and Identity

In studying civics and citizenship students will develop knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia's political and legal systems. Emphasis is placed on Australia's federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities, how laws and the legal system protect people's rights and how individuals and groups can influence civic life.

HUMANITIES – GEOGRAPHY

Content Strands

Geography Skills and Concepts:

- Place, space and interconnections
- Data & Information

Geography Knowledge:

- Biomes & food
- Geographies of interconnections
- Environmental change & management

The above strands are studied in depth based on the following key questions:

- What are the causes and consequences of change in places and environments?
- What are the future implications of changes to places and environments and what management options exist for sustaining human and natural systems into the future?
- Why are interconnections and interdependencies important for the future of places and environments?

How can the spatial variation between places and changes in environments be explained?

ELECTIVE SUBJECTS – HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION AND ENVIRONMENTAL STUDIES

Content Strands

- Personal, Social and Community Health and
- Movement and Physical Activity

Learning Focus

Students will experience a number of outdoor activities in a range of challenging environments. They will be required to participate in both practical and theoretical components which will allow them to gain a better understanding and appreciation for the importance of outdoor environments. Students will investigate, research and discover theory related to map reading skills, National Parks, minimal impact, Australian flora and fauna, introduced and endangered species, first aid and food preparation for camping. Students will also be exposed to practical skills such as bush walking, orienteering, camp preparation, and first aid.

Practical Skills & Experiences

- 2 day overnight hike
- Level 1 First Aid certificate
- Stand up paddle boarding
- Orienteering at Brimbank Park

Requirements

All students must be prepared to commit to the outdoor expeditions that will involve bushwalking, stand up paddle boarding and an overnight outdoor camp.

DUKE OF EDINBURGH

Content Strands

- Personal, Social and Community Health and
- Movement and Physical Activity

Learning Focus

There are award levels in the Duke of Edinburgh, Bronze, Silver and Gold. The Bronze award at Year 9 is aimed at students 14+ years. This award involves students completing four set requirements:

- Service: To develop and encourage a sense of community spirit and responsibility to others
- Physical Recreation: To encourage participation in a physical recreation and improvement in physical fitness and performance.
- Skill: To encourage the development of personal interests and practical skills
- Adventurous journey: To encourage a spirit of adventure and discovery

ELECTIVE SUBJECTS – PERFORMING ARTS

DRAMA

- Explore and Express Ideas
- Drama Practices
- Present and Perform

Learning Focus

In Year 9 Drama students create an Ensemble Performance based on the subject matter of Asylum Seekers vs Migration and The Stolen Generation in performance making. They will explore conflict and Stanislavsky's method of acting and how it is applied to performance. Students develop skills in making decisions about creative ways of generating and implementing ideas and extracting dramatic potential from a stimulus material. They reflect on their experiences and observations, consider what they have learned about styles and particular drama practices and explore issues in an abstract manner. Students will also learn the principles and conventions used through storytelling and fairytales to effectively engage an audience.

The Internal page header is linked to the cover titles, on both the cover and page 3.

MUSIC

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

Learning Focus

Students will choose an instrument to study and perform a selected piece to play as a soloist. They will also form their own ensembles and present two contrasting works focusing on stagecraft and performance techniques. Using a Twelve Bar Blues structure students will create their own composition with lyrics and perform live before an audience. Theoretically students will be introduced to scales, intervals and chord writing focusing on the keys of C, F and G major.

Aurally students will recognise intervals, chords, rhythmic and melodic patterns through dictation and practical exercises. Students will develop their music terminology and incorporate at all times. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

ELECTIVE SUBJECTS – VISUAL ARTS

VISUAL ARTS

Content Strands

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

Learning Focus

Students will explore different materials, skills and techniques in drawing and painting based on the investigation of particular artists and artistic styles. Working through the design process students experiment with imaginative and innovative ways of using traditional and contemporary skills. They document their trials in a visual diary to support a folio of artworks. The focus of the folio will be to develop the application of two and three-dimensional art using art elements and principles. Students will also learn to observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of artworks.

MEDIA ARTS

Content Strands

- Explore and Express Ideas
- Media Arts Practices
- Present and Perform
- Respond and Interpret

Learning Focus

Students will create and make various forms of Media. They will use digital equipment such as the latest SLR cameras and industry-standard software including Photoshop. Students use and manipulate media elements, techniques and conventions to develop media texts in specific styles for different audiences. Students also learn to respond to different forms of media through analysis and interpretation. They will learn to describe the content, meaning and structure of a range of media texts.

VISUAL COMMUNICATION DESIGN

Content Strands

- Explore and Express Ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

Learning Focus

Students will creatively explore drawing skills through conceptual thumbnail sketching. They will develop concepts and ideas based on a response to particular design constraints. In understanding the purpose of the brief, students will develop knowledge of audience, context, materials, media and methods. Various forms of drawing, typography and conventions applicable to print media and net diagrams will be investigated and used to create communication designs and packaging. An investigation of existing packaging design will be explored and used as starting point to develop individual designs. An investigation of Historical and contemporary package designer will also support their overall design exploration.

ELECTIVE SUBJECTS – TECHNOLOGIES

FOOD FOR LIFE

Content Strands

- Technologies and Society
- Technological Contexts
- Creating Design Solutions

Learning Focus

The preparation and consumption of food is part of our everyday lives. In this unit, students will be provided with the theoretical knowledge of food and cookery along with the hands-on practical opportunities to apply what they have learnt in the classroom to the kitchen.

Students will explore the properties of key ingredients ranging from fruits, vegetables, cereals, dairy, eggs and meat. During this investigation students will explore the structure, function, nutritional value, preparation and suitable methods of cooking of these key ingredients. They will apply this knowledge to designing with food and adapting recipes for designed solutions, with the underlying theme of the importance of a healthy and balance diet during adolescence.

As part of their major assessment tasks students use the design process to develop folios where they design and prepare a recipe using unusual vegetables and design a recipe using minced meat.

In this subject, students cook twice each cycle in order to develop the skills to confidently incorporate these ingredients into their daily lives. Students will work independently and collaboratively throughout this unit on many assessments.

TEXTILES DESIGN

Content Strands

- Technologies and Society
- Technological Contexts
- Creating Design Solutions

Learning Focus

In Textiles Design students further develop both hand sewing and machine skills by way of practical projects. Using the design process students will create a personalised hand stitched appliquéd cushion. They will gain insight into garment construction by learning to read a commercial pattern, cut-out and machine sew together garment pieces to produce a finished product that is wearable and meets the appropriate standard. Students also have the opportunity to investigate the historical aspects of Fashion design. They learn how to research and analyse the work of others by choosing an Australian designer. Through this investigation, they are inspired to produce an illustrated design.

ELECTIVE SUBJECTS – INFORMATION TECHNOLOGIES

DIGITAL TECHNOLOGIES

- Digital Systems
- Data and Information
- Creating Digital Solutions

Content Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

Learning Focus

The main emphasis in these courses is on the rapidly developing areas of multimedia and application software. The students will learn to use a variety of industry-standard software and hardware to produce solutions to information and communications problems encountered by individuals and organisations.

Information and communications technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

The knowledge, skills and behaviours identified for this domain enable students to:

- develop new thinking and learning skills that produce creative and innovative insights
- develop more productive ways of working and solving problems individually and collaboratively
- create information products that demonstrate their understanding of concepts, issues, relationships and processes
- express themselves in contemporary and socially relevant ways
- communicate locally and globally to solve problems and to share knowledge
- understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.

LANGUAGES

Content Strands

- Communicating
- Understanding

Learning Focus

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning.

Socialising
Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings, and participating in planning, negotiating, deciding and taking action.

Informing
Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts, developing and applying knowledge.

Creating
Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Translating
Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Reflecting
Participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity.

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Systems of language
Understanding language as a system that includes sound, writing, grammatical and textual conventions.

Language variation and change
Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

The role of language and culture
Analysing and understanding the role of language and culture in the exchange of meaning.

SUBJECT SELECTION PLANNER YEAR 8 INTO YEAR 9 IN 2022

1. All students in Year 9 study subjects from the following Domains:

In order to see the options and make informed choices for elective units, please refer to the handbook or visit the MSJ Subject Selection Online on the College Intranet.

SUBJECT	LEARNING UNIT CHOICES	REQUIREMENTS
Religious Education	Core	Entire year – all students
English	Core	Entire year – all students
Mathematics	Core	Entire year – all students
Science	Core	Entire year – all students
Humanities	Core	Entire year – all students
Heatlh & Physical Education	Core	Entire year – all students
Elective 1	Semester 1	Choose ONE
Elective 2	Semester 1	Choose ONE
Elective 3	Semester 2	Choose ONE
Elective 4	Semester 2	Choose ONE

SUBJECT SELECTION PLANNER YEAR 8 INTO YEAR 9 IN 2022

YEAR 9 HANDBOOK 2022

NAME_____LEARNING MENTOR GROUP_____

2. This section is only for students who wish to choose ONE Languages subject in 2022 OPTION ONE ☐

SUBJECT	LEARNING UNIT CHOICES	REQUIREMENTS
Religious Education	Core	Entire year – all students
English	Core	Entire year – all students
Mathematics	Core	Entire year – all students
Science	Core	Entire year – all students
Humanities	Core	Entire year – all students
Health & Physical Education	Core	Entire year – all students
Elective 1 - Languages	Semester 1 & 2	
Elective 2 - Choose ONE	Semester 1	
Elective 3 - Choose ONE	Semester 2	
Back Up Elective - Choose ONE		
Back Up Elective - Choose ONE		

3. This section is only for students who are not selecting a Languages subject

SUBJECT	LEARNING UNIT CHOICES	REQUIREMENTS
Religious Education	Core	Entire year – all students
English	Core	Entire year – all students
Mathematics	Core	Entire year – all students
Science	Core	Entire year – all students
Humanities	Core	Entire year – all students
Health & Physical Education	Core	Entire year – all students
Elective 1 - - Choose ONE	Semester 1	
Elective 2 - Choose ONE	Semester 2	
Elective 3 - Choose ONE	Semester 1	
Elective 3 - Choose ONE	Semester 2	
Back Up Elective - Choose ONE		
Back Up Elective - Choose ONE		

To be completed online by August 19, 2021

Educating Today, Shaping Tomorrow

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