Middle Years Curriculum Overview

YEAR 9
2014
**GENERAL INFORMATION**

**KEY CONTACT STAFF 2014 -**

Changes may occur in 2014

**Principal:**
Mr Gus Napoli

**Assistant Principal:**
Ms Judy Poole

**Later Years/ Pathways Leader**
Ms Paula Condell

**Student Management:**
Mr Russell Wigginton

**Student Learning Leader:**
Mrs Helen Toon

**Transition**
Ms Jacqueline Bonis

**Careers Advisor:**
Ms Aglaia Samaras

**Student Wellbeing Co-ordinator**
Mrs Angelina Ross

**Year 7 Co-ordinator:**
Ms Tarquinio

**Year 8 Co-ordinator:**
Mrs Anderson

**Year 9 Co-ordinator:**
Mr McKee

**Year 10 Co-ordinator:**
Ms Maisano

**Year 11 & 12 Co-ordinator:**
Mr Trevor Cheasley-Higgins

**Domain Leaders:**
- **Arts:** Mr Cheasley-Higgins
- **Technology:** Ms Lorraine Reilly
- **English:** Ms Agatha Koroneos
- **Health & PE:** Ms Besim
- **LOTE:** Ms Maisano
- **Mathematics:** Mr Rafati
- **Science:** Mr Rafati
- **Humanities:** Ms Georgiadis

**STUDENT SUPPORT**

If students have any problems they should talk to a staff member who can help – a Year Level Co-ordinator, Student Wellbeing Co-ordinator, subject teacher or Careers Advisor – all are available. Don’t hesitate or leave it until it is too late. Ask for help when you need it – that is what the school is for!

The College also assists in other ways:

1. **Information Nights and packages** – held during the year.
2. **Key Personnel with specific responsibilities** -
   - Sub School Co-ordinator: assistance with general information in Years 7-9 and enrolments.
   - Year Level Co-ordinators and teachers: general assistance with courses, personal difficulties and advice about specific subjects.
   - Student Wellbeing Co-ordinator: assistance with any areas that affect student wellbeing and provision of information on outside agencies offering assistance, both personal and financial. Also assistance for students with Disability and Impairment.
   - Careers Advisor: careers direction and information.
   - Domain Leaders: assistance with specific subject information.
Overview

At Year 9 all students undertake a full course of study that encompasses all Domain areas.

All students study the following subjects all year, unless stated otherwise.

Students stay in their own class group for all subjects. Some changes, according to student ability levels, occur for English and Mathematics.

All students study the following subjects all year:
Students stay in their own class group for all subjects except for elective system.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Specific Subject Information</th>
<th>Periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Grouped according to ability levels.</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grouped according to ability levels.</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
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<tr>
<td>Humanities (SOSE)</td>
<td></td>
<td>3</td>
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<tr>
<td>Physical Education</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>The Arts: Drama / Textiles / Art</td>
<td>Semester length elective</td>
<td>2</td>
</tr>
<tr>
<td>Technology: Food Technology / Materials / Information Technology</td>
<td>Semester length elective</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>20</td>
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</tbody>
</table>

Note: All students will attend a Home Group briefing for 10 minutes at the start of each day.
WHAT ARE WE GOING TO DO?
In English, you will be covering the three areas of **Reading, Writing, Speaking and Listening**. You will read a variety of texts, including short stories, poems, reports, novels and newspaper articles. You will produce a folio of writing which includes pieces written in different styles, including expository, persuasive and imaginative. You will be given the opportunity to express yourselves during class, as there will be discussions based on the various texts studied, oral presentations and reading aloud.

WHY ARE WE DOING IT?
You will be studying English in order to improve your reading, writing, speaking and listening skills.  
- **Writing**: You will focus on improving your spelling, punctuation and grammar. The focus at year 9 is to learn how to plan, write and proofread various styles of writing, like persuasive, creative and informative, and forms of writing like poems, narratives, recounts, letters, diary entries and reviews.  
- **Reading**: You will read at least one class novel, a selection of short stories and poems, articles and other texts in order to improve comprehension and analytical skills. You will focus on the characters, settings and themes in each text.  
- **Speaking**: You will participate in class discussions and presentations in order to improve your oral and presentation skills and allow you to gain confidence in this area.

WHAT ARE YOU EXPECTED TO DO?
What you **MUST** do to successfully complete the course:  
In order to complete year 9 English you will be required to complete the following:  

1. An autobiography  
2. A personal recount  
3. A poetry unit  
4. A Film as text assignment  
5. A Newspaper assignment  
6. A Year 9 newsletter  
7. 4 book reviews (one per term)  
8. Read at least 2 books of your own choice per term  
9. An assignment on a novel (Wheels)  
10. A variety of language activities.
YEAR 9 MATHEMATICS

WHAT ARE WE GOING TO DO?

In all your topics that you will study, your teacher will guide you to how that topic can assist you in your day to day lives and careers and that Maths is part of real life. You will be working with models, tables, diagrams and materials you will be working with mathematical strategies to try to problem solve. You will be involved in planning, questioning, investigating, evaluating and reporting. You will also become experts in the use of a calculator. You will begin using a calculator to explore patterns and assist you with multi-step calculations. You will also be taught how to use graphic organisers for later years in Maths. The most exciting aspect of Maths is using technology as part of your Maths learning. You will be using spreadsheets and drawing software in many of the topics that you will be covering.

WHY ARE WE DOING IT?

Students undertake a course of study that aims to develop the mathematical skills which:

- Are necessary for everyday life and can be enjoyed on a personal level to improve thinking skills and gain confidence
- Prepare for other studies which rely on mathematics and/or mathematical strategies, numeracy and problem solving skills
- Prepare for higher studies and further education in mathematics
- Prepare for various jobs or ongoing employment

WHAT ARE YOU EXPECTED TO DO?

What you **MUST** do to successfully complete the course:

- To be able to work independently as well as make a valuable contribution to group work.
- Complete all assessment tasks for example, projects, tests and exercises.
- Be organised for class and have all the correct materials.
- Keep an organised workbook.
- Actively participate in class discussions.
- Complete all set class work and homework within the set deadlines.
YEAR 9 SCIENCE

WHAT ARE WE GOING TO DO?
You are going to develop your science skills, knowledge and practical experience through different topic based study.

Topics Studied;
Periodic Table
Responding and Controlling
Fragile Crust
Reproduction
Chemical Change
Respiration and Photosynthesis
Light
Ecosystems

At the end of each unit of study you will complete a written formative assessment to demonstrate you have learnt and understood the key ideas taught.
There will also be an assessment of your science skills and practical ability during the course
The scores from these tests and your performance in class will go towards your reports which are completed each term.

WHY ARE WE DOING IT?
To gain better understanding of the constantly changing and evolving world around you!

There have been good changes in our world, like the web, which has revolutionised the way information is stored and accessed. But there have also been bad changes. We have been making huge demands on the planet’s resources and the environment, and now need to find new solutions for almost everything humans do, from fuel production to waste disposal.

Studying science will prepare you for a job that will put you in the driving seat; giving you skills and knowledge to improve the world around us, and even the future of the planet. Through different topic based units you may be encourage you to consider further study and careers in science and engineering. All of which may help to address skill shortages in technological careers and trades

Studying science is also very fun and gives you an opportunity to use equipment and chemicals you will not have access to in normal day-to-day life.

WHAT ARE YOU EXPECTED TO DO?

What you MUST do to successfully complete the course:
- To be able to work independently as well as make a valuable contribution to group work.
- Complete all assessment tasks for example, projects, tests and exercises.
- Work safely during all practical classes in the laboratory.
- Be organised for class and have all the correct materials.
- Keep an organised workbook.
- Actively participate in class discussions.
- Complete all set class work and homework within the set deadlines.
- Attend all classes.
YEAR 9 HUMANITIES (SOSE)

WHAT ARE WE GOING TO DO?
We will continue to develop our knowledge and understanding of the essential areas of Humanities; history, geography and economics:

- History: we will analyse significant events of Australian history such as European Settlement in Australia, the impact on Aboriginal and Torres Strait Islanders, development of colonies, the gold rushes and development of trade unions. Students use a range of sources to determine the impact of historical events on contemporary issues.

- Geography: we will investigate the impact of human activities with the natural environment through the study of issues such as global warming. We will evaluate the factors that contribute to these issues and explore the plans that are being considered to manage the issue. Students will undertake field work to collate and evaluate data relating to sustainability in their own environment.

- Economics: we will develop our understanding and knowledge around supply and demand as well as introduce concepts relating to financial literacy and consumer education. Students will investigate the affects of their personal spending on the economy and relating it to issues such as ethical consumerism.

WHY ARE WE DOING IT?
We are doing this in order to develop our knowledge and skills in Humanities, especially in regards to:

- Locating relevant resources
- Evaluate primary and secondary resources
- Use evidence to support arguments
- Use formal language in their writing and oral forms of communication
- Interpret different types of information (e.g. maps, photographs, scales)
- Predict outcomes
- Develop research skills
- Develop economic reasoning
- Build knowledge and understanding about consumer education
- Continuing to progress through the Victorian Essential Learning Standards (VELS)

More details can be found in the VELS documentation available at vels.vcaa.vic.edu.au.

WHAT ARE YOU EXPECTED TO DO?
Work you **MUST** submit to complete the course

- Completion of set text book activities, relevant assignments, class tasks and oral participation work.
- Research from more than one source
- Analyse and interpret difference sources of information (maps, images, etc.)
- Maintain a well organised writing book & folder.
- Be an active member of the classroom and participate in all class activities.
- Aim to always operate at the best of your ability, setting yourself an effective homework study routine and remain focused on achieving further success in Humanities.
WHAT ARE WE GOING TO DO?
A wide variety of activities (like skills practices in pairs and small groups, mini games, relays, competitions, tabloids, worksheets, videos, excursions, fitness tests) based on the following:

Athletics     Football/Soccer     Fitness     Netball
Volleyball    Gymnastics         Badminton   Cricket
Hockey        Minor games        Basketball  T’Ball

Classes will rotate through 3 units each term.

Health Education about sun safety, building good relationships, working in teams, changes during adolescence, decision making, and concerns like smoking, alcohol use and safe sex.

WHY ARE WE DOING IT?
➢ To participate in regular physical activity to improve our health and fitness.
➢ To improve our skills and refine our techniques.
➢ To understand the game strategies that can help improve our performance.
➢ To build good relationships with others and improve our teamwork.
➢ To understand all the changes that are taking place in our lives at this stage.
➢ To gain knowledge so we make healthy choices.

WHAT ARE YOU EXPECTED TO DO?
What you **MUST** do to successfully complete the course:
➢ To be able to work independently as well as make a valuable contribution to group work.
➢ Complete all assessment tasks for example, projects, tests and exercises.
➢ Be organised for class and have all the correct materials.
➢ Keep an organised workbook.
➢ Actively participate in class discussions.
➢ Complete all set class work and homework within the set deadlines.
YEAR 9 THE ARTS
Drama

WHAT ARE WE GOING TO DO?
- Work as a group to perform an abstract movement piece “animals”
- Develop a group piece “using body language, levels and tableaux.
- Keep a reflective journal.
- Using playbuilding skills
- Perform an improvisation.

WHY ARE WE DOING IT?
The course is designed to develop:
- Self confidence and communication skills.
- Knowledge of dramatic elements such as characterisation, plot, atmosphere.
- Knowledge of vocal elements such as pace, intonation, pitch, rhythm, and pause.
- Understanding of processes of creating, making and performing drama through short group devised performance pieces.
- Critical appreciation for theatre of other cultures both past and present.
- Ability to appreciate theatre as audience members.

WHAT ARE YOU EXPECTED TO DO?
What you MUST do to successfully complete the course:
- Actively participate in practical drama.
- Work as a group to perform an abstract movement piece
- Develop a group piece
- Evaluate own and others work.
- View a performance and write a critique.
- Participate in discussion and feedback of others work.
- Demonstrate appropriate audience behaviour.
- Contribute to a reflective journal.
- Use playbuilding skills.
- Practise improvisation skills.
YEARN 9 THE ARTS
Art

WHAT ARE WE GOING TO DO?
Work towards producing a folio of completed artworks in a range of media
- Pencil
- Acrylic paint
- Oil pastels
- Crayons
- Collage
- Papier mache

You will maintain a journal documenting:
- Sources of inspiration
- Designs and options
- Reasons for your choices
- Development of your folio works
- Your evaluations of the finished works

You will research individual artists and art movements.

WHY ARE WE DOING IT?
To develop the important skills of:

Creating and making artworks involving:
- Drawing portraits
- Development of art elements and principles
- Observations from still life and the world around us
- Colour mixing
- Manipulating different materials in 2D and 3D

Exploring and responding to artworks by:
- Analysing and developing understanding about your own and other peoples’ work
- Expressing personal and informed judgements about artworks
- Developing "Arts" language

WHAT ARE YOU EXPECTED TO DO?
What you MUST do to successfully complete the course:
- To be able to work independently as well as make a valuable contribution to group work.
- Complete all assessment tasks for example, projects, tests and exercises.
- Be organised for class and have all the correct materials.
- Keep an organised workbook.
- Actively participate in class discussions.
- Complete all set class work and homework within the set deadlines.
WHAT ARE WE GOING TO DO?
To develop the important skills of:

**Investigating:** Students will examine fashion from the 1970’s. They will also investigate and produce their own research on the product they are producing in class, E.g. a pillow case.

**Designing:** Students will design two of their own textile projects based on their own research and ideas. Students are expected to annotate design explaining features and inspiration behind their ideas.

**Producing:** Students will produce a project based on their own design utilising a number of skill and techniques.

**Evaluating:** Evaluation will be based on the work methods and final product.

WHY ARE WE DOING IT?
To develop the important skills of:

- Hand sewing
- Machine sewing
- Researching
- Designing a product
- Working with in a time line to produce a product
- Evaluating their own work to identify strengths and weaknesses

WHAT ARE YOU EXPECTED TO DO?
What you **MUST do** to successfully complete the course:

- Present in their own chosen format their own inspirations and research in to the product being made
- Folio of design work based for two projects for the semester based on their own inspirations and research of the product. All designs must be fully annotated explaining design features and ideas.
- Two completed products
- Evaluation of both finished products
- Theory components on fashion in the 1970’s
YEAR 9 TECHNOLOGY
Food Technology

WHAT ARE WE GOING TO DO?
To develop the important skills of:

**Investigating:** Students will examine a variety of different food groups and investigate a particular food, its processing and the range of products available.

**Designing:** Students will be introduced to the design process and throughout the semester they will design two of their own recipes. These will also be self evaluated. They will also use I.T to produce their own food calendar.

**Producing:** Students will prepare a variety of meals and baked products utilising a number of skill and techniques. Students will also prepare self-designed meals.

**Evaluating:** Evaluation will be based on the work methods and final product.

WHY ARE WE DOING IT?
- To promote a sound knowledge and understanding of particular foods and preparation of them.
- To introduce good nutritional practices.
- To introduce practical cooking skills.
- To encourage independence in class work.
- To develop co-operative group work.

WHAT ARE YOU EXPECTED TO DO?

What you **MUST do** to successfully complete the course: Submit

- Investigation into adolescent nutrition
- Presentation and Garnishing workshops.
- Designing a Food Calendar.
- Weekly Practical cooking classes.
- Design Task: Design your own Pie.
- Evaluation Tasks (weekly & as part of the design tasks)
YEAY 9 TECHNOLOGY
Information Technology

WHAT ARE WE GOING TO DO?
Computer awareness                      Movie Maker
OHS                                                Issues in IT
Copyright                                         Multimedia
Design principles                             Computer graphics

WHY ARE WE DOING IT?
Information Technology (IT) has quietly became an indispensable, integral part of our everyday life. Behind almost all our financial, recreational, educational and communication activities is an integrated network of Information and Communication Technology. The Year 9 IT course is designed to inform, educate and engage all students through a diverse range of practical and theoretical subjects.

WHAT ARE YOU EXPECTED TO DO?

What you **MUST** do to successfully complete the course: Submit
- Set class tasks
- ePortfolio of work
- two major assignments per term
- end of semester examination
WHAT ARE WE GOING TO DO?
Work towards producing two products using designing skills, mathematics, basic plans and a variety of tools.

You will maintain a journal documenting:
1. Designs.
2. Plans.
3. Procedural steps.
4. OH&S documentation.

WHY ARE WE DOING IT?
To develop skills in designing and producing products using tools safely.

WHAT ARE YOU EXPECTED TO DO?
What you MUST do to successfully complete the course:
- Set class bookwork.
- Be Occupational Health & Safety compliant.
- Produce products to required standard.
- Design set tasks