

# John Fawkner College

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## Middle Years Curriculum Guide

**YEAR 9**  
**2017**

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# GENERAL INFORMATION

## KEY CONTACT STAFF 2016 / 17

**Principal:**

Paula Condell

**Assistant Principal:**

Josie Costanzo

**Later Years/ Pathways Leader**

Ms Josie Costanzo

**Student Learning Leader:**

Mr Russell Wigginton

**Student Management Leader:**

Mr Graham McKee

**Transition**

Ms Jennifer Papagianopoulos

**Careers Advisor:**

Ms Aglaia Samaras

**Student Wellbeing Co-ordinator:**

Mrs Angelina Ross

**Year 7 & 8 Co-ordinators:**

Ms Caitlin Besim

Mr Ercan Hasip

**Year 9 & 10 Co-ordinators:**

Ms Franka Maisano

Mr Alex Casha

**Year 11 & 12 Co-ordinator:**

Ms Aglaia Samaras

Ms Anne-Marie Anderson

**Domain Leaders:**

Arts:

Ms Nina Siska

Technology:

Mr David Gilbert

Literacy

Ms Mary Damousi

English:

Ms Maria Thrasivoulou

Italian:

Ms Franka Maisano

Health & PE:

Mr Brent Pawley

Mathematics:

Mr Dominik Rafati

Science:

Mr Dominik Rafati

Humanities:

Mrs Katie Neocleous

## 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.

# YEAR 9 CURRICULUM

## 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.

Subject	Specific Subject Information	Periods per week
English		4
Mathematics	Grouped according to ability levels	4
Science		2
Humanities (SOSE)		2
Physical Education		2
The Arts: Drama / Textiles / Art	Semester length elective	2
Technology: Food Technology / Materials / Information Technology	Semester length elective	2
Literacy / Italian		2
<b>TOTAL</b>		<b>20</b>

# YEAR 9 ENGLISH

## SEMESTER 1

### GENERAL COURSE INFORMATION:

In this semester, students study one set text (*Coming Of Age: Growing Up Muslim in Australia*) and compare one film with a text (*Where The Wild Things Are*). They identify the features of imaginative, narrative and persuasive texts, and practice writing in these styles. Students practice reading, spelling, grammar and syntax. Students also complete a unit in which they analyse the language of sport and health related texts.

### KEY KNOWLEDGE

#### Reading:

- Identify features and purpose of text types (e.g. audience, text structure, language conventions, language techniques)
- Knowledge of literary devices (e.g. imagery, metaphor, simile, personification, film techniques)
- Knowledge of persuasive techniques (impact of language, context, contention and construction)

#### Writing:

- Imaginative writing: writing to demonstrate creative thought and features of narrative.
- Persuasive writing: demonstrate knowledge of the construction of persuasive writing. Attempt persuasive writing to influence and create impact. Knowledge of literary devices (e.g. imagery, metaphor, simile, personification, film techniques)
- Language analysis: writing to demonstrate knowledge of writing features and structure

#### Speaking and listening:

- Develop imagination
- Participate in group discussions
- Contribute to class discussion and reflections

### KEY SKILLS:

- Read for meaning in order to develop comprehension skills
- Build vocabulary and formal language
- Identify features, audience and purpose of various text types and be able to write in a variety of styles and forms
- Write using correct grammar, punctuation, sentence structure and tense
- Develop confidence when speaking for different audiences and purposes
- Develop empathy and understanding when listening
- Develop presentation skills (through persuasive text)

# YEAR 9 ENGLISH

## SEMESTER 2

### GENERAL COURSE INFORMATION:

In this semester, students read a selection of texts, including short stories and informative texts. They identify the features of imaginative, narrative and persuasive texts, and practice writing in these styles. They also engage in reading a range of visual and informative texts in order to be able to explain how language features, images and vocabulary are used to represent different ideas and issues. Students practice reading, spelling, grammar and syntax.

### KEY KNOWLEDGE

#### Reading:

- Identify features and purpose of text types (e.g. audience, text structure, language conventions, language techniques)
- Knowledge of literary devices (e.g. imagery, metaphor, simile, personification, film techniques)
- Knowledge of persuasive techniques (impact of language, context, contention and construction)

#### Writing:

- Imaginative writing: writing to demonstrate creative thought and features of narrative
- Persuasive writing: demonstrate knowledge of the construction of persuasive writing. Attempt persuasive writing to influence and create impact. This will have a Sports focus, as part of the Sports themed unit of work
- Knowledge of literary devices (e.g. imagery, metaphor, simile, personification, film techniques)
- Expository writing: writing in response to various texts (character analysis)
- Language analysis: writing to demonstrate knowledge of writing features and structure

#### Speaking and listening:

- Develop imagination
- Participate in group discussions
- Develop confidence when speaking for different audiences and purposes
- Develop empathy and understanding when listening
- Develop presentation skills (through persuasive text)
- Contribute to class discussion and reflections

#### Key Skills:

- Read for meaning in order to develop comprehension skills
- Build vocabulary and formal language
- Identify features, audience and purpose of various text types and be able to write in a variety of styles and forms
- Write using correct grammar, punctuation, sentence structure and tense
- Develop confidence when speaking for different audiences and purposes
- Develop empathy and understanding when listening
- Develop presentation skills (through persuasive text)
- Perform monologues

# YEAR 9 MATHEMATICS

## SEMESTER 1

### GENERAL COURSE INFORMATION:

In this semester students attend Maths lessons four times a week and learn from five different topics. Maths classes at John Fawcner College are set by ability, as gauged by both school standard and national test results (e.g. NAPLAN, PAT Maths). The grouping is subject to continuous review, which enables pupils to move both up and down classes based on performance outcomes. Each lesson contains the teaching and practice of a key maths skill, the important vocabulary that supports the ideas and a focus on general numeracy skills. Throughout all topics students are expected to: Attend class regularly with required equipment, Maintain a neat and up to date workbook, Participate in all set practical and class activities, Complete and submit homework to a high standard once a week and Revise for and complete all end of topic assessment.

### TOPIC 1: Number - KEY IDEAS:

- Investigate index notation and represent whole numbers as products of powers of prime numbers
- Investigate and use square roots of perfect square numbers
- Apply the associative, commutative and distributive laws to aid mental and written computation
- Compare, order, add and subtract integers Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies

**ASSESSMENT: Pre and Post tests**

### TOPIC: Measurement - KEY IDEAS:

- Calculate the areas of composite shapes
- Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites
- Solve problems involving the surface area and volume of right prisms
- Investigate very small and very large time scales and intervals

**ASSESSMENT: Pre and Post tests**

### TOPIC: Data – Sports Themed Unit - KEY IDEAS:

- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources
- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'
- Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread.
- Investigate techniques for collecting data, including census, sampling and observation

**ASSESSMENT: Pre and Post tests**

### TOPIC: Pythagoras - KEY IDEAS:

- Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles
- Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles
- Apply trigonometry to solve right-angled triangle problems

**ASSESSMENT: Pre and Post tests**

### TOPIC: Shape - KEY IDEAS:

- Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar
- Solve problems using ratio and scale factors in similar figures

**ASSESSMENT: Pre and Post tests**

# YEAR 9 MATHEMATICS

## SEMESTER 2

### GENERAL COURSE INFORMATION:

In this semester students attend Maths lessons four times a week and learn from four different topics. Maths classes at John Fawkner College are set by ability, as gauged by both school standard and national test results (e.g. NAPLAN, PAT Maths). The grouping is subject to continuous review, which enables pupils to move both up and down classes based on performance outcomes. Each lesson contains the teaching and practice of a key maths skill, the important vocabulary that supports the ideas and a focus on general numeracy skills. Throughout all topics students are expected to: Attend class regularly with required equipment, Maintain a neat and up to date workbook, Participate in all set practical and class activities, Complete and submit homework to a high standard once a week and Revise for and complete all end of topic assessment.

### TOPIC: Equations - KEY IDEAS:

- Extend and apply the index laws to variables, using positive integer indices and the zero index
- Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate

**ASSESSMENT: Pre and Post tests**

### TOPIC: Linear Equations - KEY IDEAS:

- Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software
- Sketch linear graphs using the coordinates of two points and solve linear equations
- Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software

**ASSESSMENT: Pre and Post tests**

### TOPIC: Probability - KEY IDEAS:

- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources
- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'
- Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread
- Investigate techniques for collecting data, including census, sampling and observation

**ASSESSMENT: Pre and Post tests**

### TOPIC: Trigonometry - KEY IDEAS:

- Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles
- Apply trigonometry to solve right-angled triangle problems

**ASSESSMENT: Pre and Post tests**

# YEAR 9 SCIENCE

## SEMESTER 1

### GENERAL COURSE INFORMATION:

In this semester students attend Science lessons twice a week and learn from four different topics. These are; Periodic Table, Fragile Crust, Chemical Change and Responding and Controlling. Throughout all topics students are expected to: Attend class regularly with required equipment (e.g. textbook, exercise book, pencil case), Maintain a neat and up to date workbook, Participate in all set practical and class activities, Complete and submit homework to a high standard once a week and Revise for and complete all end of topic assessment.

### TOPIC: Periodic Table

#### KEY IDEAS:

- The atomic structure and properties of elements are used to organise them in the Periodic Table
- Explain the structure of the periodic table and how it evolved
- Understand all matter is composed of elements
- Understand how the electron shell structure of an element explains elements chemical and physical properties, and its place in the periodic table.
- Know the names of some of the groups on the periodic table and their related chemical and physical properties

#### ASSESSMENT: End of Unit Test

### TOPIC: Fragile Crust

#### KEY IDEAS:

- The theory of plate tectonics explains global patterns of geological activity and continental movement
- Know that the surface of the Earth is covered with tectonic plates
- Understand how the Earth's tectonic plates move as a result of convection currents
- Be able to name the three main types of plate boundary and describe the behaviour of the plates at these boundaries
- Learn how and where volcanoes will form – some may know the different types of volcano and be able to describe their structure
- Explain why Earthquakes happen and plate boundaries and how their magnitude is measured
- Know the difference between P and S Waves and their destructive ability during an Earthquake

#### ASSESSMENT: Research Assignment

### TOPIC: Chemical Change

#### KEY IDEAS:

- Understand the main difference between a chemical and a physical change
- Be able to describe how you can identify if a chemical change has taken place
- Know that an Endothermic reaction takes in heat and an Exothermic reaction releases heat
- Learn how to write chemical equations (Reactants > Products) – both word and symbol - give specific examples
- HIGH LEVEL – will be able to write balanced symbol chemical equations
- Name the different types of chemical reactions and give examples
- Understand what is meant by an acid and a base and be able to give examples of both
- Describe what happens during a neutralisation reaction

#### ASSESSMENT: Practical Investigation

### TOPIC: Responding and Controlling

#### KEY IDEAS:

- explain how the coordination and regulatory function in plants and animals assist them to survive in their environments
- multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment

#### ASSESSMENT: Project or Inquiry Report

# YEAR 9 SCIENCE

## SEMESTER 2

### GENERAL COURSE INFORMATION:

In this semester students attend Science lessons twice a week and learn from four different topics. These are; Reproduction, Photosynthesis and Respiration, Ecosystems and Light. Throughout all topics students are expected to: Attend class regularly with required equipment (e.g. textbook, exercise book, pencil case), Maintain a neat and up to date workbook, Participate in all set practical and class activities, Complete and submit homework to a high standard once a week and Revise for and complete all end of topic assessment.

### TOPIC: Reproduction

#### KEY IDEAS:

- Be able to name and label a diagram of the male and female sex cells
- Understand the different functions of the parts of the male and female reproductive organs
- Understand some of the main changes that take place during adolescence in both males and females
- Know the main stages in the process from Fertilisation to Birth
- Learn how to discuss problems that may occur due to changes in adolescents
- Know the risks posed by STDs and how to protect yourself against those risks

**ASSESSMENT: End of Unit Test**

### TOPIC: Photosynthesis and Respiration

#### KEY IDEAS:

- Know what is meant by the term Aerobic Respiration and its word and chemical formula
- Understand what Anaerobic Respiration is and where it has uses in industry
- Learn the structure of the human respiratory system and the gases involved
- Know what is meant by the term Photosynthesis and its word and chemical formula
- Understand the effect of Light, Carbon Dioxide and Temperature on the rate of Photosynthesis
- Learn the structure of a leaf and how each part is adapted to its function

**ASSESSMENT: Presentation (Poster, Prezi, PowerPoint)**

### TOPIC: Ecosystems

#### KEY IDEAS:

- Learn that relationships between animals can be represented in food chains
- Understand the direction that energy flows through and food chain and how energy can be lost from that system
- Know that food chains often combine between organisms to make up more complex food webs
- Discover how elements like Nitrogen and Carbon are cycled in nature
- Research some of the issues facing humanity with the use of non-renewable energies
- Be able to name and describe some renewable alternative energy supplies
- Discuss the advantages and disadvantages of renewable and non-renewable energies

**ASSESSMENT: End of Unit Test**

### TOPIC: Light

#### KEY IDEAS:

- Know that light is a form of energy
- Understand the conditions whereby light can change speed and direction, as well as the consequences of these changes.
- Learn about the results of mixing various colours of light (and pigments)
- Complete experiments based on the idea of total internal reflection and infer findings to the development of fibre optic technology
- Be able to describe the effect that different lenses can have on a ray of light

**ASSESSMENT: Practical Investigation**

# YEAR 9 HUMANITIES (SOSE)

## SEMESTER 1

### GENERAL COURSE INFORMATION:

This semester students focus on the crucial changes that affected the world from 1750 to 1918. These range from the influence of the Industrial and French Revolution on technology and ideas, to the impact of the movement of people around the globe, including slaves, convicts and settlers. Students will also explore aspects of World War 1, including Australia's involvement in and the impact of World War 1 on Australian society. Students will further develop their historical skills by identifying the origin and purpose of primary and secondary sources, and question the perspectives they inform.

### KEY KNOWLEDGE:

- European empires in the late 18<sup>th</sup> Century
- French and Industrial Revolutions
- The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation
- The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience
- The short and long-term impacts of the movement of peoples during this period
- The extension of settlement, including the effects of contact between European settlers in Australia and Aboriginal and Torres Strait Islander peoples
- The experiences of non-Europeans in Australia prior to the 1900s
- Living and working conditions in Australia around the turn of the twentieth century
- Key events and ideas in the development of Australian self-government and democracy, including women's voting rights
- An overview of both the short-term and long-term causes of World War I
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign
- The impact of World War I, with a particular emphasis on the use of propaganda to influence the civilian population, the changing role of women, and the conscription debate

### KEY SKILLS:

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of acknowledged sources
- Use a range of communication forms (oral, graphic, written) and digital technologies
- Identify and analyse different historical interpretations (including their own)

# YEAR 9 HUMANITIES (SOSE)

## SEMESTER 2

### GENERAL COURSE INFORMATION:

Students develop knowledge about the operation of one of the major natural systems which are part of the biosphere and atmosphere, food security, famine and the interconnections to the environment. Students also investigate the interaction of human activities with the natural environment through a study of issues such as global warming and climate change, land degradation and desertification, and air and water pollution. Students also develop their understanding of how the Australian economy is managed, particularly within the international economic context. They explore the development of Australia's democracy from Federation, the development of the Australian Constitution and the federal system of government. Students conclude the semester by completing a sports themed unit on business in sport.

### KEY KNOWLEDGE:

#### Geography

- Distribution and characteristics of biomes
- The environmental, economic and technological factors that influence crop yields in Australia and across the world
- The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world
- The way transportation and information and communication technologies are used to connect people to services, information and people in other places
- The effects of the production and consumption of goods on places and environments throughout the world
- The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places

#### Business, Economics, Legal and Citizenship

- Primary and secondary needs
- Advertising, markets and consumer rights
- Saving, debt and interest
- Measuring economic growth
- Ethical considerations and consumerism
- Federal government in Australia
- Political parties and federal election
- Making and changing laws
- Civil and criminal law
- Different courts in Australia
- Your rights and the law

### KEY SKILLS:

- Identifying an issue or problem and developing geographical questions to investigate the issue or find an answer to the problem
- Collecting information from primary and/or secondary sources, recording the information, evaluating it for reliability and bias, and representing it in a variety of forms
- Making sense of information gathered by identifying order, diversity, trends, patterns, anomalies, generalisations and cause-and-effect relationships
- Communicating the results of investigations using combinations of methods (written, oral, audio, graphical, visual and mapping) appropriate to the subject matter and audience

# YEAR 9 HEALTH & PHYSICAL EDUCATION

## Physical, Sport & Health Education

### GENERAL COURSE INFORMATION:

The Year 9 Physical Education and Health curriculum provides the students with a study of both practical and theory components. Students participate in a wide variety of team sports and are assessed through their participation, uniform, sportsmanship and skill improvement. Students participate in a SEPEP unit which allows them to take on different roles in practical classes including that of the coach, umpire, scorer etc. In Health class students study the Australian Physical Activity Guidelines with a focus on fitness plans. Students study risk-taking behaviours associated with alcohol, drugs and sexual health. Students complete activities exploring each of the topics and are assessed through tests, presentations, research projects and examinations.

### CONTENT:

#### SEMESTER 1:

##### Focus on Fitness

- Benefits of being involved in regular physical activity
- Fitness components and Testing
- Physical activity guidelines
- Training principles
- Training methods
- Creating your own personal fitness plan

##### National Health Priority Areas

- Rationale
- Identification of the eight priority areas
- Signs & symptoms of the priority areas
- Percentage of people affected by the areas
- Prevention & treatment

#### SEMESTER 2:

##### Risk taking/Drug & Alcohol use

- Priorities and concerns of young people
- Facts about alcohol and cannabis
- Using your resources
- Types of illicit drugs
- Disinhibition, sexual vulnerability and violence
- Getting help
- Responsible partying

##### Sexual Health

- Sexual anatomy
- Safe sex and sexuality
- Contraception
- Sexually transmitted infections

##### Students will also be assessed on the following practical activities:

- Volleyball
- European Handball
- Badminton
- Sofcrosse
- Fitness Testing
- Athletics
- SEPEP Basketball
- Touch Football

# YEAR 9 LANGUAGES

## Italian

### *SEMESTER 1*

#### **GENERAL COURSE INFORMATION:**

The study of Languages in Year 9 enables students to gain further grammatical and intercultural knowledge of Italy and the Italian language. Students develop and demonstrate effective and accurate use of language, in set contexts. The course aims to continue developing students' ability to use correct language patterns, gestures in context, together with geographical, historical and intercultural facts about Italy; all the while comparing these to the contributions of Italians to Australia, the English language, migration and multiculturalism.

#### **LANGUAGE LEARNING AREAS:**

The course content is taught through the four conventions of listening, speaking, reading and writing and using a variety of written, visual, interactive and audio material with emphasis on both written and oral communication for assessment.

- Participation in communicative work: (Oral & Aural activities)
- Grammar assessment tasks
- Intercultural understanding
- Language development

#### **CONTENT:**

- Grammatical structures - reflexive & irregular verbs
- Chapters 1 and 2 in Course book #2
- Key components of a Personal Profile in Italian and English
- Writing in Italian demonstrating correct sentence structure and use of key vocabulary learnt

Students are assessed through the following:

#### **ASSESSMENTS:**

- End of semester examinations (Oral & Written)
- Written tasks
- Research assignments
- Oral presentations
- Submission of homework tasks (including aural (listening) activities)

# YEAR 9 LANGUAGES

## Italian

### **SEMESTER 2**

#### **GENERAL COURSE INFORMATION:**

The study of Languages in Year 9 Semester 2 allows students to continue to maintain strong and supported relationships, whilst participating in a positive language classroom environment. The course continues to develop students' ability to use correct language structures and gestures in context. Students continue to further study geographical, historical and cultural information about Italy, and the contributions of Italians to Australia; a focused SIPP unit on sports in Italy vs sports culture in Australia. The course content continues to be taught through the four conventions of listening, speaking, reading and writing and using a variety of written, visual, interactive and audio material with emphasis on both written and oral communication for assessment.

#### **LANGUAGE LEARNING AREAS:**

The course content is taught through the four conventions of listening, speaking, reading and writing and using a variety of written, visual, interactive and audio material with emphasis on both written and oral communication for assessment.

- Participation in communicative work: (Oral & Aural activities)
- Grammar assessment tasks
- Intercultural understanding
- Language development

#### **CONTENT:**

- Grammatical structures 0 conjugations, past and present tense)
- Comparison & research study; The Environment (Italy / Australia)
- Research – SIPP Sports Unit
- City Study
- Writing in Italian demonstrating accurate grammar and translation skills
- Chapters 3 – 5 of Course book #2

Students are assessed through the following:

#### **ASSESSMENTS:**

- End of semester examinations (Oral & Written)
- Written tasks
- Research assignments
- Oral presentations
- Submission of homework tasks (including aural [listening] activities)

# YEAR 9 THE ARTS

## Drama

### GENERAL COURSE INFORMATION:

Year 9 Drama runs for two lessons per week for one Semester of the year. Drama at JFC focuses heavily on Interpersonal Development and Thinking Skills. Through a creative process, students are guided to develop positive relationships with peers, effective team work skills, confidence to present in front of an audience and an ability to reflect on and evaluate their performance across all areas. Our Drama course is circus themed for the duration of the program, prioritising physical activities and teamwork to support JFC's SIPP program. Students gain physical skills in mime, juggling, acro-balance, hula hoop, clowning and comedy. They devise, rehearse and present performances in groups and analyse the effectiveness of Drama Elements in their own and others' performances.

### CONTENT

Students' skills are assessed against AusVELS (Australian curriculum standards). Students at year 9 should be moving towards the Level 10 standard.

### Students achieving at level 10 display the following skills and abilities:

#### Creating and making

- Students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli
- They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices
- Students realise their ideas by effectively combining and manipulating selected arts elements and conventions
- Collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures
- They vary the content, structure and form of their arts works to suit the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes
- They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works

#### Exploring and responding

- Students observe and critically discuss a range of art works in the disciplines and forms in which they are working
- They analyse and evaluate the stylistic, technical, expressive and aesthetic features of arts works
- They describe and discuss ways that their own and others' arts works communicate meaning
- They use appropriate arts language when referring to specific examples

#### Working in Teams

- Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams
- Working with the strengths of a team they achieve agreed goals within set timeframes
- Students describe how they respect and build on the ideas and opinions of team members and clearly articulate or record their reflections on the effectiveness of learning in a team
- They develop and implement strategies for improving their contributions to achieving the team goals

#### Creativity

- Students experiment with innovative possibilities within the parameters of a task
- They take calculated risks when defining tasks and generating solutions
- They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas

# YEAR 9 THE ARTS

## Art

### GENERAL COURSE INFORMATION:

During the semester students will build on previous content of the art elements and art principles of design. Students will learn about various art styles and movements in art and will complete two major projects which will both consist of a planning phase and a finished artwork. Students will also complete two major theory assignments for the semester focusing on elements, principle, styles in art and materials and techniques in art. Students will complete a ceramic teapot with underglazes in the 'pop art' movement.

### KEY KNOWLEDGE

- Understanding of the art elements
- Understanding the art principles
- Describing specific art elements through annotations
- Analysing & describing an artwork
- Analysing materials & techniques
- Analysing movements in art

### KEY SKILLS:

- Annotate art elements
- To be able to write a paragraph analysing an art element
- To know your art elements
- To know your art principles
- To analyse & describe how artists use materials & techniques
- To analyse & describe various movements in art
- Underglaze and glaze a ceramic piece after analysing an art movement

### ASSESSMENTS:

- AutoCollage on Pop Art
- Portfolio on different art techniques and capabilities
- Textures within a design using newsprint
- Power Point/ Prezi on 'Ceramics through Time'
- Ceramics: Coil Pot/self-made platter/ bowl
- Oral presentation on art

# YEAR 9 TECHNOLOGY

## Food Technology

### GENERAL COURSE INFORMATION:

The food and Technology course will be assessed on the following criteria:

- Investigation and Design
- Production ( Practical cooking)
- Evaluation and Analysis

The course will be assessed through progressive practical cooking, assignment task- World around us (design briefs), evaluations, and exam.

**CONTENT:** The following units will be studied:

- Safety and hygiene in the kitchen
- The Art of Food presentation- food styling
- The Design Process
- Food packaging and the environment

### KEY SKILLS:

- Demonstration of good safety and hygiene in the kitchen
- Changes in food over time investigation
- Food presentation ( garnishing workshop)
- Food styling and photography
- Using the design process to solve the brief: investigation of the impact of different cultures in Australia on our food choices
- Writing functional original recipe using basic recipe as a guide
- Accurate measurements in practical classes

# YEAR 9 TECHNOLOGY

## Information Technology

### GENERAL COURSE INFORMATION

Students will use a range of ICT software that will enable them to develop skills essential for 21<sup>st</sup> century learning.

- Students explore how digital technology impacts on the lives of individuals, organizations and society
- They learn about current and emerging digital technologies and their influence and significance in their lives within a range of contexts
- Students independently apply strategies for determining the appropriate type of security for online environments
- They locate, retrieve or generate information using search facilities and assess the suitability of the information
- They recognize intellectual property and the obligations regarding use of material /resources and study plagiarism and its impact
- Students select and use the appropriate ICT tools to share information collaboratively

### KEY KNOWLEDGE

- Impact of ICT on society
- Copyright, creative commons and plagiarism
- Information evaluation
- Privacy and ICT
- Security and ICT
- Protocols
- Emerging technologies
- Designing for a specific audience

### KEY SKILLS

- Apply practices that comply with legal obligations regarding ownership
- Graphic design and image manipulation using PhotoShop
- Creating information products for particular audiences and purposes following recognized conventions
- Identify and compare networked ICT systems
- Create information products for a specific audience using a range of software applications including Flash, Photoshop and Dreamweaver
- To become proficient in all operating systems
- Investigative report writing
- Completion of class tasks, tests and assignments
- ePortfolio of work
- Sports themed unit of work -animated advertisement for ESPN created using Flash

# YEAR 9 TECHNOLOGY

## Materials

### GENERAL COURSE INFORMATION:

Over the course of the semester students reinforce and extend on their prior knowledge using mathematical and practical strategies to produce products, example (Tool box, Desk Tidy) they design and assess their work to extend their theoretical and practical knowledge

Students write a procedural text and work plans which are kept in their work diaries, they are also taught to safely use a variety of hand tools and some basic power tools.

### KEY KNOWLEDGE

- Students write “Production Plans”, which are a combination of procedural texts and plans
- Learn names of tools and their parts
- Learn to translate plans to material and cutting lists
- Imbed ergonomics in their basic designs as well as using mathematical concepts
- Learn to use a variety of hand tools safely to produce a tool box and/or desk tidy
- Assess and evaluate the work, during the production stages as well as the finished product

### KEY SKILLS:

- To develop a sound understanding of the basic steps used to construct a product
- Apply practices that comply with OHS standards
- Use hand and some basic power tools properly and safely
- Read and interpret basic plans
- Learn different techniques to shape and join solid timber
- Evaluate and develop all skills needed to develop a product

# YEAR 9 LITERACY

## GENERAL COURSE INFORMATION:

The Literacy program provides intensive instruction and opportunities to practise the following skills through topics that reflect student choice, student interests, including popular culture and sport, and issues relevant to adolescents. These skills are required in all subjects of the curriculum and proficiency in these areas will lead to greater success at school and beyond.

## KEY KNOWLEDGE

- Structures and features of a text-type/s
- Paragraph structure-TEEL or TEE
- Sentence structure-simple and complex sentences; use of phrases, clauses with conjunctions, embedded clauses
- Vocabulary- identify base word, noun, verb, adjective and adverb form as appropriate
- Punctuation of simple and complex sentences
- Word structure: common prefixes, suffixes, letter patterns and breaking up two- syllable and multi-syllable words for effective reading and spelling

## KEY SKILLS

- Research skills
- Organisational skills
- Reading strategies
- Spelling strategies
- Oral presentation skills
- Comprehension strategies
- Writing skills -planning, using appropriate structure, proofreading and editing
- Using evaluation tools

# YEAR 9 SPORTS INDUSTRY PATHWAYS PROGRAM [SIPP]

SIPP uses sport themed Curriculum to build aspiration and engage students in their learning.

SIPP will be delivered by John Fawkner College and will provide students with the following teaching and learning highlights:

- Option of either a VCE or VCAL sports themed pathway in the Later Years
- SIPP is run from the new international standard, JFC Sport & Education Facility
- Official SIPP uniform apparel supplied by Nike
- A learning program that is flexible and supported by on and off campus experiences with SIPP Partners: Melbourne City, La Trobe University and IVET

Year 9  
2017

**SIPP at Year 9 delivered as a yearlong student program that consists of:**

- **English and Mathematics core units**
- **Plus Certificate 2 VET** : Level 2 First Aid Sports Trainer Qualification, Leadership and Team building and Level 1 Coaching certificate: Strength and Conditioning, Gym Instructor units.

Accelerated Year 10 Certificate 2 in Sports Career Oriented Participation

