

Bayside P-12 College

Year 9

Course outlines

Hancock, Carrolyn M

Year Level: 9

SUBJECT: Academic Achievers English

Strand: Literature

Strand: Literacy

Strand: Language

CONTENT:

Students are encouraged to read widely and are a part of an independent reading program. Texts studied are a mixture of contemporary and classic. To further develop understanding of reading we explicitly teach comprehension strategies such as visualising, questioning, making connections, predicting and inference. Students study novels and film and analyse setting, character and plot.

They are taught to write in a number of genres including personal narrative, persuasive and editorials and analytical essays in addition to course work. Through writing and specific activities students further develop an understanding of the correct use of grammar, spelling and punctuation.

Students are supported by teachers through regular individual reading and writing conferences which provide students with goals and timely feedback.

Students are encouraged through group work and class discussions to articulate their thoughts and opinions.

ASSESSMENT:

Typically in Year 9 (Academic Achievers) we use the following assessments:

- Personal Narrative
- Persuasive Essays
- Oral Presentations
- Analytical Essay
- Reading and Writing Conferences
- Film Analysis

Year Level: 9

SUBJECT: English

Strand: Literature

Strand: Literacy

Strand: Language

CONTENT:

Students are encouraged to read widely and are a part of an independent reading program. To further develop understanding of reading we explicitly teach comprehension strategies such as visualising, questioning, making connections, predicting and inference. Students study novels and film, they analyse setting, character and plot.

They are taught to write in a number of genres including personal narrative, persuasive and letters to the editors and analytical essays, in addition to course work. Through writing and specific activities students further develop an understanding of the correct use of grammar, spelling and punctuation.

Students are supported by teachers through regular individual reading and writing conferences which provide students with goals and timely feedback.

Students are encouraged through group work and class discussions to articulate their thoughts and opinions.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Essays
- Text analysis
- Creative writing
- Oral presentations
- Language analysis
- Exam

Year Level: 9

SUBJECT: English as an Additional Language (EAL)

DOMAIN: English **Stages:** S1, S2, S3, S4

Standard: Speaking and Listening

Standard: Reading and Viewing

Standard: Writing

CONTENT:

Students work towards consolidating and extending their expanding knowledge and control of English to comprehend and respond to spoken and written texts that contain some unfamiliar themes, information and issues. They undertake varied listening and viewing tasks involving teacher and student presentations, dictogloss and videos. Students listen, with guidance, for the gist and/or particular information.

Students learn to write in a range of genres such as personal narrative, persuasive, including responding to literary texts. Through modelled examples, scaffolding, class discussion and group work, they explore the purpose, audience, text structure, language choices, cultural context and appropriate content of texts. Through activities such as dictogloss and cloze activities, students practise grammatical features and text structures appropriate to the text types they are writing, focusing on elements such as verb tenses and connectives at the sentence and paragraph levels. They are encouraged to use modelled strategies for planning, proofreading, editing and redrafting their own writing. They learn conventions and strategies for spelling new words, through activities that, for example, focus on spelling patterns or word derivations. As they study new texts, they undertake a range of before, during and after reading activities focusing on specific aspects of texts.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Essays written in different genres: imaginative, persuasive, personal narrative
- Oral presentation or conversation
- Spelling and grammar quizzes and tests
- Text Response on a novel studied in class
- End of semester exam

Year Level: 9

SUBJECT: Mathematics

Strand: Number and Algebra

Strand: Measurement and Geometry

Strand: Statistics and Probability

CONTENT:

Students express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras' theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Tests
- Assignments
- Bookwork

Year Level: 9

SUBJECT: Science

Strand: Science understanding

Strand: Science as a human endeavour

Strand: Science inquiry skills

CONTENT:

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Assignments (1 per semester)
- End of topic tests (at the end of every topic)
- End of semester exams
- Book work

Year Level: 9

SUBJECT: Humanities

DOMAIN: History

Dimension: Historical knowledge and understanding

Dimension: Historical reasoning and Interpretation

CONTENT:

Making a better world?

- Movement of people: convicts
This topic examines all of the factors that led to the establishment of penal colonies in Australia

Australia and Asia (1750-1918)

- Making a nation from early settlement, Aboriginal encounters with the first settlers, discovery of gold - Chinese settlers to the forming of the Federation

World War 1 (1914 -1918)

- Students investigate key aspects of World War I including long and short term causes of WW1 and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Essay / Story – Letter of a convict to audience of choice retelling a convict’s experience from circumstances in England to arrival and experience in Australia
- Oral Presentations – report WW1
- Class work and homework
- Exam

Year Level: 9

SUBJECT: Humanities

DOMAIN: Geography

Dimension: Geographical knowledge and understanding

Dimension: Geospatial Skills

Dimension: Geographical Inquiry

CONTENT

- Mapping skills
- Fieldwork
- Asia – Pacific Population
- Urbanisation, environmental and sustainability issues
- Tourism: impacts – environmental, social and economical

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Written reports based on fieldwork
- Oral presentation – with annotated visual display
- Class work and homework
- Exam

Year Level: 9

SUBJECT: PASE

DOMAIN: Physical, personal and social learning – Health and Physical Education

Dimension: Movement and physical activity

Dimension: Health, knowledge and promotion

CONTENT:

In Year 9 students will be actively involved in a range of different sports and activities. They will continue to participate in both individual and team sports at a moderate to vigorous intensity. Students will study the rules, concepts, tactics and skills required in particular sports. They will understand the importance of both a warm-up and cool-down when participating in physical activity. They will learn the muscles and bones of the human body and their involvement in physical activity. They will further develop their motor skills and tactics through sports and activities. At Year Nine, students will study Health and investigate relationships, with a focus on contraception and sexually transmitted infections.

Sports studied at Year 9 include:

- Fitness
- Basketball
- Racquet sports
- Stick sports
- Gymnastics
- Bicycle Education
- Muscular and Skeletal system

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Practical assessment
- Four major assignments on topic covered per semester

Year Level: 9

SUBJECT: Arabic

DOMAIN: Languages

Dimension: Communicating in a language other than English

Dimension: Intercultural knowledge and language awareness

CONTENT:

Students focus on developing their skills in listening, speaking, viewing, reading and writing the Arabic language. They conjugate regular and irregular verbs in the present tense. Students build on their existing knowledge of grammar structures to talk about their daily life, express likes/dislikes, ideas and opinions.

Students are able to employ different strategies to obtain the gist and main ideas from spoken and written texts in Arabic. They initiate and maintain simple conversations on a variety of topics, paying attention to the audience and purpose of those interactions.

The topics studied include advantages and disadvantages of technology, problems faced by youth in Australia, leisure, communication, countries, travelling and rights of women in the Arab world compared to Australia.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Vocabulary quizzes and tests
- Oral presentation, role-play or conversation
- Written tasks –respond to written texts
- Listening, grammar and reading assessment based on the topics studied
- Responding to spoken text
- Cultural projects
- End of semester exam

Year Level: 9

SUBJECT: Italian

DOMAIN: Languages

Dimension: Communicating in a language other than English

Dimension: Intercultural knowledge and language awareness

CONTENT:

Students focus on developing their skills in listening, speaking, viewing, reading and writing the Italian language. They conjugate regular and irregular verbs in the present tense. Students build on their existing knowledge of grammar structures to talk about their daily life, express likes/dislikes, ideas and opinions.

Students are able to employ different strategies to obtain the gist and main ideas from spoken and written texts in Italian. They initiate and maintain simple conversations on a variety of topics, paying attention to the audience and purpose of those interactions.

The topics studied include youth, leisure, music, sport, countries, nationalities and famous landmarks and personalities. Within each topic a comparison is made between Italian and Australian culture.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Vocabulary quizzes and tests
- Oral presentation, role-play or conversation
- Written tasks – linked paragraphs and short passages in specific contexts
- Listening, grammar and reading assessment based on the chapters studied
- Cultural projects
- End of semester exam

Year Level: 9

SUBJECT: Japanese

DOMAIN: Languages

Dimension: Communicating in a language other than English

Dimension: Intercultural knowledge and language awareness

CONTENT:

Students are introduced to katakana which is used for non-Japanese words. They further expand their vocabulary knowledge to use in standard sentences and small paragraphs. They further expand their knowledge of grammatical structures and particles which are used to express intention and ideas. They are introduced to more kanji script in addition to the kanji taught in previous years.

Students are able to identify detailed information from spoken and written texts and use strategies to assist their understanding of the texts. They participate in spoken and written interactions in a range of realistic situations paying attention to the audience and purpose of those interactions.

The topics studied include time, daily routines, travel, hobbies, anime and manga, school life and special occasions. Within each topic a comparison between Japan and Australia is made.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Hiragana, kanji and vocabulary tests
- Oral presentation or conversation
- Written tasks – short passages in specific contexts
- Workbook activities including listening and reading exercises
- Cultural projects
- End of semester exam

Year Level: 9

SUBJECT: Drama

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Exploring and Responding

CONTENT:

In Year 9 Drama students cover the following:

- Improvisation
- Inference
- Tableaux
- Role Play
- Australian Theatre
- Shakespeare
- Monologues

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Group work analysis
- Performance
- Exam

Year Level: 9

SUBJECT: Music

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Exploring and Responding

CONTENT:

In Year 9 students further develop music practices, performance techniques and the language of music. As performers students will demonstrate skills and knowledge in their chosen instruments (including voice). Students analyse technical and historical concepts of music practises.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Practical Assessment
- Aural Listening Assessment
- Written Assessment
- Exam

Year Level: 9

SUBJECT: Visual Art

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Responding to the Arts

CONTENT:

Students will develop their skills in the areas of drawing, painting, printmaking and sculpture. They will use various materials, techniques and processes that allow them to develop and produce creative 2D and 3D artworks. Their artworks will be placed on display, as well as being a part of the College Art and Technology exhibition.

Students will increase their knowledge and appreciation of Art through the study of art elements, design principles and through the evaluation of their own work. They will also examine the artwork of past and present artists from different cultures.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Folio
- Theory
- Exam

Year Level: 9

SUBJECT: Visual Communication

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Responding to the Arts

CONTENT:

In Year 9 Visual Communication students learn about the role of the designer in making visual communications in our society and are provided with opportunities and experiences in which to create and make their own visual communications. These range from a Visual Communication PowerPoint presentation, product package design and construction, two- point perspective drawing and illuminated letter design.

Students are introduced to the Principles of Design and through a range of practical tasks develop a sound understanding of how these are used in design. Students continue to develop their understanding and use of the Elements of Design studied in Year 8 Visual Communication.

Students continue to develop their understanding of the design process and develop a practical understanding of the challenges of designing and creating Visual Communications.

Throughout the semester, students plan and record the development of their ideas, inspiration, skills and techniques of their Visual Communication topics, in their visual diaries.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Folio
- Theory
- Exam

Year Level: 9

SUBJECT: Media

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Responding to the Arts

CONTENT:

In Year 9 Media students learn about the diverse role that the media play in our society. Students are provided with opportunities and experiences in which to create and make their own media productions. These media productions range from PowerPoint presentations as media presenters, newspaper articles, cartoons and finally a short media production.

Students become media 'wise' through exploring the role of mass media and respond by analysing and studying newspaper articles, film and advertising.

Students learn skills and knowledge in planning media, through creating storyboards and develop an understanding media terms and techniques through their created media productions.

Throughout the semester, students plan and record the development of their ideas, inspiration, skills and techniques of their media productions in their visual diaries.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Folio
- Theory
- Exam

Year Level: 9

SUBJECT: Home Economics

DOMAIN: Design, Creativity and Technology

Dimension: Investigating and Designing

Dimension: Producing

Dimension: Analysing and Evaluating

CONTENT:

In year 9 Home Economics extends on the students' skills and knowledge of food production and nutrition. Students work in teams to produce food products using a variety of ingredients, equipment and cooking techniques and develop a greater understanding of working safely and hygienically in the kitchen. Production plans and detailed evaluations of food products are used to meet the needs of a design brief.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Practical work
- Work book
- Exam \ test

Year Level: 9

SUBJECT: Textiles

DOMAIN: Design, Creativity and Technology

Dimension: Investigating and Designing

Dimension: Producing

Dimension: Analysing and Evaluating

CONTENT:

Year 9 textiles focus is on following the design and production process to construct various textile items. Students develop their skills in analysing, exploring and evaluating design solutions through the generation and development of ideas. Students investigate and research the construction and properties of textile materials and their impact on communities and the environment.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Practical tasks
- Workbook
- Investigation

Year Level: 9

SUBJECT: Information Technology (IT)

DOMAIN: Information Communication Technology

Dimension: ICT for Creating

Dimension: ICT for Visualising Thinking

Dimension: ICT for Communicating

CONTENT:

In ICT at year 9, students undertake a variety of activities using different types of software to prepare them for ICT at year 10 and IT subjects in the VCE.

Using MS PowerPoint and Adobe Flash, students create animations and they develop games using GameMaker. Students undertake problem solving activities and visualise their thinking using MS Excel.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Class based projects
- Class work

Year Level: 9

SUBJECT: Materials and Technology

DOMAIN: Design, Creativity and Technology

Dimension: Investigating and Designing

Dimension: Producing

Dimension: Analysing and Evaluating

CONTENT:

Students develop and build a range of products using a variety of materials, including wood, metal and plastics.

They gain an understanding of the design process and the different stages within product development.

Students gain skills and confidence in safely and accurately using appropriate equipment, tools and machines and are able to use a range of appropriate construction processes in the completion of their practical work.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- An assignment
- Practical activities
- A workbook
- An exam

Year Level: 9

SUBJECT: Systems (Electronics)

DOMAIN: Design, Creativity and Technology

Dimension: Investigating and Designing

Dimension: Producing

Dimension: Analysing and Evaluating

CONTENT:

This course contains a great deal of theoretical work in gaining the knowledge required to understand, Voltage, Current, Resistance & the major components used in PCB's (Printed Circuit Boards) which are used in all electronic devices. Some basic mathematics is incorporated in the use of electronic formulas needed to complete the practical component of this subject. This component includes safe use of tools and equipment, basic soldering, conductors & non-conductors, simple wooden circuit boards & basic self-made Printed Circuit Boards.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Practical work completed by the student. Soldering exercise, wooden circuit boards & must complete at least one plastic PCB.
- An investigation completed on their computer in power point.
- Workbook containing theoretical work & a journal record of work completed weekly.
- A 2 minute presentation of completed work to class.

Year Level: 9

SUBJECT: Voyager

STRANDS: General Capabilities

Sub - Strand: ICT Capability

Sub - Strand: Critical & Creative Thinking

Sub - Strand: Ethical Behaviour

CONTENT:

The Voyager Program is an innovative subject which focuses on developing skills for 21st Century learning. In Year 9, students establish their personal learning goals for the year.

Students are a part of an 'Information Literacy' program which develops research skills in a supportive environment. Students apply these skills in their investigations;

- The World of Work
- Preparing for their City School Experience
- Making a Difference Project

It builds student confidence with use of information and communication technology and has been specifically designed to provide middle school students with a challenging and engaging learning environment.

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- World of Work program
- Participation in City Experience
- Making a difference project

Year Level: 9

SUBJECT: Keys to Success (KTS)

DOMAIN: Physical, Personal and Social Learning

Dimension: Managing personal learning

Dimension: Building social relationships

Dimension: Working in teams

CONTENT:

KTS is based on the *"You Can Do It!"* program. The program's core focus is the development of the student's social and emotional capabilities and an understanding of the 5 Foundations for Success: - Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience. Central to the development of the 5 foundations is Accepting Myself, Taking Risks, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules, and Social Responsibility (including the College values of respect, positive relationships, personal best and responsibility for learning).

ASSESSMENT:

Typically in Year 9 we use the following assessments:

- Class participation
- Workbook