



YEAR 9

Introduction

Year 9 course content provides a range of learning exposure for core subjects with some selection and choice. This opportunity allows students to make a more informed choice of subjects as they begin to specialise in later years.

THE RITE JOURNEY & CHRISTIAN STUDIES

Our Christian Studies program is embedded within The Rite Journey is a program which has been designed by Andrew Lines and used worldwide to help teenagers transition into adulthood. It is an experience based and intentional program designed to support the development self-aware, vital, responsible, respectful and resilient adults. The year-long program uses a Rite of Passage framework to deepen the students' experience of this important life transition. Specially developed programs involve adolescents in reflection, discussion and developing strategies around transitioning into adulthood.

Key Concepts of The Rite Journey Program:

Part 1. Who am I really?

Part 2. How do I get on with others?

Part 3. Is there something more?

Part 4. What is my purpose and what do i have to give?

Key Events:

- The Calling and Departure Ceremonies
- The Camp and Solo Challenge
- The Return and Homecoming Ceremonies



- Mentoring and Buddy Program

Key concepts included in the Christian Studies Program (Some content may vary depending on student needs and topical events).

- Creation
- Who is Jesus?
- Forgiveness
- Identity in Christ
- Easter and its meaning
- Ways to study the Bible
- Prayer and its different forms
- How to care for the wider community

Teaching Methods:

- Class discussion and reading
- Personal reflection through verbal or written journal
- Physical challenges
- Psychological development
- Team building
- Personal development

ENGLISH

Course content and assessment align with the Australian Curriculum.

Course content:

Unit 1 Shared Text – Drama text

- Varying tasks (written and oral) introduce concepts of genre and theme



- Text analysis
- Research assignments
- Reading, translation skills and discernment encouraged
- Creative and personal writing
- Collage and creative expression

Unit 2 Media and Ethics – Advertising

- Varying tasks introduce concepts of text construction
- Critical analysis of media / advertising
- Creation of advertisements
- Ethical analysis
- Creation of a new product with accompanying advertising campaign
- Oral presentations

Unit 3 Shared Text – Class Novel

- Analyse images, vocabulary and language features.
- Ability to recognise the impact of language and text structures on the interpretation of a text.
- Ability to select evidence from the text to inform their judgement.
- Ability to write and edit work in an effective manner.

Unit 4 Shared Text – Film Study or Debating

- Varying tasks encourage interpretative thinking skills
- Note taking and group discussions
- Film techniques identified and discussed
- Essay writing skills practised
- Public speaking skills developed / practised



Unit 5 Critical Literacy - class booklet and individual response

- Concepts of analysis identifying audience, purpose and form
- Identification of rhetorical devices used to persuade
- Ability to recognise the impact of language and text structures on the interpretation of a text.
- Ability to select evidence from the text to inform their judgement.

Unit 6 Text Production

- Creativity and flexibility in ideas and writing.
- Ability to write and edit work in an effective manner.

Unit 7 Independent Reading - individual text response

- Ability to explain individual text in a personal context.
- Analysis and explanation through language choices
- Ability to select evidence from the text to inform judgement

Unit 8 Homework Program

- Development of editing skills, vocabulary, grammar, spelling and punctuation.
- Ability to complete tasks that focus on editing for effect

Assessment:

- Students will be given an overview of assessment tasks (and applicable weighting) at the start of each term
- Varying tasks provide opportunity for both creative and analytical responses to texts, as well as non-text responses
- In each unit students will plan, draft and polish written pieces
- Reflective reading and comprehension skills will be developed



- Expression of understanding through a variety of media will be encouraged
 - Oral communication skills will be practised
 - Spelling and grammar skills will be practised
 - End of year test
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MATHEMATICS

Year 9 Mathematics aims to provide mastery of Numeracy to prepare students for the demands of the workforce and providing the academic basis for further studies of Mathematics at Years 10 to 12. The curriculum is taken from the Australian National Curriculum and uses a variety of resources, including the text *Mathematics for Australia, Year 9*.

Course content:

- Algebra
- Algebraic
- Expansion and Simplification
- Indices
- Percentage
- Interpreting Tables and Graphs
- Coordinate Geometry – Linear equations
- Non-Linear Graphs
- Radicals and Pythagoras
- Simultaneous Equations
- Probability
- Measurement
- Similarity and Congruence
- Statistics



- Quadratic Equations
- Trigonometry

Teaching methods:

Mathematics classes are based on Home Group classes and, as such, are mixed ability groups. Inclusive teaching methodologies are used to differentiate teaching.

We will be utilising “Mathematics for Year 9” Haese & Haese and the “Maths Mate” homework program. Student-owned Scientific calculator is required.

Assessment:

A variety of assessment models are used to report on the Australian Curriculum.

Assessments include:

- Regular class tests
 - Directed investigations
 - Homework
 - End of year test
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SCIENCE

Our Science Curriculum at Year 9 builds on the General Capabilities learnt in Years 7 and 8. Throughout the year the students will obtain a deeper understanding of scientific understanding and scientific inquiry skills.

Aims:

- Through this course we intend to established an awareness of the wonder, diversity and intricate detail of God’s creation



- We live in a constantly changing world. Science has and is contributing to these changes. Through Science, therefore, we intend to prepare and equip our students to fully function in this changing world.
- Science is one vehicle of understanding our body and the environment we live. Through this course we intend to foster attitudes towards healthy living and we encourage our students to actively contribute to maintaining a healthy environment.
- The scientific Method of developing hypotheses and answering questions allows students to develop strong problem-solving and planning skills that are applicable in all walks of life.

Curriculum outline:

- Science Is – students will conduct their own scientific investigation for possible entry into the Oliphant Science Awards

Biological Sciences

- Multi-cellular organisms rely on coordinated and interdependent internal systems

Chemical Sciences

- Chemical reactions involve rearranging atoms
- Chemical reactions involving combustion and the reaction of acids
- Stability and change
- Matter & energy
- Form & function
- Patterns order & organisation

Earth and Space Science

- Theory of plate tectonics
- Systems
- Stability and change

Physical Science

- Energy transformation

Assessment:

The various ways in which students are assessed include:



- Topic tests
 - Practicals
 - Research projects
 - Skills tests
 - Homework
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GEOGRAPHY

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills.

Course content:

Current topics will include:

- Biomes and Food Security
- Geographies of Interconnection

Key Questions:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Assessment:

- Textbooks and workbooks
- Research assignments
- Tests
- Multimodal presentations
- Group work

HISTORY

Course content:

The making of the Modern World.

Key Questions:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What were the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War 1?

Key concepts:

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

Overview and Depth Study:

Investigating:

- Making a Nation (Australia)
- The Industrial Revolution
- World War 1

Historical Skills:

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations



- Explanation and communication
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LANGUAGES

Students who have studied French or Indonesian in Year 8 may continue with their chosen language.

Course content:

FRENCH

In this course we will build on the work done in Year 8, concentrating on new grammar and vocabulary, oral and aural comprehensions, conversations and French culture.

The course is based on the textbook “Quoi de neuf” and is a prerequisite for Year 10 French. “Language Perfect” will also be used to extend the students and provide access to World-wide competitions.

Topics studied include:

- Talking about your house and your room
 - The French school day and school system
 - Leisure activities in the francophone world
 - Popular sports in France
 - Asking and giving directions
 - Numbers and how to say the time
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INDONESIAN



The course builds on the content of the Year 8 Indonesian course. The text used will be 'Saling Silang'. This program focuses on communication and intercultural language learning. Students will be exposed to a wide variety of language and cultural materials which will challenge and extend them in their understanding of Indonesian language, culture, traditions, lifestyle and arts.

Course content:

- My family
 - Indonesian Market
 - Festival and ceremony
 - Planning a trip to Indonesia
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THE ARTS

VISUAL ARTS

Course content:

- Exploration of drawing media in observational coil studies
- Development of various drawing techniques, including tonal rendering, hatching and stippling
- Introduction to portraiture using a scumbling painting technique
- Introduction to the methods of mixed media, sustainable sculpture
- Form and function in art and design
- Design principles studies: shape, texture, positive and negative space, typography and colour
- Development of a personal business card
- Art analysis of a variety of artworks

Teaching methods:

- Class teaching



- Discussion
- Demonstration
- Teaching aids and examples
- Student practical

Assessment:

- Folio back-up work towards final practicals
 - Final practical artworks
 - Theory analysis exercises
 - Homework extension exercises
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DRAMA

Drama encourages students to explore a variety of communication mediums as they explore, learn, create and interpret ideas. Drama lessons encourage practical participation from students, collaborative learning and creative thinking skills. Students will engage in both on and off-stage roles to create performances for a variety of audiences. Students will also engage in reflective practice as they respond to a variety of professional and amateur works.

Course content:

Improvisation and an introduction to Theatre Sports

- History of Improvisation
- Improvisation techniques
- Performance preparation, presentation and evaluation work
- Reflective Writing
- Stagecraft



Melodrama

- History of Australian Melodrama
- Conventions of Melodrama
- Script construction
- Performance
- Production report
- Film & film media production

Assessment:

- Reflective Journal Writing
- Workshop presentations
- Written responses to other dramatic works
- Ensemble skills
- Melodrama film (pre-production and final product)
- Theatre Sports

MUSIC

Aim:

Year 9 Music ensures that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners.



Course content:

- Class band/choir, small group work - rehearsing and performing musical works of varying styles
- Analysis of performances
- Using music technology to compose, arrange, record and mix music
- Theory and aural (equivalent to AMEB Grade 2)
- Effective practice strategies
- Individual Instrumental Tuition (within the school or privately)
- Performance Levels - students prepare and perform repertoire and technical exercises at a chosen level (once a semester)

Teaching methods:

- Music technology (software - Auralia, Musition, Noteflight, Studio One, Soundtrap. Hardware - microphones, amplifiers and mixing consoles)
- Demonstration
- Discussion
- Group and individual work
- Rehearsal process and performance
- Evaluation and reflection

Assessment:

- Knowledge and understanding
- Skills Development

Other information:

It is compulsory for students to learn an instrument (30 minutes of individual instrumental tuition per week). This is facilitated by instrumental tutors at school or privately. Tuition at school is provided at rotating times with the aim to limit disruption to other subject lessons. Students are encouraged to audition for extra-curricular ensembles and participate in musical events outside of



school hours, however, the Music Showcase and Performance Levels are compulsory. As a prerequisite for Year 9 Music, students must have completed Year 8 Music or the equivalent of AMEB Grade 1 Theory and Practical.

DANCE

Aim:

To introduce students to dance practice including the physiological and creative elements of movement.

The course encourages students to understand dynamics in music and movement and to express ideas creatively to others. Students are encouraged to set goals, engage positively with other class members and think dynamically as they explore, learn, create and interpret ideas. All levels of previous dance experience are catered for in the course.

Course content:

Technique	Composition	Performance
<ul style="list-style-type: none">• Learn technique in a variety of genres including Jazz, Hip Hop and Contemporary	<ul style="list-style-type: none">• Improvisation techniques• Choreography tools• Create their own choreography in small groups	<ul style="list-style-type: none">• Learn, rehearse and perform class dances• Review Professional Performances



<p>Safe Dance Practices</p> <ul style="list-style-type: none"> ● Developing Safe Dance Skills ● Anatomy 	<p>History of Dance</p> <ul style="list-style-type: none"> ● What is Dance? ● Cultural Perspectives ● Social Dances 	
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Teaching methods:

- Practical
- Group and individual work
- Written tasks
- Rehearsal process and performance
- Evaluation and reflection

Assessment:

- Technique
- Performance
- Choreography
- Ensemble skills
- Written responses

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

Aims:

The aim of these practical units is to provide students with an enjoyable opportunity to develop and build upon their current sporting abilities and self-esteem through group games/activities. Specific sport skills and rules are taught with fair play and teamwork being



a main emphasis. This subject is designed to encourage students in the pursuit of regular physical activity, improve general fitness, teamwork and develop social skills in the context of sporting endeavours. Students will be given opportunities to participate in after school sport and various inter-school competitions over the course of the year.

Course outline:

The sports and activities included are:

• Athletics	• Basketball	• Soccer
• European Handball	• Lacrosse	• Ten Pin Bowling
• Volleyball	• Touch Football	• Softball
• Table Tennis	• Wheelchair Sports	• Minor / Modified Sports
• Dance	• Fitness Testing (including Gymnasium visits)	• AFL 9-a-Side

Students are encouraged to be involved in one or more of these sports (in a team or as an individual) at a school level or at a district level to promote and maintain a healthy and active lifestyle.

Assessment:

Assessment is based on student's sport specific skills, participation, attitude and skill development (ie individual and team contribution, leadership, tactical awareness and game play).

HEALTH



Aims:

Year 9 Health aims to develop interpersonal skills and reinforce each student’s understanding of their identity in Christ. Students are encouraged to clarify their values and to implement strategies for “Positive Lifestyle Choices”.

Course content:

<p>Physical Health and Fitness</p> <ul style="list-style-type: none"> ● Body Image and Genetics ● Advertisements ● Fitness Components ● Energy Systems ● Fitness Testing ● Training Principles and Methods 	<p>Healthy Choices</p> <ul style="list-style-type: none"> ● Mental Health and Wellbeing ● Alcohol ● Drugs (illicit, performance enhancing and prescribed) 	<p>Human Anatomy</p> <ul style="list-style-type: none"> ● Skeletal System ● Articular System ● Muscular System
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Assessment:

- Workbooks
- Oral presentations
- Research assignments
- Participation in class activities/discussions

HOME ECONOMICS

Course content:

Year 9 Home Economics incorporates components of nutrition and textiles. This includes further developing skills in cookery and sewing by preparing a variety of dishes and also creating a cushion and boxer shorts.



<p>Food and Nutrition</p> <ul style="list-style-type: none">● Kitchen safety and equipment usage (OHSW)● Cooking healthy meals for self and others, including a variety of family meals● Assessing individual diet and daily nutritional requirements● World hunger – what it is and how we can help.	<p>Textiles</p> <ul style="list-style-type: none">● Safety and equipment usage (OHSW)● Textile development● Understanding sustainable futures and ethically sourced materials● Use and care of mixed fibres● Using different textiles● Design and construct a pair of boxer shorts and a cushion using computer designed decoration
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Assessment:

- Practical sessions
 - Organisation and time management
 - Team collaboration
 - Skill development and knowledge
 - Presentation and plating
 - Safety and Hygiene
- Assignments
- Bookwork

DESIGN AND TECHNOLOGY

Students use the design process of Investigating, Planning, Producing and Evaluating. Students discover various types of racing vehicles and their means of propulsion, consider how aerodynamics and weight can affect the efficiency of a CO2 powered vehicle.



Also, using basic electronics, complete a circuit which allows a simple robot to negotiate a maze representing a danger zone, to assist in the 'rescue' of an injured person.

Content:

- Design Process: Students Investigate various vehicle designs, Plan suitable design solutions and then Produce and Evaluate their design.
- Creativity, inventiveness and problem solving.
- Computer-Aided Design using Autodesk Inventor
- Safety: general workshop, hand tools and machines
- Timber: students design and produce a CO2 dragster to develop their skills and abilities
- Surface preparation and spray paint finishing
- Build a simple self-seeking robot to negotiate a maze
- Vacuum forming
- Basic electronics

Assessment:

- Design Folio – Investigation, Planning and Evaluating
- Design ideas
- Knowledge and understanding
- Computer Aided Drawing
- Skills in production
- Time and resource management
- Projects produced

DIGITAL TECHNOLOGIES



Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Course content:

- Understanding of computer hardware
- Introduction to programming using Javascript Library (Blockly games)
- Image Manipulation using Adobe Photoshop

Objectives:

- Plan and manage digital projects using an iterative approach.
- Define and decompose complex problems in terms of functional and nonfunctional requirements.
- Design and evaluate user experiences and algorithms.
- Design and implement modular programs, including object-oriented programs.
- Take account of privacy and security requirements when selecting and validating data.
- Test and predict results and implement digital solutions.
- Evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.
- Share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

Assessment:

- Tutorial completion
- Project and assignment work
- Skill demonstration



CURRICULUM SUPPORT

Supplementary support classes are available for students who have a diagnosed Learning Difficulty or a school identified delay in skill development (eg: two years behind peers in reading/spelling). Curriculum Support occurs on an elective line and class size is capped to ensure optimum pupil/teacher ratio. Students may choose to participate in Curriculum Support for one or two semesters. Students must be identified as **requiring**:

- Additional supervised time to complete homework and assignments
- Further explanation of concepts and skills in specific subject areas such as English, Maths or Science

There will usually be two independent work sessions per week. During these sessions, students bring work that they need time or assistance to complete, or undertake individualised programs designed by the Support Teacher in conjunction with class or subject teachers. Executive functions such as goal setting, task analysis, prioritisation and time management are a focus during this time. The third lesson is flexible and dependent upon overall student needs.

Skills covered may include:

- Relevant maths topics
- Persuasive writing
- Note taking
- Paragraph construction
- Vocabulary development through literature and other text forms

Selection of this subject requires consultation and agreement between parents, class or subject teachers, support staff and the Head of School.



EXTENSION PROGRAMMES

Launch programs and events are available for students who have been identified as gifted and talented. Students who have a special interest in a particular area may also be invited to participate. Identification processes and include:

- Teacher observation and nomination
- Work samples
- Student interest surveys
- Parent surveys
- Middle Years Attainment Test (MYAT)
- National Assessment Program – Literacy and Numeracy (NAPLAN) test
- Identification checklists

Launch events provide gifted and talented students with appropriately challenging enrichment, extension and acceleration experiences. They occur through withdrawal from classes as well as lunch time and after school clubs.

Events can include the Future Problem Solving, Tournament of Minds, Debating, Chess interschool tournaments, Mathematics and Informatics Olympiad programs and competitions, Rostrum, Speaking Competitions, de Vinci Decathlon, First Lego League, Brain Bee and the Oliphant Science Awards. Growth Mindset strategies are taught and implemented. Specialized workshop days that focus on extending and enriching an identified learning outcome.

OUTDOOR EDUCATION

Aims:

In this course we address issues of leadership, teamwork, strength of character, decision making and most importantly an emphasis on individuals being made in God's image. Through positive self-image and an understanding of human dynamics we direct our



students through sound decision making to make positive contributions in their communities. Students are provided with a safe and controlled environment in which to develop resilience and grow in confidence for times of adversity.

Course outline:

- Pottery, woodcarving, tin mug, roping, compass training and a study of appropriate social behaviour
Students make articles which they will require to eat with on camp at the end of year.
- Pre camp training and information sessions
Students will be prepared for particular aspects of the camp
- Students attend a 6 day camp at the end of the course putting theory into practice

Assessment:

During the camp students earn points in terms of 'camp dollars' for activities they undertake. From these earnings they buy their groceries and the remainder of their savings are converted into a percentage at the conclusion of the camp which serves as the student's final grade.

WORK STUDIES

Work Studies is an interactive, engaging and relevant subject for Year 9's. The content of Work Studies is organised into two main strands with subsequent sub strands:

Skills for learning and work

- Learning to learn



- Work skills
- Entrepreneurial behaviours

Career and Life Design

- Career development and management
- The nature of work
- Gaining and keeping work

In Year 9 students are exposed to concepts and contexts of careers, and focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and work in the 21st century.

Assessment:

- Knowledge and Understanding
- Skills Development