2013 Year 9 Curriculum

Students study the following core subjects: English or ESL, Geography, History, Mathematics, Positive Psychology, Physical Education & Health, Science and are involved in Outdoor Education programs. Although languages are not core subjects all students are encouraged to study a language.

Students will select FIVE elective subject units from the following: Agriculture, Art & Design, Cross Curriculum Studies (CCS), Dance, Design & Technology, Drama, Fabric Technology, Film Making, French, Home Economics, Japanese, Music and Photography.

Note: French, Japanese, CCS and Dance are whole year subjects and therefore count as two units. Music when chosen as a whole year subject also counts as two units. All other subjects count as one unit.

Agriculture

**Learning Area:** Science

**Course Category:** Elective

**Course Length:** One semester

**Assessment:** Formative and summative criterion based assessment including projects, homework, tests, practicals, computer work, field work, and practical work.

**Course Description:** Agriculture provides a stimulating environmental course that meets the needs and interests of a wide range of students from non-farming and farming situations, in the areas of animal management, horticultural production, sustainable practices and operating in the farm environment at Scotch.

**Course Topics:**

*Semester 1:*
- Viticulture
- Vegetable Project
- Entomology in Agriculture
- Sheep Husbandry/Veterinary Skills
- Poultry Production.

*Semester 2:*
- Aquaculture
- Agronomic Crops
- Hydroponics, Aquaponics
- Royal Show Poultry Project
- Farm Environment and Planning

The students will develop their own leased vegetable plot which they manage, eventually selling their produce.

The Scotch Farm, Aquaculture Centre Poly House and vineyard provide a pleasant environment in which students will actively work with farm animals and agricultural crops. Scientific recording in a range of animal and plant trials will be an integral part of field activities.

*Year 9 students begin to move toward a more discipline-centred rather than student-centred course of study. This is a key transition year and a more rigorous academic focus is expected of the students.*
**Art & Design**

**Learning Area:** Visual & Applied Art

**Course Category:** Elective

**Course Length:** One semester

**Assessment:** Formative and summative criterion based assessment or practical works development workbooks and written research projects.

**Course Description:**
Visual Art & Design enables students to explore and learn through a wide range of practical and appreciation topics, to practise problem solving through creative activities and to express personal ideas about the arts, visually and in a written context.

Wherever possible practise and theory are linked to support the student’s understanding of new concepts.

Project work will include individual research components and foster curiosity about the arts across time, place and culture. Both Art and Design topics are included in the course; drawing development is an integral component of all projects and emphasis is placed on skill development.

**Content**
One major artwork will be two dimensional and the minor piece will be a thee dimensional study. Both areas will be accompanied with a folio of support material.

**Cross Curriculum Studies**

**Course Category:** Elective

**Course Length:** One year

**Assessment:** There is no formal assessment. Students do, however, receive an attitude rating based on effort and use of class time and supports.

**Course Description:**
The aims of the course are to assist students to develop literacy, numeracy, study and organisational skills within the content of their academic curriculum.

Specific skills that may be supported include: skimming and scanning, research techniques, assignment planning, writing structures (genres), proofreading, referencing, reading comprehension, test preparation and ICT skills.

Students also receive support with work from across the curriculum.

**Design & Technology**

**Learning Area:** Visual & Applied Art

**Course Category:** Elective

**Course Length:** One semester

**Assessment:** Formative and summative criterion based, with a summative design folio.

**Course Description:**
This course involves investigating planning, creating and evaluating. The students are given design briefs and then develop problem solving skills as they interpret the tasks and work towards a solution.

Students may be exposed to a variety of materials including wood, metal, plastics and electronic systems.

Each student is expected to complete a design folio to document the design process.

**Dance**

**Learning Area:** Performing Arts

**Course Category:** Elective

**Course Length:** One year

**Subject Prerequisites:**
Previous experience and prior tuition in dance is desirable. Selection is by audition and interview.

**Course Requirements:**
Each student is to take part in at least three practical classes and one theory class per week.
Drama
Learning Area: Performing Arts
Course Category: Elective
Course Length: One semester
Assessment: Formative and summative criterion-based assessment including written assignments, tests and group performances.

Course Description:
The course involves plays and performance, learning about the techniques of running a theatre and solving problems in groups.

Semester 1:
Students undertake units of work on:
- elements of improvisation;
- voice and text analysis;
- performance assignment linked to studies such as Greek Mythology and comedies and tragedies;
- performance analysis/review writing.

Semester 2:
Students undertake units of work on:
Production - a live performance for a public audience. For the last two years we have teamed up with pre-school students to rehearse and perform a Theatre in Education performance. It is showcased in Term 4, and is a wonderful opportunity for cross year level interactions and mentoring. This may be performed at Scotch or taken to external Primary/Middle Schools as a daytime tour. Students may act, or take on backstage roles. Play building: narrative and issue based Drama; performance analysis and review writing are also elements studied within the course.

English
Learning Area: English
Course Category: Core
Course Length: One year
Assessment: Formative and summative criterion-based assessment, including written assignments and oral presentations.

Course Description:
Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts. They are introduced to Shakespeare. Students develop a critical understanding of the contemporary media, and the differences between media texts. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

By the end of Year 9 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts. They draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. They interpret and critically evaluate the use of visual and non-verbal forms of language used to establish relationships with different audiences. They identify and explain how text structures and language features of texts, including literary techniques, are designed to appeal to audiences.

Students create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts for specified purposes. They use a variety of strategies to participate effectively in conversations, discussions and debates, to ask questions to clarify meaning, and to express their own ideas and viewpoints. They collaborate and negotiate with others to solve problems, and to deliver planned, multimodal presentations.

Students prepare for the Year 9 NAPLAN test through revision of their reading, writing, spelling, punctuation and grammar skills, with reference to the minimum standards as described on the NAPLAN website.

Year 9 Outdoor Education is a five-day land-based camp preceded by several training days.

Students select from a choice of activities including mountain-bike riding; rock climbing; bush walking and caving.
English as a Second Language

Learning Area: English

Course Category: Core

Course Length: One year offered as a one-on-one support class.

Assessment: Formative and summative criterion based assessment including written assignments and oral presentations.

Course Description: Oral, aural and written English are the basis of this course. There is continuous focus on grammatical accuracy and extension of vocabulary. There are listening and written comprehensions, exercises on letter writing, creative writing and both formal and informal oral presentations.

Fabric Technology

Learning Area: Visual & Applied Arts

Course Category: Elective

Course Length: One semester

Assessment: Formative and summative assessment including practical and theoretical component.

Course Description: The purpose of the program is to develop design and craft skills. This is a design course developed for students who flourish in a kinesthetic learning environment. The Art room has a number of sewing machines suitable for a variety of textiles used in garment fabrication. Students are encouraged to communicate ideas through computer and hand drawings as well as through models and prototypes.

Students will experience problem solving in fabric technology and fashion design projects. They will develop skills in the design, presentation and construction of their solutions. Their work will be based on themes and they will experience a wide variety of drawing techniques and media.

Students will undertake a methods and media folio to build their knowledge and skills in fashion illustration, fabric decoration and sewing. Students investigate fashion designers and artists and their work in the context of the cultures in which the work was produced. Students will be expected to research information, analyse it and report on their findings. A study of Contemporary Practice, within the community of practicing fashion designers and artists may include a study of the skills, techniques and media used by fashion designers and artists today and the impact of technologies in the fashion design.

French

Learning Area: LOTE

Course Category: Elective

Course Length: One year

Subject Prerequisites: Satisfactory completion of the Year 8 French.

Assessment: Formative and summative criterion based assessment including vocabulary and skills in speaking, listening, reading, writing, conversation and formal grammar

Course Description: The course is designed to enable students to comprehend written and spoken texts in French, and to develop skills in writing French accurately. Fluency in conversing in French is emphasised and extensive opportunities for oral practice using drills, role plays and dialogues are provided.

Film Making

Learning Area: Performing Arts

Course Category: Elective

Course Length: One semester

Assessment: Formative and summative assessment of skill development and film projects.

Course Description: The course aims to develop skills relating to the creation and use of a range of digital media and technologies. Particular areas of focus are in camera operation and shot composition, sound recording, lighting, managing digital media, video and sound editing, multimedia and DVD production. Students will complete a number of short film projects including narratives, documentaries and animation. They will also have the opportunity to be involved in live video/multimedia productions of College performances and events.

Geography

Learning Area: Society & Environment

Course Category: Core

Course Length: One semester

Assessment: Formative and summative criterion based assessment including written assignments, research work, tests and oral presentations

Course Description: Geography involves a study of the people and places around the world. As the world is constantly changing Geography helps us understand the changes that are taking place in different environments around the world. To do this aspects of the biophysical environment as well as the activities of humans are closely examined using digital technology incorporating maps, satellite imagery, Google Earth and maps, Geographical Information Systems (GIS),
Earth and maps, Geographical Information Systems (GIS), Global Positioning Systems (GPS) and 3D imagery.

Themes of environmental change in South Australia, Asia and around the world are closely examined by observing, classifying, analysing and explaining data and information presented in a variety of ways. Students will also develop an awareness of the links between Geography and History and examine ways of living sustainably.

**Home Economics**

**Learning Area:** Visual & Applied Art  
**Course Category:** Elective  
**Course Length:** One semester  
**Assessment:** Formative and summative criterion based assessment including written and practical cookery assignments.

**Course Description:**  
This course aims to develop the students’ range of food preparation skills and nutritional knowledge.

Through the use of the design cycle students use their knowledge and understanding of nutrition to investigate, design, plan, create and evaluate the ‘Food of Today’ and how an adolescent’s health can be influenced wider society they engage within.

Food Technology and it role in food production and distribution in the 21st Century are also investigated.

Topics covered include:  
- Camp Cooking  
- Adolescent Food  
- Food Technology  
- Food and Disease  
- Snacking - fat, salt, sugar and fibre  
- Recipe Modification and Adaptation.

**Japanese**

**Learning Area:** LOTE  
**Course Category:** Elective  
**Course Length:** One year  
**Subject Prerequisites:** Satisfactory completion of Year 8 Japanese

**Assessment:** Formative and summative criterion based assessment including vocabulary and skills in speaking, listening, reading, writing, conversation and formal grammar.

**Course Description:** The course is designed to enable students to comprehend written and spoken texts in Japanese, and to develop skills in writing Japanese accurately. Fluency in conversing in Japanese is emphasised and extensive opportunities for oral practice using drills, role plays and dialogues are provided.

At Year 9 level, students learn the katakana script and in the course of the year approximately another 60 kanji ideographs are acquired.

**Mathematics**

**Learning Area:** Mathematics  
**Course Category:** Core  
**Course Length:** One year  
**Assessment:** Formative and summative assessment including topic tests, assignments, investigations and projects.

**Course Description:** The Mathematics curriculum provides students with essential mathematical skills and knowledge. It aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations encountered. It develops the numeracy capabilities that all students need in their daily life, and provides the fundamentals required of mathematical specialists and professionals.

**General Capabilities:** There are seven general capabilities: Literacy, Numeracy, ICT capability, Critical and creative thinking, Personal and social capability, Ethical behaviour and Intercultural understanding.

**Content Strands:** The content strands are: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

**Content Descriptions:** Number and Algebra: Real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships. Measurement and Geometry: Using units of measurement, geometric reasoning, Pythagoras and trigonometry. Statistics and Probability: Chance, data representation and interpretation.

Set 1: Classes follow the mainstream course and cover topics in greater depth.  
Set 2: Classes consolidate concepts of the mainstream course.

Students prepare for the Year 9 NAPLAN test through revision of their numeracy skills, with reference to the minimum standards as described on the NAPLAN website.
**Music**

**Learning Area:** Performing Arts  
**Course Category:** Elective  
**Course Length:** One or two consecutive semester units  
**Subject Prerequisites:** Satisfactory completion of Year 8 Music or twelve months instrumental experience or by negotiation with the Head of Music.  
**Assessment:** Formative and summative criterion based assessment including: instrumental performances, musicianship, Music in Context assignments, tests and the continuing evaluation of performance.  
**Course Description:** This course focuses on more detailed aspects of music literacy, early arranging concepts, composition using computers, aural skills, music in context studies, group singing, instrumental performance and improvisation. All students are expected to play one or more instruments as part of the practical rehearsal and performance aspects of the course. All students are taught a graded course of Music Theory (Level 1-4) and are prepared for the Music Theory examinations provided by the Australian Music Examination Board. Students are also expected to participate in the co-curricular ensemble program.

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**Photography**

**Learning Area:** Visual & Applied Art  
**Course Category:** Elective  
**Course Length:** One semester unit  
**Assessment:** Formative and summative assessment including both theory and practical.  
**Course Description:** Photography is explored through Visual Arts & Design. This enables students to explore and learn through a wide range of practical and appreciation topics, to practise problem solving through creative activities and to express personal ideas about the arts, visually and in a written context. Wherever possible practise and theory are linked to support the student’s understanding of new concepts. Project work will include individual research components and foster curiosity about the arts across time, place and culture. Both Art and Design topics are included in the course. Taking photographs is an integral component of all projects and emphasis is placed on skill development. Topics may include: Digital Photography, Light Art, Printing and Presentation Techniques, Design, Photoshop and Traditional Black and White Photography.

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**Physical Education & Health**

**Learning Area:** Health & Physical Education  
**Course Category:** Core  
**Course Length:** One year  
**Assessment:** There is ongoing assessment of the student’s involvement in the course based on summative criteria.  
**Course Description:**  
**Health:** Topics include:  
- Drugs  
- Alcohol  
- Sexuality and Relationships  
- Contraceptive Methods  
- Physical Health  
- Physical Fitness  
- Religious Education.  
**Physical Education:** The main aims are to find fun and enjoyment in physical activities, and develop  
- a positive and healthy attitude towards participation in physical activity  
- fundamental skills and knowledge to participate in a wide variety of sporting activities  
- interpersonal skills through a wide range of group situations  
- basic movement skills through body awareness and co-ordination activities  
- an understanding of physical fitness and its relationship to health and physical performance.  
Core activities are: Swimming, Athletics and Cross Country, Additional activities: Hockey, Soccer, Basketball, Badminton, Touch, Korfball, Fitness and Tennis.  

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**Positive Psychology**

**Learning Area:** Applied Science  
**Course Category:** Core  
**Course Length:** One semester  
**Assessment:** Formative and summative criterion-based assessment including maintenance of journal, theoretical components and also one project e.g. Mentoring a Year 8 or Passing the Torch Interview.

**Course Description:**  
A brief study of how and why people experience positive emotion, and how they develop their positive traits. The aims are to help students identify their signature character strengths and to increase the use of these strengths in day-to-day life.

This course teaches skills to buffer against adversity and psychological disorders, provides opportunities for measurable improvements in student well-being and behaviour and facilitate students’ engagement in learning and achievement as well as build resilience and happiness.

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**Science**

**Learning Area:** Science  
**Course Category:** Core  
**Course Length:** One year  
**Assessment:** Formative and summative criterion based assessment on practical design and implementation, research skills, group-work, knowledge and understanding, problem-solving and communication.  
The Assessment Design Criteria are Investigation, Analysis and Evaluation, Application, Knowledge and Understanding, Science as a Human Endeavour.

**Course Description:**  
The Australian Curriculum Science contains the following strands:  
**Science Understanding**  
(Biological sciences, Chemical sciences, Earth and space sciences, Physical sciences)  
**Science as a Human Endeavour**  
(Nature and development of science, Use and influence of science)  
**Science Investigation Skills**  
(Questioning and predicting, Planning and Conducting, Processing and analysing data and information, Evaluating, Communicating)

Science as a Human Endeavour and Science Inquiry Skills are addressed across the Science Understanding topics.