YEAR 9 CURRICULUM 2016

Heathdale Christian College is committed to providing a curriculum that not only provides for the academic development of students, but also for student’s spiritual and social development.

Year 9 is the first year of Senior School; students undertake study in both compulsory key learning areas as well as having opportunity to further develop their own interests through elective subjects.

Because of the Early Start program in the Senior School Year 9 is effectively three terms instead of four.

As students enter the Senior School they begin to make choices in their curriculum which reflect their interests and gifts. There are also changes in the way the curriculum is delivered compared to what they have been used to in the Middle School. Some of these changes and the areas of choice are outlined below.

Students following the Academic Language Program will follow a modified curriculum to enable them to continue their study of Logic, Latin, ALP French or ALP Chinese.

This Handbook details those subjects where students have a choice and subjects with which students may not be familiar.

Compulsory Subjects: (studied for the whole year)
- English
- Mathematics
- Science
- History
- Geography
- Christian Life Studies
- Physical Education

Life Skills:
- Health
- Information Communication Technology
- Careers
- InForM

Academic Electives: (studied for the whole year – choose one)
- French
- Chinese
- Cultural Communication

Creative & Practical Arts Electives: four electives are chosen each of 15 weeks duration.
- Art
- Drama
- Music
- Graphics
- Wood
- Industrial Technology
- Design & Technology – Food
- Design & Technology – Textiles
- Outdoor Education
ENGLISH [Literature and Language]

The aim
The study of English in Year 9 is designed to develop students' abilities to comprehend and appreciate a range of classic literary texts. In addition, the ways that language is used to create meaning and convey messages are examined and practised. In both the English subjects of Literature and Language, the essential life skills of reading critically and writing coherently to express an idea or opinion are refined. Students' ability to write is developed through a variety of creative tasks designed to appeal to their individual strengths. The aim of the College is to equip students not only with sound literacy skills but also a love for reading and writing which will enrich their lives.

Literature

- Animal Farm, by George Orwell.
- Julius Caesar, by William Shakespeare
- Early Colonial Australian Literature, an anthology of poetry and short stories
- Antigone, by Sophocles

Assessment Tasks:

- Coursework: comprising notes taken in class, homework tasks and questions on each text studied.
- Major Assignment – this may comprise one or more of an analytical essay, an oral presentation and/or a creative response.

Language
The study of Language in Year 9 is designed to develop students' literacy skills. In particular, there is a focus on reading comprehension, writing skills for both creative and academic purposes, grammar and spelling.

- Grammar – 'Rod and Staff' text book
- Comprehension – short texts in a variety of genres
- Writing Composition – Narrative and Persuasive texts; [Selected students – Writing through Creative Arts]
- Oral presentations – Book review; [ALP - History of the English Language]
- Spelling
- ALP – continuation of the Progymnasmata exercises in rhetoric.

Assessment Tasks:

- Grammar Test
- Spelling Tests - an aggregate score
- Comprehension Test
- Writing Composition Tasks
- Oral Presentation

Examinations
There will be an examination for each of the English subjects, both Literature and Language.
Requirements:
Students will be required to:

- complete all assessment tasks and course work in a timely manner
- display, in written and oral responses, expected competencies in all areas of English

MATHEMATICS

Year 9 Mathematics develops the skills required to use Pythagoras’ Theorem, Trigonometry, Linear \non Linear equations and graphs, measurement, and probability using both traditional and CAS methods in routine type questions and extending these skills to application questions.

Areas of Study:

- Number Skills
- Pythagoras’ Theorem & Trigonometry
- Linear and non-linear equations and graphs
- Indices
- Measurement
- Quadratic equations and graphs
- Probability

Assessment Tasks:

- Topic tests which include application and analysis style questions
- Maintenance of workbook
- End of semester exams: One exam being technology free, the other technology active.

Requirements:

Being a very sequential subject, students are required to practise their skills often and to maintain a high level of attendance in order to build on previous knowledge.

A CAS calculator is available for order through the College.

JUMPSTART MATHEMATICS

Year 9/10 Mathematics develops the student’s algebraic skills, and places these skills within the application areas of linear functions and quadratic functions. Matrices are also covered using both traditional and CAS methods. The course also includes the study of irrational numbers, indices, logarithms, exponential growth and decay, Pythagoras/Trigonometry and an introduction to probability.

Areas of Study:

- Algebra
- Factorising & expanding
- Linear functions
- Quadratic equations
- Matrices
- Surds, Indices & Logarithms
- Pythagoras & Trigonometry
- Probability
Assessment Tasks:
- Topic tests which include application and analysis style questions
- Maintenance of workbook
- End of semester exams: One exam being technology free, the other technology active.

SCIENCE
The main focus of Year 9 Science is to allow students to appreciate the complex world we live in, learn more about themselves and adolescence and prepare students for VCE Biology, Chemistry, Physics and Psychology.

Areas of Study:

Semester 1:
- The Brain and Central Nervous System
- Heat and Electricity
- Chemistry

Semester 2:
- Chemical Reactions.
- Light and Sound
- Human Body Systems and Nutrition

Assessment Tasks:
For each semester:
- Exam
- Topic Tests
- Research Assignment
- Major Practical Report (Semester 1 only)
- Book mark

Requirements:
- Being a sequential subject, students are required to maintain a high level of attendance in order to build on previous knowledge.

HISTORY
Year Nine History covers world history from 1750 to 1918, with a particular focus on Australia. The beginnings of the modern world are examined through an investigation of the Industrial Revolution, with its key economic, social and political consequences. This study is set in the context of the emerging global empires being won by European powers. The line is then drawn from the Industrial Revolution to the settlement and development of Australia up to Federation in 1901. The final unit of study is the First World War, which sums up the themes examined throughout the year, as well as marking the pivotal moment for Australia's developing sense of nationhood.

Areas of Study:
- Making of the Modern World
- Industrial Revolution
- Australia: Making a Nation
- The First World War
Assessment Tasks:
- Essays
- Assignments
- Oral Presentations
- Document Interpretation
- Tests
- Examinations

Requirements:
- Students are required to complete all class work and tasks in a timely manner.

GEOGRAPHY

Subject Description:

With the implementation of the National Curriculum, students in Year 9 Geography will examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. They also will investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. They will examine the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

Areas of Study:
- Biomes and food security
- Geographies of interconnections

Assessment Tasks:
- Research tasks
- Field Trip investigation report
- Exam

Requirements:
- Students must have their own copy of the 5th edition Heinemann Atlas.

CHRISTIAN LIFE STUDIES

Year 9 Christian Life Studies aims to help students develop a working knowledge of the key theological truths of Scripture, why they are so important and how they relate to our daily lives. We begin by discussing a rationale for studying theology. The rest of the year is taken examining the theological foundations of the college. Time is also given to exploring answers to questions raised by students in the process of studying these theological concepts. There is one assessment task each semester.
HEALTH

Health involves the exploration of issues. Year 9 Health is designed to equip students with coping strategies for overcoming the many challenges and difficulties they may face in life. Reference is made to smoking, drugs, alcohol and sex education as examples of issues that will require coping strategies to avoid or overcome. It is very much a discussion based subject aimed at allowing students to participate in and listen to discussions on health related topics and how we can effectively cope with them.

Areas of Study:

- Smoking
- Drugs
- Alcohol
- Sex education is delivered externally to students via the “No Regrets” course.

Assessment Tasks:

- Students research, develop and create an anti-smoking advertisement to be shown to peers and the school community.
- Students must complete all work requirements to receive a satisfactory overall grade.

Requirements:

- Journal kept up to date.
- Participation in class discussions.
- Completion of all set tasks including successfully completing the “No Apologies” course.

INFORMATION COMMUNICATION TECHNOLOGY

ICT classes in Years 9 & 10 have two main objectives. The first is to provide students with some basic skills that they are able to use in a number of other subjects. These skills include using Microsoft Word, Excel and PowerPoint to produce presentations and documents to be submitted as work requirements. The second objective expose students to some concepts studied in later years if they pursue computer studies; including a selection of skills from image manipulation using Adobe Photoshop, website creation using Adobe Dreamweaver and programming in Microsoft Visual Basic.NET, Microsoft Small Basic and/or GameMaker.

CAREERS

Careers aims to introduce students to the opportunities that are available to them in the future. It aims to prepare them for the work force, in particular for Work Experience which occurs in Year 10. Classes are held in the computer labs to allow access to research using suitable websites.

Areas of Study:

- What is work?
- The changing nature of work
- What could I do?
- Preparing for work experience
- Expectation of employers and the workplace
Assessment Tasks:

- Careers Workshop questionnaires
- Career research using the Job Guide online
- Preparation for Work Experience, includes application letter & resume
- Safe@work program

Requirements:

- Students are required to display a positive attitude and to complete all set tasks in a timely manner.
- It is envisaged that the ALP students will have a concentrated Careers session at the end of the year.

INFORM

Year 9 InForM aims to develop the students’ skills of researching. The ability to locate appropriate information and then use it selectively in subject work requirements is based on various skills and techniques. Building on what students already know, they are further extended into better ways of handling the wide variety of information available to them.

Areas of Study:

- College databases
- Advanced searching techniques on the web
- Online databases
- Note-taking from computer screens,
- DVDs, film copyright requirements and plagiarism
- Bibliography writing and intext references
- Assessment tasks
- Bibliography test
- Internet advanced search technique test

Assessment Tasks:

- Bibliography test
- Internet advanced search technique tests

Requirements:

- Students must be able to adopt new techniques into their current skill base and apply them diligently to their other subject areas.
- Students must demonstrate good working habits throughout the course of study.
ACADEMIC ELECTIVES

LANGUAGES (French, Chinese, Latin)

Non-ALP students choosing language study will naturally continue with the language they have studied in Year 8. Students should not lightly drop the study of a second language and it is expected that parents will discuss this matter with students who are currently coping well with language study. Apart from an enhanced Tertiary Entrance Score for students who pass a LOTE in Year 12, the intellectual development and cultural skills gained from such study are well recognised and appreciated. In addition, students who undertake a VCE Unit 3 and Unit 4 sequence in French and/or Latin with a higher level mathematics such as Mathematics Methods (CAS) or Specialist Mathematics shall be eligible for the award of the VCE (Baccalaureate). Tertiary institutions have indicated that they strongly support initiatives that encourage students to study a higher level mathematics and a language in the final years of schooling.

FRENCH

The study of Year 9 French seeks enables students to consolidate the fundamental structures of language. Students obtain a greater confidence in their listening comprehension skills, speaking skills and they also extend their knowledge of verb conjugations.

Areas of Study:
- Clothing and fashion;
- Health;
- Film and television programme genres;
- Understanding the formation of the perfect tense (le passé composé) and the present tense;
- Leisure activities and Daily routines;
- Travelling and asking for directions in French speaking countries.

Assessment Tasks:
- Grammar Tests
- Listening Tests
- Role-play performances.

Requirements:
- All students taking Year 9 French need to have successfully completed Year 8 French.

ALP FRENCH

Year 9 ALP French seeks to deepen students' knowledge of structures of the French language. They continue to consolidate their knowledge of verb conjugations and verb tenses. Students also complete translations, listening comprehension tasks and respond orally to questions to perfect their French pronunciation skills.

Communicative topics covered are:
- Travelling in France
- Discussing leisure and sporting activities
- Discussing family
- The world of work

Assessment tasks
- Unit tests
- Vocabulary tests
- Grammar Tests
LATIN

Students will be consolidating their knowledge of basic Latin grammar and vocabulary, before going on to more advanced topics such as relative clauses, the entire complement of pronouns and the use of participles. They will also be engaged in more challenging translation work. In addition, students will continue their progress in gaining a comprehensive knowledge of classical mythology, as well as basic aspects of Roman life.

Areas of Study
- Grammar
- Vocabulary
- Translation skills
- Cultural context – mythology and daily life

Assessment Tasks
- Unit tests
- Grammar/vocabulary revision tests
- Passages for translation
- Summaries and responses on mythological stories

CHINESE (VET Certificate II)

“The VET Certificate II in Languages (Chinese) is studied over 2 years in Years 9 and 10. Successful completion of the certificate gives students an equivalent of Units 1 and 2 VCE Chinese. It is a practical course for students who are at a beginning or pre-intermediate level of Chinese. As a VET subject it is assessed according to outcomes. There is no examination for the Certificate although students do still participate in the Heathdale internal examinations at the end of each Semester.”

1. **Oral communication for social purposes**
   *Listening Comprehension:* Listening to a conversation about personal information, school subjects and food. *Speaking:* Holding a conversation with a new student about their personal information, school subjects, hobbies and food

2. **Reading for social purposes**
   *Reading:* Understanding the social conventions and meaning of a variety of social invitations.

3. **Writing for social purposes**
   *Writing:* Recording events and feelings about a day out with the family in a blog.

CULTURAL COMMUNICATION

Cultural Communication aims to develop students’ awareness and deepen their understanding of the significance of culture in Australia and around the world. The course provides valuable ideas and skills which link in with a broad range of other subjects e.g. English, History, Geography, Psychology, Philosophy and Legal Studies. The curriculum has the flexibility to be modified according to current issues and students' interests.

In Cultural Communication students will look at the diversity of Australian culture and draw on the students' own cultural experiences to help them understand and appreciate the depth and richness of our culture.
Despite this diversity there is a unity in the knowledge that the Christian faith transcends all cultures and that we may be all one in Christ Jesus.

Coursework in Cultural Communication will cover a variety of skills, knowledge and practical activities. The study will be helpful for students as it will introduce them to a number of courses available in the V.C.E.

**Areas of Study:**
- What is culture? …From a personal, community and global perspective. Influences on culture and how culture changes over time.
- Major influences on cultural change on global scale.

**Case studies:**
- The growth and expansion of the British Empire,
- The Industrial Revolution and change.
- Slavery and the slave trade.
- Migration and multiculturalism
- Genocide (Cambodia)
- Individuals who have made a significant difference (positive and negative) in the world – their motivations and backgrounds e.g. Martin Luther, Gandhi, William Wilberforce and Hitler.
- The impact of religion on culture – comparing religious beliefs with Christianity.
- Contemporary ‘Australian’ culture, particularly how it is communicated by/ reflected in and shaped by: media, religion, family background, music, fashion, sport, peer groups etc. Rather than passively digesting contemporary culture, students will critically analyse it and consider: What messages are communicated? How effectively? How is the influence of this form of cultural communication evident in our society? What is a Christian perspective and how can we counter the often unrecognised negative influence that they have on our thinking?

**Assessment Tasks:**
These include:
- Mid-Year and Final Examination

And may include:
- Poster
- Report/Essay
- Intercultural Interview
- Research Task
- Media File
CREATIVE AND PRACTICAL ELECTIVES

Students will have choices from the Creative and Practical arts. They will study FOUR different subjects over two semesters.

ART

In Year 9 Art, students will explore the design process and engage in learning experiences that encompass art history, analysis, criticism, aesthetics and production.

Areas of Study:

- Street art and Skateboard art
- Art History
- Art analysis, criticism and aesthetics
- Painting
- Mixed Media
- Printmaking
- Drawing

Assessment Tasks:

- Research Assignment
- Folio containing observational drawings, development of ideas and written reflections
- Skateboard-deck painting
- Printmaking Task

Requirements:

Students will need to be self-motivated and show a keen interest in Art Theory and Practice. They must be willing to practice their skills regularly and invest extra time for research and development of ideas.

DRAMA

In Year 9 Drama students continue to develop their dramatic skills by exploring Comedy and Realism. Through practical workshops and performance work students are exposed to a variety of techniques and skills. Throughout the semester, students will have the opportunity to attend a professional theatre production.

Unit Description:

The first study will focus on Comedy and will include the following styles; Slapstick, Farce, Satire and Commedia. Students will work in groups to script their own comedy performance, applying a chosen comedy style and presenting their piece to an audience.

In the second study, students will undertake a study of Realism, exploring Stanislavski’s acting style and apply it to scene work. In this unit, students will explore extracts from the Australian play, Away written by Michael Gow. For their assessment piece, in groups, students choose a scene to present to an audience. In this unit, students will have the opportunity to develop skills in improvisation, character development, playmaking techniques and stagecraft.

Assessment Tasks:

- Comedy Performance
- Realism Performance
- Drama Journal
- Participation
Requirements:
- Students must be willing to explore new styles of Drama and apply themselves enthusiastically and diligently to the development of their dramatic skills and the creation of performance work.
- Students are required to participate in the annual Creative Arts Performance Night/Drama Night and this will involve rehearsing outside of class.

GRAPHIC COMMUNICATION

Year 9 Graphics explores the many ways in which objects can be represented on a two dimensional surface. The Visual Design process is introduced along with elements and principles explored throughout. The subject builds upon skills learnt in previous years and where possible students will be introduced to Design software. This study is directly related to VCE Visual Communication Design.

Areas of Study:
- Visual Design Process
- Design Elements and Principles
- Product Design
- Developmental Drawing

Assessment Tasks:
- Students will complete both formal exercises and tasks which require the creative application of the skills taught.

Assessment tasks include:
- Logo and brand Design
- Typography and Surface Graphics
- 3D Instrumental Drawing
- Packaging
- Promotion

Requirements:
- Students should be willing to extend themselves in the use of a variety of media and enjoy the challenge offered in the creative tasks.
- Please note that Graphics requires the observance of standard conventions in drawing, as well as exploration of design elements and principles and do not have the same freedom as in Art.

DESIGN & TECHNOLOGY – FOOD

The focus of this unit will be on the development of skills and related knowledge in the preparation and presentation of food. Students will develop a knowledge and understanding of the nutritional needs of individuals during adolescence. Students will use the design process to plan, select, produce and evaluate a variety of recipes.
Areas of Study:
- Family Meals
- Baking (Bread/Cake making)
- Cultural Foods
- Nutritional comparisons
- Meals for Entertaining

Assessment Tasks:
- Skill Development
- Safety and Hygiene in the Kitchen
- Environment
- Product Evaluation
- Folio Work
- Research
- Menu Planning and Design

Requirements:
Students will be expected to come to class prepared and to participate in production work in a safe and hygienic manner. They will be expected to be cooperative and use their time efficiently to produce a variety of tasty products. Written research tasks and activity work will assist students' understanding and learning.

INDUSTRIAL TECHNOLOGY – WOOD
Year 9 Industrial Technology - Wood is an extension on the woodwork already completed in the preceding year. Students will learn a new jointing technique, and make a bedside table from hardwood. They will then choose a product from a given list and make a design change and manufacture the product.

Areas of Study:
- Students will be reminded of safety issues and precautions.
- Students will consider the design process.
- Students will be introduced to other woodworking machinery and learn another timber jointing technique (mortise & tenon)
- Students will be encouraged to make a design change to an existing product.

Assessment Tasks:
- The mortise & tenon joint will be assessed for size and quality.
- The bedside table will be assessed for how well it fulfills the design criteria; size, quality of joints, squareness, and quality of finish
- The product with the design change will be assessed in the same manner as the bedside table.

Requirements:
- Students will be expected to participate responsibly and safely in all class activities.

DESIGN & TECHNOLOGY - TEXTILES
Skills in pattern reading and garment construction are the focus of the semester. There will be opportunity for the creative adaptation of set projects, as students select their fabric and may make small style alterations. Students will undertake an investigation of fibre and fabric types, and suitable end uses. Students will complete a fashion history research project.
Areas of Study:
- Use of textiles equipment for production
- Understanding commercial patterns
- Garment construction process

Assessment Tasks:
- Research Project: 20th Century
- Fashion
- Folio - Display Book/Journal
- Garment
- Windcheater

Requirements:
- Students will need an interest in Textiles, with a willingness to individually develop this interest through exploring new skills.

INDUSTRIAL TECHNOLOGY
This course involves problem solving, creative thinking, research, portfolio work, technical drawing using CAD, making, testing and evaluating.

Students work in teams to produce a project which includes the building of a geared motor vehicle, CAD to design a vehicle shell, CNC milling to manufacture a mould for the shell and vacuum forming the plastic vehicle shell.

The Year 9 focus is on geared systems for mechanical advantage and modern design and manufacturing techniques.

Areas of Study:
- Design principles
- Graphics
- Systems and control – Geared Mechanisms
- Material forming

Assessment:
- A portfolio displaying the development of the product
- Testing and evaluation of the design solution
- Individual contributions to the team
- Manufacturing proficiency

MUSIC

Subject Description:
In Year 9 students continue to build on the knowledge and skills acquired in Middle School. Each area of study forms part of a framework designed to integrate a Christian world view which incorporates:

- Music making – performing instrumentally and vocally in solo and/or group contexts.
- Aural perception – recognising the elements of music through listening and analysing musical characteristics of works.
- Music Language – using the musical elements and notation to develop a basic understanding of how music works
- Music Composition and Technology – having achieved an understanding of the basic
principles of music and of how music works all this knowledge will be translated into the process of music making.

Areas of Study and Assessment:
These will be determined at the beginning of each semester in relation to the unit of work being studied. Tasks for each semester will include:

- Solo performance
- Group performance
- Theory
- Aural
- Music Composition & Technology

Requirements:

- There are no pre-requisites for studying Music in Semester 1, Year 9. Students are required to have studied Music in Semester 1 before electing to study it in Semester 2. Exceptions to this may be considered if the student demonstrates sufficient musical knowledge

OUTDOOR EDUCATION

This subject introduces students to outdoor adventure activities culminating in a bushwalk in the nearby Brisbane Ranges National Park. Topics covered are bush cooking, setting up shelters, water purification, navigation, basic first aid, route planning and minimal impact bushwalking. Students will prepare for and complete a 3-day bushwalk in Brisbane Ranges National Park.

Areas of Study:

- Food preparation using a Trangia cooker.
- Setting up a shelter.
- Navigation using a map and compass.
- Route planning.
- Basic First Aid.
- Tested bushwalk.
- Evaluation and self-reflection.

Assessment Tasks:

Students will complete short written tasks in the lead-up to the bushwalk. These tasks include: ‘Making an equipment list’, ‘Basic navigation’, ‘Menu & shopping list’, ‘Route plan card’, ‘Basic first aid’ ‘Evaluation of the bushwalk’. Practical assessments of student’s skills will be made during the 3-day bushwalk.

Requirements:

- Participants should possess a good level of fitness.
**VOCATIONAL EDUCATION AND TRAINING (VET) 2016**

**General Information**

VET in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages, which may contribute to their VCE and/or VCAL.

**VET Applied Language (Chinese)**

11149VIC *Certificate II in Applied Language (Chinese)* – commence in Year 9. This program is a state accredited curriculum, which offers students intensive exposure to the Chinese Language and is completed over 2 years in Year 9 and 10, giving students an award equal to VCE Units 1 and 2.

Students learn language structures and vocabulary items to enable them to speak, read and write in Chinese in simple social and work settings. In addition, they will gain a knowledge and appreciation of Chinese culture.

VCE credit: Two units at Units 1 and 2

*Please note: 22150VIC Certificate III in Applied Language is completed in Year 12.*

**Career Opportunities:** Knowledge of a language other than English and relevant cultural skills can enhance employment prospects in a wide range of areas, including hospitality and tourism industries, government departments, community services and health, business and finance, mining, and construction industries.