



Year 9 Curriculum Guide

2020



OLIVET CHRISTIAN COLLEGE

89 MAIN ROAD CAMPBELLS CREEK VIC 3451
WWW.OLIVET.VIC.EDU.AU 03 5472 3817

Contents

ENGLISH	2
MATHS	3
SCIENCE	4
CIVICS & CITIZENSHIP	5
ECONOMICS & BUSINESS	6
GEOGRAPHY	7
HISTORY	8
MUSIC.....	9
VISUAL ART	10
TECHNOLOGY DESIGN.....	11
TECHNOLOGY DIGITAL	12
TECHNOLOGY FOOD	13
HEALTH.....	14
PHYSICAL EDUCATION.....	15
BIBLE	16

ENGLISH

Course Description

In Year 9, students will continue to read and view imaginative, informative, and persuasive texts that explore issues and analyse how social values and attitudes are conveyed. Students also refine their learning as they transition to VCE. Students are introduced to analytical text responses in relation to novels studied in class, imaginative writing, skills in oral presentations, looking at how language is used to persuade both in oral and written form and comparative essay writing. Students are also encouraged to be involved in both poetry and short story writing competitions and take part in the local Newshounds program run yearly by the Castlemaine Mail.

Aims

- Introduce VCE text types, including comparative writing and persuasive language analysis
- Identify and demonstrate the author's intent
- Present the for and against of an argument
- Understand the purpose of different text types
- Use reasoning and persuasive language skills to present an argument
- Use creativity in expression of stories and poems
- Understand the purpose of planning both oral and written responses

Topics

- Creative writing
- Grammar and punctuation tasks
- Spelling tests
- Analytical text responses
- Political cartoon analysis
- Introduction to both comparative text response using Rabbit-Proof Fence and The Hitch Hiker and persuasive language analysis
- Oral presentations
- Text responses to class novel: Little Women

Time Allocation

- 4 periods per week

Assessment

- Spelling tests
 - Grammar and punctuation tasks
 - Class participation
 - Oral presentations
 - Text responses to novels
 - Written responses, including essays, persuasive, creative, and informative pieces
- Introductory tasks to both comparative and persuasive language analysis

MATHS

Course Description

Mathematics incorporates skills practice, standard applications, extended problem solving, project work and testing. Students are expected to have access to and become proficient in the use of a scientific calculator. Students are generally expected to complete the coursework designated for their year level; however, although students should utilise their talents faithfully, they have been given different levels of gifting by God. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program designed to develop a deeper understanding of set topics. Modified work also provides opportunity for students to extend their ability, and to provide access to more complex applications.

Aims

- To develop students to their fullest mathematical potential according to their unique God-given talent
- To appreciate the way in which mathematics reflects the order in God's Creation
- To appreciate the historical development of Mathematical concepts
- To develop the students' understanding of the concepts of number and space and their inter-relationship
- To deepen the students' awareness and understanding of mathematics as a functional tool in solving everyday problems

Topics

- Factorisation
- Indices and Surds
- Geometry
- Linear Equations
- Linear Graphs
- Measurement
- Pythagoras' Theorem
- Quadratics
- Trigonometry
- Probability and Statistics

Time Allocation

- 4 periods per week

Assessment

- Unit tests
- Assignments and Projects
- Problem Solving Tasks

Formal unit assessments

SCIENCE

Course Description

Students study the intricate mechanisms which coordinate the functioning of the human body, and learn to appreciate that we are indeed "fearfully and wonderfully made". They study the pathogens that cause disease, and the precautions that can be taken to prevent infection. Students study the Periodic Table and the way in which elements combine in chemical reactions. A unit of Plate Tectonics allows students to study the causes for various natural disasters. The laws and principles governing the transfer of energy are studied in Physics. Students are reminded of the mandate that we have been given to subdue the earth. This includes our responsibility to explore, appreciate and use the principles of Science to be responsible in our stewardship of the resources entrusted to us. A non-core step up topic (Psychology) is also available at this year level.

Aims

- To retain awe and wonder when contemplating God's marvellous creation
- To study concepts and principles important to understanding science
- To understand and use products of technology
- To gain some understanding of the historical development of science and technology
- To explore the limitations of scientific knowledge
- To develop abilities to find information from a range of sources
- To consolidate skills in carrying out experimental work

Topics

- Disease and Microbes
- Coordination and Regulation of body systems
- Electricity
- Chemistry
- Plate Tectonics
- Ecosystems

Step Up Topic (Non-Core)

- Psychology

Time Allocation

- 4 periods per week

Assessment

- Unit Tests
- Assignments
- Practical Investigations and Reports
- Formal written assessments

CIVICS & CITIZENSHIP

Course Outline

The Year 9 Civics & Citizenship class extends students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society. Students work both individually and collaboratively and develop the skills of Inquiry based research.

Aims

- To evaluate features of Australia's political system and identify and analyse the influences on people's political choices
- To explain the key principles of Australia's system of justice and analyse the role of Australia's court system
- To analyse a range of factors that influence identities and attitudes to diversity with reflection on how groups participate and contribute to civic life
- To analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability
- To compare and account for different interpretations and points of view on civics and citizenship issues
- To account multiple perspectives, use democratic processes, and negotiate solutions to an issue
- To develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts
- To analyse how they can be active and informed citizens in different contexts

Topics

- The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

Time Allocation

- 3 periods per week

Assessment

- Class project work
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)

ECONOMICS & BUSINESS

Course Description

The Year 9 curriculum introduces students to the concepts of 'macro' and 'micro' economics, and they explore Australia's ties to the Asia region and the global economy. Students consider the interdependence and differences between participants in the global economy, including the implications of decisions made by individuals, businesses and governments. Students develop an understanding of local and international trade. They explore the politics of trade deals and tariffs and the effect of these on consumers and producers. To relate to these concepts, students participate in a trading game simulation, where they trade in a local, interstate and global market and compare experiences.

Aims

- To further develop their understanding of economics and business concepts by exploring the interactions within the global economy
- To explore what it means for Australia to be part of the Asia region and the global economy
- To consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments
- To consider the responsibilities of participants operating in a global workplace

Areas of Study

- The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and are taught in an integrated way, raising contemporary issues, events and/or case studies.

Time Allocation

- 3 periods per week

Assessment

- Inquiry based research
- Class project work
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)

GEOGRAPHY

Course Description

There are two units of study in the Year 9/10 Geography composite class. One unit is taken from each of Year level: 'Biomes and food security' (9) and 'Geographies of human wellbeing' (10). 'Unit One focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. Unit Two focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing, applying global measurement data. Students work both individually and collaboratively and develop the skills of Inquiry based research.

Aims

- To explain how geographical processes, change the characteristics of places
- To analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments
- To predict changes in the characteristics of places over time and identify the possible implications of change for the future
- To analyse alternative strategies to a geographical challenge, using environmental, social and economic criteria
- To use initial research to identify geographically significant questions to frame an inquiry.
- To evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data
- To record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions
- To use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes
- To synthesise data and information to draw reasoned conclusions
- To present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms
- To propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal

Areas of Study

- In the Australian Curriculum, Geography is organised in two related strands: geographical knowledge and understanding, and geographical inquiry and skills. Geographical knowledge refers to the facts, generalisations, principles, theories and models developed in Geography. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument. Geographical understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems In Years 7–10, students build on their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Time Allocation 3 periods per week

Assessment

- Class project work, quizzes and written reports
- Assignments and assessments through an individualised interactive textbook (*Jacplus Learn on*).

HISTORY

Course Description

The Year 9 Australian History curriculum provides a study of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. Students discover that it was also an era of nationalism and imperialism, and they view the colonisation of Australia as part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’. This subject provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within an historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. In addition to exploring a broad overview of the time period, students undertake two depth studies: *World War 1* and *The Movement of Peoples*. Students work both individually and collaboratively and develop the skills of Inquiry based research.

Aims

- To refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time
- To analyse the causes and effects of events and developments and make judgements about their importance
- To explain the motives and actions of people at the time
- To explain the significance of these events and developments over the short and long term
- To explain different interpretations of the past
- To sequence events and developments within a chronological framework, with reference to periods of time and their duration
- To develop different kinds of research questions to frame a historical inquiry
- To interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions
- To examine sources to compare different points of view
- To evaluate sources by analysing their origin and purpose, while drawing conclusions about their usefulness
- To develop their own interpretations about the past
- To develop texts, particularly explanations and discussions, incorporating historical interpretations
- To present conclusions using historical terms and concepts by identifying and acknowledging sources

Areas of Study

- The Australian Curriculum: History is organised into two interrelated strands: historical knowledge and understanding and historical inquiry and skills. Historical knowledge includes personal, family, local, state or territory, national, regional and world history. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day. The Historical Inquiry & Skills strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence. Historical inquiry processes and skills are described in bands of schooling at two-year intervals.

Time Allocation 3 periods per week

Assessment

- Class project work, quizzes and written reports
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)

MUSIC

Course Description

Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music. Students discriminate between different instruments and voice types and build on their understanding of their role within an ensemble. They draw on music from a range of cultures, times and locations as they experience music and evaluate performers' success in expressing the composers' intentions and expressive skills in the music they listen to and perform.

Aims

- Analyse different scores and performances aurally and visually
- Evaluate the use of elements of music and defining characteristics from different musical styles
- Use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions
- Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles
- Interpret and perform music with technical control, expression and stylistic understanding
- Use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences
- Use knowledge of the elements of music, style and notation to compose, document and share their music

Topics

- Theory
- Elements of Music
- Composing
- Singing (choir and small group)
- Music Analysis
- Instrumentals (small group and ensemble)
- Handbells

Time Allocation

- 1 period per week

Assessment

- Choir Performance
- Musical Compositions
- Projects
- Theory Tests
- Instrumental Performances
- Participation
- Classroom activities

VISUAL ART

Course Description

In Year 9 Visual Arts, students undertake units of work which investigate a range of art media and techniques. This usually includes working with a selection from an array of potential subject matter in the disciplines of visualisation, observation and perspective drawing using pencils, felt-tip markers and pen and ink. Students then progress to painting with both watercolours and acrylics. Within a 2-year cycle, they may at times diversify into sculpture and block printmaking.

Students explore processes and make decisions to select and apply various techniques to their work as they develop their knowledge, understanding and skills. They develop practical and critical understanding of how artists use artworks to engage audiences and communicate meaning. They also learn to identify stylistic features of other cultures and art movements and they explain how art conventions, concepts, styles, cultures and viewpoints are represented in both their own and others' artworks.

Aims

Students:

- have opportunities to explore a variety of art media and develop their skills
- learn to communicate their ideas through visual representations
- can identify stylistic features of other cultures and art movements
- consider the viewpoints of others and how these ideas can influence their own work
- develop their own personal style of artwork and the connection to their own uniquely created identity
- discuss the artistic intentions behind their own work and respond to content and ideas in the work of others
- develop problem solving and critical thinking skills as they seek to improve their work practices
- use a range of presentation skills to plan and display their work
- understand that artwork can be seen everywhere in the wonder and beauty of God's creation and this can inspire us to enjoy creating our own artworks
- recognise and develop their own God-given ability to be creative

Topics

- Visualisation Drawing, Observational Drawing and Perspective Drawing
- Watercolour Painting
- Acrylic Painting
- Sculpture
- Printmaking

Time Allocation

- 2 periods per week

Assessment

General observation, formative and summative assessment modes are applied to the areas of:

- Knowledge of practices, visual conventions, viewpoints and the critical evaluation of their own work
- Skills, techniques and processes in using art materials and the representation and refinement of finished artworks
- Students also demonstrate both their knowledge and skills through the communication of ideas and meaning in their work, the exploration and documentation processes they use, the representations of their unique creative thoughts and development of personal style in their work.

TECHNOLOGY DESIGN

Course Description

In Years 9 Design Technology, students undertake units of work which investigate the characteristics and properties of a range of materials, systems and components, as well as the tools and equipment they use. Students aim to develop individual and creative project plans and consider the appropriate use of resources when making designed solutions. An example of a product which can be fabricated by Years 9 and 10 students is the wind chimes project. These individually designed wind chimes centre on the use of mild steel bar and rod stock which students shape and manipulate, as well as tubular aluminium for the chimes. Students add free choice materials such as acrylic, resin, polymer clay, wire and wood to assemble unique products. Another project which students may explore is a fan-powered model car, which students design and build, then race them to test their performance. Currently, students are constructing gliders using a range of new and re-purposed materials including thin sheet aluminium harvested from empty soft drink cans.

Students also investigate the client needs that drive demand for their products and learn to work within design briefs as they generate their ideas, produce designed solutions and evaluate the success of their work.

Aims and Objectives

Students:

- learn to use the design process through research, drawing and planning
- develop critical and creative thinking skills
- identify design constraints and considerations
- articulate their understanding of design solutions through participation in classroom discussions
- develop their understanding of energy and forces
- understand safe workshop practices
- develop knowledge of and skills with workshop hand tools.
- understand the properties of a range of materials, both natural and synthetic
- complete a product evaluation
- consider that just as all products are designed and produced to fulfil a specific need, we too are designed and created for a purpose
- realise that their choices and actions can impact others and the environment
- develop awareness of sustainability and material repurposing

Topics

May include:

- Wind chimes from mild steel, aluminium and suitable free choice materials
- Fan-powered cars
- Gliders

Time Allocation

- 2 periods per week

Assessment

- General observation, formative and summative assessment modes are applied to the areas of Knowledge and Skills.

TECHNOLOGY DIGITAL

Course Description

As students become more adept at using the internet, they're encouraged to learn about responsible digital citizenship and how to protect their personal information. As creators of digital content, students are also encouraged to learn about the importance of digital copyright and how to protect the integrity of their work. In creating web-based information to meet specific needs, students also learn the basics of webpage design and in collaboration with an economics unit, they create a webpage either based on promoting a charity or business model. Students are also encouraged to develop their use of media technology and are presented with the opportunity work with a small group to create an original Claymation production using a stop-motion app.

Aims

- To encourage students to be aware of behaving responsibly and using appropriate protocols when communicating and collaborating online
- To encourage higher thinking regarding ethics and morals
- To learn about the importance of copyright and how to protect the integrity of their work
- To assist students with developing their thinking, problem-solving, collaboration, and creative skills in working together to create a Claymation project.
- To create a digitally based project that involves interactive information

Topics

- Learning about and creating a short Claymation film
- An introduction to webpage design
- Importance of digital citizenship
- Learning to navigate social media

Time Allocation

- 2 periods per week

Assessment

- Group Claymation project
- Webpage design task
- Class participation
- Written responses

TECHNOLOGY FOOD

Course Description

Food Technology is part of the Technologies learning area and as such is provided to all secondary school students on a semester basis. All students are introduced to basic food preparation, kitchen safety and hygiene. Activities include safe and hygienic handling techniques; characteristics and properties of food; food preparation techniques; design and presentation of food; nutrition; following a brief; and the evaluation of a product. Students are also encouraged to think about where their food is sourced, investigating ethical and sustainable issues, and evaluating various preparation and preservation techniques.

Aims

- To grow in confidence when reading recipes, working with other students in a kitchen environment and handling various equipment used in meal preparation
- To develop an appreciation of food
- To be aware of food handling procedures and safety in the kitchen
- To develop skills in preparing and cooking
- To consider ethical and sustainability issues regarding food choices

Topics

- Kitchen awareness
- Safety and hygiene
- Tools and equipment
- Cookery terms
- Nutrition
- Reading recipes

Time Allocation

- 2 periods per week

Assessment

- Teamwork and participation
- Practical work
- Written work, including design briefs

HEALTH

Course Description

Students in Years 7-10 are encouraged to adopt a healthy lifestyle by learning about their own and others' health, safety, and wellbeing. Students alternate between learning about social and community health and movement and physical activity. Students also partake in the Beep test and other skill testing to improve their fitness. An outdoor education camp is held biannually where students can grow, learn, and consolidate their skills.

Aims

- To regularly be active and participate in movement-based learning experiences
- To understand the importance of healthy and positive relationships
- To gain a sense of identity, and importantly, their identity in Christ
- To evaluate movement skills and concepts, and be able to transfer these skills to appropriate settings and events
- To manage emotions and make positive life choices
- To value the importance of positive relationships
- To learn and improve on specialised movement skills in sport
- To understand the importance of social, health, and skill-related benefits of physical activity

Time Allocation

- 2 periods per week

Assessment

- Participation, both individually and team-based
- Written responses

PHYSICAL EDUCATION

Course Description

Students participate in small-sided games, where they develop a Christian perspective towards competition with a view to promoting sportsmanship and cooperation. The program aims to develop coordination, skill and tactical play in more complex situations using a 'game based' approach. Students will have the knowledge of rules and games plays, and gain the necessary skills to participate in social sport. Promoting fitness for life is an integral part of the program and is addressed by exposing students to a range of different activities and sports. Through the Sports Education unit on Basketball, students learn the importance of working collaboratively in various roles to create overall success in team sports

Aims

- To improve skill level under competitive pressure
- To improve transfer of skills across games
- To improve decision-making
- To improve use of space in games
- To develop teamwork and cooperation
- To develop leadership skills
- To maximize participation
- To increase fun, enjoyment and motivation

Topics

- Badminton
- Fitness
- Netball
- Soccer
- Volleyball
- Swimming
- Football,
- Basketball
- Tennis
- Cricket
- Table tennis

Time Allocation

- 2 periods per week

BIBLE

Course Description

This course of study covers lessons about the background and overview of the New Testament and the four gospel records, Matthew, Mark, Luke and John.

Aims

- To gain a deeper understanding and knowledge of the New Testament.

Topics

- The Inter-Testament period: world powers, political parties, and religious sects
- The Four Gospels: introduction, truths, character emphasis, key verses, and more
- The remainder of the New Testament: the Authors, period, place, problems addressed, purpose, plan of the Book, and more.

Time Allocation

- 1 period per week

Assessment

- Unit check-ups and end of unit tests
Classwork/bookwork