

MIDDLE SCHOOL YEAR 9

All subject areas excluding Christian Living are founded on Australian Curriculum Standards

Christian Living

Year 9 Christian Living seeks to focus the understanding of the metanarrative – God’s overarching redemption story – to appropriate applications in our attitudes and actions. Units on achieving our potential (based on the book *Do Hard Things*) and the basis for Christian ethics then lead on to an exploration of values in the media and whether they are always consistent with a Biblical worldview.

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

[The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend students in Year 9 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple

purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

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.

Mathematics

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms

Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs

Science

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

French

At Year 9/10, students bring existing knowledge of French language and culture and a range of learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of French in these.

Students follow a program called 'Jeunesse en Action'. (Youth in Gesture). This program has been successfully shown to accelerate students' acquisition of French as a second language through Drama, Music and Dance. Students study two plays 'Le bistro des animaux' (The animals' bistro), and 'Chaperon Rouge et le loup fou'. (Red Riding Hood and the silly wolf). French is mostly spoken in class, with the help of gestures. Regular viewing of the student DVD and practising the gestures at home is essential. Once fluency has developed, students also develop their reading and writing skills, and work on various activities such as rehearsing, playing games, improvising and eventually, writing activities. At the end of each unit, students perform the play and have a portfolio of structured and creative work.

Health & Physical Education

The Year 9 curriculum supports students to refine and [apply](#) strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to [apply](#) health and [physical activity](#) information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in [physical activity](#), and propose strategies to support the development of [preventive health](#) practices that build and optimise [community health](#) and [wellbeing](#).

In Year 9, students learn to [apply](#) more [specialised movement skills](#) and complex movement strategies and concepts in different movement environments. They also explore [movement concepts and strategies](#) to [evaluate](#) and refine their own and others' movement performances.

Students [analyse](#) how participation in [physical activity](#) and [sport](#) influence an individual's [identities](#), and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Art (Visual)

In Year 9, learning in Visual Arts involves students making and responding to visual arts independently and in small groups, and with their teachers and communities.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore different forms in visual arts, students reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks. They identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts.

As they make and respond to visual artworks, students use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.

Graphics (Art – Media and Digital Technology)

In Year 9, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and in small groups, and with their teachers and communities. They explore media arts as an art form through representation, manipulation of genre and media conventions and analysis of media artworks.

Students refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they use technologies. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks.

As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and from Asia. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles. They explore the representation of relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia and how these may influence their own artistic intentions in making media artworks.

As they make and respond to media artworks, students explore meaning and interpretation, forms and elements and social, cultural and historical influences of media arts. They consider the local, global, social and cultural contexts that shape purpose and processes in production of media artworks. They evaluate the social and ethical implications of media arts.

Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They maintain ethical practices and consider regulatory issues when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.

Music

In Year 9, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing.

Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. They extend their use

of and identification of timbre to discriminate between different instruments and different voice types.

They build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques. In performance they extend technical and expressive skills from the previous band.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore music forms, students learn that over time there has been further development of different traditional and contemporary styles. Students reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music.

As they make and respond to music, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of music. They evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform.

Students maintain safety, correct posture and technique in using instruments and technologies. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.

The Creek (Integrated study of Science and SOSE with a focus on the environment)

Students develop an understanding of Environmental issues by studying the stormwater outflow and the ponds that constitute the Creek. They learn to grow their own vegetables and develop an understanding of the benefits of eating locally produced and seasonal food. Issues range from Global Warming to Local Litter. The Year 9 Program also intergrades the Duke of Edinburgh program.

The Year 9 curriculum builds 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.

In Year 9 students are expected to be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global), and meet the needs and requirements of their students.

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

There are two units of study in the Year 9 curriculum for Geography: *Biomes and food security* and *Geographies of interconnections*.

Biomes and food security 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 and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of interconnections focuses on investigating 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. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The Year 9 curriculum provides a study of the history of the making 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. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

Technology (Wood/Metal/Food)

By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focused on one or more of the five technologies contexts content descriptions. There is one optional content description for each of the following: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. There is an additional open content description to provide flexibility and choice. Students should have opportunities to experience creating designed solutions for products, services and environments.

In Year 9 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Electives (South Star Warriors – Engineering and HHD)

This elective draws on an integrated approach to teaching core elements from the Australian Curriculum in a vertical grouping mode. This elective specifically covers areas from the Technology, Physical Education, Food Technology, Health and Digital Technology learning areas.

Electives (Publicity – Digital Technologies, Art and English)

This elective draws on an integrated approach to teaching core elements from the Australian Curriculum in a vertical grouping mode. This elective specifically covers areas from the Digital Technology, Art and English learning areas.

Electives (Performance – Music, Drama, Technology, etc.)

This elective draws on an integrated approach to teaching core elements from the Australian Curriculum in a vertical grouping mode. This elective specifically covers areas from the Technology, Drama, Music and Art learning areas.