



**KINROSS  
COLLEGE**

Believe • Act • Achieve

# **Year 9 Course Outlines**

**Semester 1 - 2017**



**KINROSS  
COLLEGE**

Believe • Act • Achieve

Dear Parent/Caregiver

The information contained in this booklet outlines the key curriculum content and assessment which will be covered for students at Kinross College for Semester 1 2017.

The exact timing of assessments may vary from this outline, however the general curriculum plan will remain in place and students will be notified in advance of any prospective changes.

I would suggest that you read through the information with your child and help them to prepare for the heaviest assessment periods. This could be done by working out a study plan and creating a space at home where completion of work and study can be conducted away from the hustle and bustle of family life.

In order to ensure each student is catered for, all students have been allocated a TAG teacher. Students will see their TAG (Teacher Advisory Group) teacher, in TAG class for a 40 minute session each Thursday, as well as at specially organised times or events. The TAG teacher is often the best 'first point of contact' in many cases regarding your child on either a pastoral or academic front. Alternatively, you could contact relevant subject teachers directly. Year Coordinators can also be a useful contact. The Year 9 Coordinator is Mrs Michelle Downer and can be reached on 9306 6000 or [Michelle.downer@education.wa.edu.au](mailto:Michelle.downer@education.wa.edu.au).

In the booklet, nearly all subjects offered to Year 9 students have been included. Some additional outlines will be added in the near future. Please note that semester-based courses may have less than 100% of assessment schedule, due to ongoing assessment next term.

Updates to curriculum information will be provided via an e-bulletin link as they occur. If you have any curriculum queries, please contact the relevant Head of Faculty.

Regards

**Dale Beaton**

*Associate Principal (School Services)*

(08) 9306 6000

February 2017

Faculty of English  
**Year 9 ENGLISH**  
 Semester1 2017

Week	Key Concepts/Essential Content	Assessment (%)
Term 1 Week 1	<p><b>Diagnostic Testing</b>            CARS &amp; STARS Placement tests            Writing sample (narrative)            2016 NAPLAN: Language Conventions and Reading</p> <p><u>Links to the Curriculum:</u>  <b>Journal Writing</b> - Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)  <b>Reading Log</b> - Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)</p>	<p><b>Ongoing Assessments</b></p> <p>Spelling (5%)</p> <p>Journal Writing (5%)</p> <p>Reading Log (5%)</p>
2	<p><b>Persuasive /Narrative Writing</b>            Reading of examples            Connectives - compare and contrast the use of cohesive devices in texts            Modality            Review persuasive devices  <b>CARS &amp; STARS reading program / Spelling – NAPLAN focus</b></p> <p><u>Links to the Curriculum:</u>            Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)            Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)</p>	
3	<p><b>Persuasive/Narrative Writing</b>            Persuasive Structure – writing effective introductions            P.E.E.L paragraph structure            Review sentence types: simple, compound and complex (explain how authors creatively use the structures of sentences and clauses for particular effects)  <b>CARS &amp; STARS reading program / Spelling – NAPLAN focus</b></p> <p><u>Links to the Curriculum:</u>            Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)</p>	
4	<p><b>Persuasive/Narrative Writing</b>            Persuasive structure – writing effective conclusions            Plan and draft a persuasive response            Grammar: Apostrophes, colons and semi-colons  <b>CARS &amp; STARS reading program / Spelling – NAPLAN focus</b></p> <p><u>Links to the Curriculum:</u>            Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)</p>	
5	<p><b>Persuasive/Narrative Writing</b>            Plan and draft a persuasive response  <b>CARS &amp; STARS reading program / Spelling – NAPLAN focus</b></p> <p><u>Links to the Curriculum:</u>            Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)</p>	<p>NAPLAN 2015            Persuasive Writing task            (10%)</p>

6	<p><b>English Semester 1 Term 1 (Continued)</b>  <b>Narrative Writing</b>  <i>What to consider when writing a narrative: audience, structure, ideas, character, setting, vocabulary, cohesion, paragraphing.</i>  <i>Review narrative structure – orientation, complication, resolution</i>  <b>CARS &amp; STARS reading program / Spelling – NAPLAN focus</b></p>	
7	<p><b>Narrative Writing</b>  <i>Characterisation: techniques for developing characters</i>  <i>Developing settings</i>  <i>Grammar: Parts of Speech (direct and indirect)</i>  <b>CARS &amp; STARS reading program / Spelling – NAPLAN focus</b></p> <p><u><b>Links to the Curriculum:</b></u>  <i>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</i></p>	<p>NAPLAN 2016  Language  Conventions test  (5%)</p>
8	<p><b>Narrative Writing</b>  <i>Writing effective orientations and complications</i>  <i>Figurative language</i>  <b>CARS &amp; STARS reading program / Spelling – NAPLAN focus</b></p>	
9	<p><b>Narrative Writing</b>  <i>Writing effective resolutions</i>  <i>Plan, draft and write a narrative for a given writing stimulus</i>  <i>Grammar: Dashes and ellipses</i>  <b>CARS &amp; STARS reading program / Spelling – NAPLAN focus</b></p> <p><u><b>Links to the Curriculum:</b></u>  <i>Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text</i></p>	
10	<p><b>Narrative Writing</b>  <i>Plan, draft and write a narrative for a given writing stimulus</i>  <b>CARS &amp; STARS reading program / Spelling – NAPLAN focus</b></p>	<p>NAPLAN 2016  Narrative writing  task – in class  (10%)</p>

Faculty of English  
**Year 9 ENGLISH**  
 Semester 1 2017

Week	Key Concepts/Essential Content	Assessment (%)
Term 2 Week 1	<p><b>NAPLAN Review – Persuasive/Narrative writing</b>  <i>Practice persuasive essay writing</i>  <i>Review: language conventions</i></p> <p><b>CARS &amp; STARS reading program / Spelling – NAPLAN focus</b></p> <p><u>Links to the Curriculum:</u>  <i>Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)</i></p>	NAPLAN 2016 Reading Assessment (5%)
2	<p><b>NAPLAN Review - Narrative writing</b>  <i>Practice planning and creating narratives</i></p> <p><b>CARS &amp; STARS reading program / Spelling – NAPLAN focus</b></p>	
3	<b>NAPLAN TESTING</b>	
4	<p><b>Film Study</b>  <i>Understand conventions of film - SWAT</i>  <i>Identify genres of film</i>  <i>Themes</i></p> <p><b>CARS &amp; STARS reading program</b></p> <p><u>Links to the Curriculum:</u>  <i>Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)</i></p>	
5	<p><b>Film Study</b>  <i>Watch the film taking notes on film techniques, character, setting, themes and narrative structure.</i></p> <p><b>CARS &amp; STARS reading program</b></p>	CARS Benchmark Testing – online at home (15%)
6	<p><b>Film study</b>  <i>Character Analysis</i>  <i>Review themes presented in the film unit.</i></p> <p><b>Exam Revision</b>  <b>CARS &amp; STARS reading program</b></p> <p><u>Links to the Curriculum:</u>  <i>Evaluate the social, moral and ethical positions represented in texts (ACELT1812)</i>  <i>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</i></p>	Character Study (10%)
7	<b>EXAM WEEK</b>	Exam (30%)
8	<p><b>Film Study</b>  <i>Essay writing</i>  <i>Review analytical essay structure – introduction, body (P.E.E.L) and conclusion.</i></p> <p><b>CARS &amp; STARS reading program</b></p>	

9	<p><b>English Semester 1 Term 2 (Continued)</b>  <b>Film Study</b>  <i>Essay writing – plan and draft essay.</i></p> <p><b><u>Links to the Curriculum:</u></b>  <i>Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)</i></p>	
10	<p><b>Film Study</b>  <i>In class essay assessment</i>  <b>CARS &amp; STARS reading program</b></p>	<p><i>Analytical essay on themes presented in film – in class (10%)</i></p>

Please note that dates are a guide only and may change to suit teacher/student needs.

Weighting goes on a 16 week cycle.

In class analytical essay on themes will be a part of Semester 2 grade.

**Year 9 MATHEMATICS**

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b> Week 1-2	<b>Fractions</b> - Operations with fractions	
3	<b>Algebra</b> - Collect like terms and perform operations	
4-5	<b>Statistics and Probability</b> - List outcomes of two-step chance experiments with and without replacement - Calculate relative frequencies	<b>1: Tree diagram test (15%)</b>
6-7	<b>Simple interest</b> - Apply simple interest formulae to calculate interest, rate, principal and term	<b>2: Simple interest investigation (15%)</b>
8-9	<b>Pythagoras</b> - Find the length of the hypotenuse and short side of a right-angled triangle	<b>3: Pythagoras test (15%)</b>
10	<b>Revision</b> - Revise on content	
<b>Term 2</b> Week 1	<b>Solving linear equations</b> - Solve simple linear equations with brackets and variables on both sides	
2	<b>NAPLAN revision</b>	
3-5	<b>Indices</b> - Apply index laws to numerical expressions and variables <b>Scientific notation</b> - Express numbers in scientific notation	<b>4: Indices test (15%)</b>
6	<b>Similarity</b> - Develop conditions for similarity - Solve problems involving ratio and scale factors of similar triangles	
7	<b>Exam week</b>	<b>5: Exam (30%)</b>
8-9	<b>Expanding and factorising</b> - Expand algebraic expressions, including binomial - Revise factorising as the reverse of expanding	
10	<b>Revision</b> - Revise on content	

**Please note that dates are a guide only and may change to suit teacher/student needs.**

There are 5 assessments in Semester 1, consisting of three tests, one investigation and one exam, with a total weighing of 90%.

10% is allocated for classwork and homework.

**Year 9 MATHEMATICS**

Semester 2 2017

<b>Term 3</b>	<b>Key Concepts/Essential Content</b>	<b>Assessment/Weighting</b>
<b>Week 1</b>	<b>Linear</b> - Find the distance between two points and midpoint of a line segment	
2-4	<b>Linear graphs</b> - Revise linear equations - Plot points on the Cartesian plane - Read the $x$ - and $y$ - intercepts - Use the gradient intercept form - Find linear rules from a table of values	<b>1: Linear test (15%)</b>
5-6	<b>Trigonometry</b> - Use similarity to investigate the trigonometric ratios - Find side length and angles	<b>2: Trigonometry test (15%)</b>
7-9	<b>Statistics</b> - Investigate reports of surveys - Back-to-back stem and leaf plots - Histograms - Compare data sets	<b>3: Statistics investigation (15%)</b>
8-9	<b>Pythagoras</b> - Find the length of the hypotenuse and short side of a right-angled triangle	<b>3: Pythagoras test (15%)</b>
10	<b>Revision</b> - Revise on content	
<b>Term 4</b>	<b>Area, surface area and volume</b>	<b>4: Area, surface area and volume test (15%)</b>
<b>Week 1-4</b>	- Review area of various shapes - Area of composite shapes - Converting all units - Calculate surface area and volume of cylinders and right prisms	
5	<b>Exam week</b>	<b>5: Exam (30%)</b>
6-7	<b>Non-linear relations</b> - Graph simple non-linear relations - Standard form of a quadratics equation - Turning point for of a quadratic equation	
8-9	<b>Direct proportion</b> - Solve problems involving direct proportion - Relationship between graphs and equations to simple rate problems	
10	<b>Revision</b> - Revise on content	

**Please note that dates are a guide only and may change to suit teacher/student needs.**

There are 5 assessments in semester 1, consisting of three tests, one investigation and one exam, with a total weighing of 90%.

10% is allocated for classwork and homework.



## **SCIENCE COURSE OUTLINE SUMMARY 2017**

The Science curriculum for 2017 will be delivered in 16 week blocks, with most topic rotations occurring half way through. For example, three Year 9 classes will study Biology and the other three will study Chemistry. After 7-8 weeks they will swap topics. This time frame allows for sufficient depth in a course, whilst also providing students with sufficient breadth. It also maximises the resources available to staff teaching each topic. Classes will continue to run right up to the holiday break, with a quick revision at the start of the next term, followed by continuation of the topic, thus maximising effective teaching time.

Two full rotations of 16 weeks allows for most of Term 4 to be negotiated with students to best reflect their area of interest and need. For example Year 10 students wishing to study more difficult Science subjects in Year 11 will be encouraged to select extension classes. A focus on process skills can also occur during this time. Students in Years 7-9 will study courses that will assist their learning in the following year. e.g Year 8s will study Biology (Body parts) to assist their Year 9 Biology course (Body system interactions).

Please encourage your child to retain their notes over the holidays for study purposes.

## **ASSESSMENT AND REPORTING**

Process skills will be assessed continuously throughout the year. Knowledge and understanding of specific Science fields will depend on the topics being taught in each rotation.

The Semester 1 report will reflect achievement from the first rotation (ie. the first 16 weeks of the year).  
The Semester 2 report will reflect achievement in the second rotation.

If you have any questions regarding your child's education in Science please contact me at the school on 9306 6000.

Dennis Majekodunmi  
HOD Science  
Kinross College  
February 2017

# Year 9 SCIENCE – ECOSYSTEM

## Semester 1 2017

Weeks	Lesson Title and MLO for each lesson.	Assessment/Weighting
<b>Term 1</b>  Week 1  <b>Topics – Science toolkit.</b>	1. Testing manufacturing claims. 2. Being aware of experimental errors. 3. Preparing safety data sheets.	Assessing prior knowledge. <b>Science toolkit.</b>
2	1. Presenting data accurately 2. Science as a human endeavour: investigating consumer products. 3. Topic review. 4. End of topic test.	Assessing knowledge and understanding <b>Class test: Science toolkit.</b> <b>1 Weighting 15%</b>
<b>Ecosystems</b> 3	1. All living things are dependent on each other and the environment around them. 2. Relationships between organisms may be beneficial or detrimental. 3. Population size depends on abiotic and biotic factors.	Assessing prior knowledge. <b>Ecosystems.</b>
4	1. Science as a human endeavour: introducing a new species may disrupt the balance of an ecosystem. 2. Energy enters the ecosystem through photosynthesis. 3. Energy flows through an ecosystem.	
5	1. Matter is recycled in ecosystems. 2. Natural events can disrupt an ecosystem. 3. Human activities can disrupt an ecosystem.	
6	1. Science as a human endeavour: human management of the ecosystem continues to change. 2. Topic review 3. End of topic test.	Assessing knowledge and understanding <b>Class test: Ecosystem.</b>  <b>2 Weighting 15%</b>
7 <b>Control and regulation</b>	1. Receptors detect stimuli. 2. Nerve cells are called neurones. 3. The nervous system provides fast control of the body.	Assessing prior knowledge. <b>Control and regulation.</b>
8	1. The central nervous system receives information from the peripheral nervous system. 2. Science as a human endeavour: Things can go wrong with the nervous system. 3. The endocrine system is slower but more sensitive to change.	
9	1. Homeostasis regulates through negative feedback. 2. Hormones are used in sports. 3. Pathogens cause disease.	
10	1. The immune system protects our body in an organised way. 2. Science as a human endeavour: Things can go wrong with the immune system. 3. Topic review. 4. End of topic test.	Assessing knowledge and understanding <b>Class test: Control and regulation.</b>  <b>3 Weighting 15%</b>

Week	Year 9 SCIENCE – ECOSYSTEMS (Continued)	Assessment/Weighting
Term 2 Week 1 <b>Sound and Light.</b>	<ol style="list-style-type: none"> <li>Vibrating particles pass on sound.</li> <li>Sound can travel at different speeds.</li> <li>Our ears hear sound.</li> </ol>	Assessing prior knowledge. <b>Sound and Light.</b>
2	<ol style="list-style-type: none"> <li>Science as a human endeavour: things can go wrong with our hearing.</li> <li>Visible light is a small part of the electromagnetic spectrum.</li> <li>Light reflects off a mirror.</li> </ol>	
3	<ol style="list-style-type: none"> <li>Light refracts when moving in and out of substances.</li> <li>Different wavelengths of light are different colours.</li> <li>Science as a human endeavour: The electromagnetic spectrum has many uses.</li> </ol>	
4	<ol style="list-style-type: none"> <li>Our eyes detect light.</li> <li>Science as a human endeavour: Things can wrong with our eyes.</li> <li>Topic review.</li> <li>End of topic test.</li> </ol>	Assessing knowledge and understanding. Class test: <b>Light and sound.</b>  4 Weighting 15%
5 <b>Heat and electricity.</b>	<ol style="list-style-type: none"> <li>Thermal energy moves down the temperature gradient.</li> <li>Conduction transfer kinetic energy between particles.</li> <li>Convection causes particles to move.</li> </ol>	Assessing prior knowledge. <b>Heat and Electricity.</b>
6	<ol style="list-style-type: none"> <li>Thermal energy radiates through a vacuum.</li> <li>Science as a human endeavour: the ability to use energy efficiently is considered a benefit to society.</li> <li>Electricity is the presence and flow of electric charges.</li> </ol>	
7	<b>Exam Week.</b> <b>End of Semester 1 exams.</b> <b>Exam will cover the following:</b> <b>Science toolkit.</b> <b>Ecosystems</b> <b>Control and regulation</b> <b>Light and sound.</b>	<b>End of Semester 1 exams</b>  6 Weighting 25%
8	<ol style="list-style-type: none"> <li>Electric current results from the movement charges around a closed circuit.</li> <li>Current can flow through series and a parallel circuit.</li> <li>Voltage is the difference between two parts of a circuit.</li> </ol>	
9	<ol style="list-style-type: none"> <li>Resistance makes it difficult for current to flow in a circuit.</li> <li>Topic review.</li> <li>End of topic test.</li> </ol>	Assessing knowledge and understanding Class test: <b>Heat and electricity.</b> 7 Weighting 15%

Faculty of Science  
**Year 9 SCIENCE**

Semester 2, 2017

Topics	Lesson Title and MLO for each lesson.	Assessment and weighting
Term 1 Week 1 Matter	<ol style="list-style-type: none"> <li>Science as a human endeavour: The history of the atom.</li> <li>Atoms are made up of subatomic particles.</li> <li>Atoms have mass.</li> </ol>	Assessing prior knowledge: <b>Matter.</b>
2	<ol style="list-style-type: none"> <li>Electrons are arranged in shells.</li> <li>Ions have more or fewer electrons.</li> <li>Isotopes have more or fewer neutrons.</li> </ol>	<b>Research assignment: Artificial colourings and flavouring in food. (2 weeks)</b> Weighting 10%
3	<ol style="list-style-type: none"> <li>Science as a human endeavour: The half-life of an isotope can be used to tell the time.</li> <li>Radiation is used in medicine.</li> <li>Topic review.</li> <li>End of topic test.</li> </ol>	Assessing knowledge and understanding Class test: <b>Matter.</b> Weighting 15%
4 Chemical reactions.	<ol style="list-style-type: none"> <li>Mass is conserved in a chemical reaction.</li> <li>The rearrangement of atoms in a chemical reaction using a balanced equation.</li> </ol>	Assessing prior knowledge: <b>Chemical reactions.</b>
5	<ol style="list-style-type: none"> <li>Endothermic reactions absorb heat from the surroundings.</li> <li>Exothermic reactions release energy.</li> <li>Acids have a low pH. Bases have a high pH.</li> </ol>	
6	<ol style="list-style-type: none"> <li>Acids can neutralise bases.</li> <li>Acids react with metals to produce hydrogen and salt.</li> <li>Oxidation reactions use oxygen to form new products.</li> </ol>	<b>Research assignment: Carbon footprints (2 weeks)</b> Weighting 10%
7	<ol style="list-style-type: none"> <li>Combustion reactions need fuel and oxygen to produce carbon dioxide and water.</li> <li>Science as a human endeavour: fuels are essential to Australia.</li> <li>Topic review.</li> </ol>	
8 Tectonic plates.	<ol style="list-style-type: none"> <li>Topic review.</li> <li>Revision Chemical reactions.</li> <li>End of topic test.</li> </ol>	Assessing knowledge and understanding Class test: <b>Chemical reaction</b> Weighting 15%
9	Boundaries between tectonic Plates can be converging, diverging or transforming.	Assessing prior Knowledge: <b>Tectonic plates.</b>
10	Boundaries between tectonic plates can be converging, diverging or transforming (continued).	<b>Research assignment: Convection currents. (2 weeks)</b> Weighting 10%

Week	Year 9 SCIENCE – Tectonic Plates (Continued)	Assessment/Weighting
<b>Term 2</b> Week 1	Introduction to constructive and destructive plate tectonics.	Assessing knowledge and understanding. <b>Class test: Tectonic plates.</b> Weighting 15%
2	Tectonic plates can be constructive or Destructive.	
3	Revision and catch up session.	
4	Science as a human endeavour: - what will the earth look like in future? Topic review. End of topic test.	
5	<b>End of Semester 2 exam.</b> <b>Exam to include the following:</b> <b>Matter</b> <b>Chemical reactions</b> <b>Tectonic plates</b>	<b>End of semester 2 exam.</b> Weighting 20%  <b>ABE 5%</b>

Please note that dates are a guide only and may change to suit teacher/student needs.  
Weighting goes on a 16 week cycle.

# Year 9 Geography

## Biomes and Food Security & Geographies of Interconnection Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b>	<b><u>GEOGRAPHY</u></b>	
Week 1	<b>Setting the scene:</b> <ul style="list-style-type: none"> <li>• Class/individual expectations – bookwork set up.</li> <li>• Introduction to Geographical Concepts</li> </ul>	
2	<b>Geography Skills</b> Map Types Latitude and Longitude Topographic Maps	
3	<b>Biomes</b> What is a biome? Biomes of the world Adapting to biomes – plants and animals	
4	<b>Australian Biomes</b> Identifying Australia’s biomes Biomes and population Biomes and use	Research Task – Content 10% Research Component 5%
5	<b>Food Security</b> Feeding the world Traditional agriculture Biomes and agriculture	
6	<b>Producing Food</b> Feeding the world Overusing water Land degradation	
7	<b>Important Crops</b> Important crops Overusing water Land degradation Deforestation	
8	<b>Impacting the Environment</b> Impacting Biomes Water and Land Use	Topic Test 10%
9	<b>Feeding the future</b> Improving production Sustainable farming Food Aid and Australians	In class task 10%
10	Formation of Government <ul style="list-style-type: none"> <li>• Role of political parties</li> <li>• Role of independents</li> </ul>	

# Year 9 Civics & Citizenship: Our Democratic Rights

## Semester 1 2017

	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 2</b>	How citizens' choices are shaped at election time:	
Week 1	<ul style="list-style-type: none"> <li>• Debate, media, opinion polls, advertising, interest groups and campaigns</li> <li>• Social Media: How is it being used to influence people's understanding of issues?</li> </ul>	
2	Australian Court System: <ul style="list-style-type: none"> <li>• What are the roles and features of each court? Magistrate's Court, Children's Court, Family Court &amp; the Supreme Court?</li> </ul>	Research assessment Content 10% Research Component 5%
3	Applying and interpreting the law. <ul style="list-style-type: none"> <li>• How do courts resolve disputes</li> <li>• Make law through judgments (the role of precedents)</li> </ul>	
4	The key principles of Australia's justice system <ul style="list-style-type: none"> <li>• Equality before the law</li> <li>• Independent judiciary</li> <li>• The right of appeal</li> </ul>	In Class assessment 10%
5	Examine what can undermine the principles of justice: <ul style="list-style-type: none"> <li>• Bribery</li> <li>• Coercion of witnesses</li> <li>• Trial by media</li> <li>• Court delays</li> </ul>	End of Topic Test 10%
6	Examination preparation	
7	Examination week	Examination 30%
8	Research skills: <b>Questioning</b> <ul style="list-style-type: none"> <li>• Devising a range of questions to assist research</li> </ul> Using keyword when researching	Teacher Feedback
9	Research skills: <b>Using quality sources</b> <ul style="list-style-type: none"> <li>• Checking for bias</li> <li>• Looking at relevance</li> <li>• Using a variety of sources: not just the internet</li> </ul>	Teacher Feedback
10	Research skills: <b>Writing a bibliography</b> Using a structured format to record references	Teacher Feedback

# Year 9 HEALTH & PHYSICAL EDUCATION

## Physical Education

Semester 1 2017

Students will participate in a 9 week specialised sports program with a shift in focus from consolidating fundamental skills to developing sport specific skills and strategies. They will then participate in a fitness program designed to allow understanding and application of fitness principles and training methods. All students will commence an athletics program for the remaining weeks of Term 2, which will lead into second semester. However, this program will not be included in the Semester 1 assessment schedule.

Week	Key Skills and Strategies	Assessment/Weighting
<b>Term 1</b>		
Week 1	<p><b>Fundamental skills &amp; strategies</b></p> <p>Girls – Badminton or Netball Boys - Baseball</p> <ul style="list-style-type: none"> <li>- Develop fundamental skills through individual &amp; partner practice, drills and modified games.</li> <li>- Develop basic game strategy through drills and modified games.</li> </ul>	Informal assessment of fundamental skills.
2 - 4	<p><b>Sports-specific skills &amp; strategies.</b></p> <ul style="list-style-type: none"> <li>- Develop sport specific skills through individual &amp; partner practice, drills and modified games.</li> <li>- Develop and apply a range of sport specific strategies.</li> </ul>	Informal assessment of focus skills & strategies.
5 - 7	<ul style="list-style-type: none"> <li>– Girls Badminton or Netball, Boys Baseball</li> <li>– Fixtured games (application of skills and game strategy)</li> <li>- Umpiring – each team participates in an umpiring roster (application of self-management &amp; interpersonal skills)</li> <li>- Student directed warm-ups and pre-game training. (application of self-management &amp; interpersonal skills)</li> </ul>	Assessment of <b>self-management skills &amp; Interpersonal skills.</b> <b>20%</b>
8 - 10	<ul style="list-style-type: none"> <li>- <b>Finals</b> – Girls Badminton or Netball, Boys Baseball</li> <li>- SEPEP - Students run their own warm-ups and training leading into finals.</li> <li>- Students play finals.</li> </ul>	Assessment of <b>focus skills &amp; game strategy.</b> <b>40%</b> (Practical application)
<p># Sports covered may be altered to cater for multiple classes sharing space and resources. All Year 9 students will participate in the same sport programs, the order may just change for some classes.</p>		



# Year 9 HEALTH & PHYSICAL EDUCATION

## Physical Education

Semester 1 2017

Week	Key Skills and Strategies	Assessment/Weighting
<b>Term 2</b>  Week 1 - 2	<b>FITNESS PRINCIPALS &amp; TRAINING METHODS</b> - Students develop an understanding and apply a range of fitness principles (strength, endurance, speed, agility, flexibility etc) through utilising a variety of training methods. - Students assess what fitness principals would be utilised for specific purposes (eg- weight loss, rehabilitation, body building, competitive sport etc)	Informal assessment of focus skills & strategies.
3	- Students will form groups and <b>plan a training session</b> that they will conduct for the rest of their class. The purpose and related training principles will be evident in their planning. They will then reflect on the success of their training session in relation to the planned outcomes.	- Assessment of <b>Self-management skills &amp; Interpersonal skills. 10%</b>
4 - 7	- Groups will be scheduled to <b>run their planned training session</b> with the rest of their class.	- Assessment of <b>Self-management skills &amp; Interpersonal skills. 30%</b>
8 - 10	<b>ATHLETICS</b> Students will develop skills / techniques for a range of athletics events. They will also complete trials for each event which is how they qualify to compete at the College Athletics Carnival. Events include; - <b>100m &amp; 200m</b> (sprint events) Running posture, arm action, leg action, starts & finishes. - <b>800m</b> (distance event) Pace, judgment and tactics. - <b>Hurdles</b> Body position, rhythm & stride, arm action and leg action. - <b>Relays (4x100)</b> Baton changes, change-over zone, maintaining speed and acceleration. - <b>Long, Triple &amp; High</b> (jump events) Run-up, take-off, flight and landing phases. Scissor kick progressing into the flop for high jump. - <b>Shotput &amp; Discus</b> (throw events) Throw technique, weight transfer, body rotation and release. - <b>Leaderball, Passball &amp; Footy Relay</b> Team game tactics and practice.	Assessment of <b>Focus skills.</b> - Trial data is recorded for each year and gender group.  - Assessment of <b>Self-management skills.</b> - Completion of all event trials will indicate participation levels, this will be reflected in their Self-management grade. <b>Trial and participation data for athletics will contribute to next semester's grades.</b>
<b>Note</b> – Students will rotate through the above events which will continue into next term leading up to the athletics carnival in Week 8.		

# Year 9 HEALTH & PHYSICAL EDUCATION Health Education

## Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b> Week 1 - 2	<b>Introduction</b> & Icebreaker activity <b>Revision</b> – Structure and function of male and female reproductive systems. – Menstrual cycle and ovulation	<b>Weighting represents 50% of semester grade.</b>
3	<b>Relationships, Sexual Intercourse and Conception</b> - Relationships discussion / When is someone ready? - Arousal – physical changes - Influences on adolescent sexual activity. - Social media and sexual activity.	
4	<b>Assessment – Prepare a written response to a given statement / visual stimulus</b>	<b>Practical Assessment Task Knowledge and Understanding. (20%)</b>
5	<b>Conception</b> – Fertilisation / implantation	
6	<b>How a Baby Develops</b> - Stages of life development <b>The Life Support System</b> - How the baby survives and develops inside the uterus	
7	<b>Birth</b> - Early and later stages of birth - Types of birth - Gender determination - Multiple Birth - IVF / surrogacy / adoption	
8	<b>Assessment Task – Topic Test</b> Multiple choice, short answer & extended response. - Complete student reflection on unit achievement and effort - Hand portfolio to teacher to complete results section - Take portfolio home and have parent comment and sign off	<b>Topic Test Knowledge and Understanding. (30%)</b>
9 - 10	Catch up lesson – Introduce new topic	

# Year 9 HEALTH & PHYSICAL EDUCATION

## Health Education

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 2</b>  Week 1	<i>Introduction to topic – What is nutrition and fitness and how do they contribute to a healthy lifestyle, expectations and unit assessment.</i> - Discuss the importance of healthy eating and regular exercise and the associated benefits. - Why do people exercise? Why do people consume healthy food? Why don't people exercise? Why do people consume unhealthy food? - Complete the predictions and definitions in the unit glossary.	<b>Weighting represents 50% of semester grade.</b>
2	<b>Fitness and food in the community</b> - How can I be active in my community? - What food is available in our community? - Healthy choices in the school canteen, iga, deli and bakery. - Australia and the obesity epidemic.	
3-5	<b>Health related fitness components and testing</b> - The 5 components of fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility and body composition). - Being fit quiz. - Complete fitness testing. - Analyse personal fitness data. <b>- Design an achievable fitness plan relevant to personal lifestyle.</b>	Practical Assessment Task Knowledge and Understanding. (10%)
6-8	<b>Nutrition</b> - What are Carbohydrates, Proteins and Fats? - Healthy eating plate. - Reading food labels. - What is a calorie? - Healthy vs. unhealthy breakfast, lunch, dinner and snacks. - Examine personal eating habits. - Study fad diets (lemon detox, Atkins, zone, meal replacement and raw food). <b>- Design a healthy eating plan relevant to personal lifestyle.</b>	Practical Assessment Task Knowledge and Understanding. (10%)
9	<b>Our future</b> - Design and create a healthy lifestyle collage. - Goal setting.	
10	<b>Assessment Task – Topic Test</b> Multiple-choice, short answer & extended response. - Complete student reflection on unit achievement and effort. - Hand portfolio to teacher to complete results section. - Take portfolio home / have parent comment and sign off.	Topic Test Knowledge and Understanding. (30%)

# Year 9 HEALTH & PHYSICAL EDUCATION Outdoor Recreation Semester 1 2017

Week	Key Concepts, Skills and Strategies	Assessment/Weighting
<b>Term 1</b> 1 - 2	Team building: Cooperative team games. Communication strategies.	Team challenge. (SMS / IPS) 5%
3 - 4	Mapping, Orienteering – Navigation Map skills - direction and scale Orienteering- pacing, compass work, set courses.	Orienteering course. 10% (SPA / IPS)
5 - 7	Beach fitness: Beach rescues: Aquatic first aid: Run, swim, run. (timed) Safety considerations & self-preservation. Different aquatic rescues.  Aquatic first aid in theory session.	Run, swim, run. Beach rescues are assessed practically. 10% (SPA)
8 - 9	Snorkeling: Safety, risk identification, buddy systems, best practices and rescue techniques. Aquatic first aid in theory session.	Snorkeling is assessed practically. (SPA) 10% Theory test for aquatic first aid. (K&U) 10%
<b>Term 2</b> Week 1	Team building: Team building challenges. Reflection task.	Second team challenge. Reflection task. (SMS / IPS) 5%
2	Surfing: Introduction to surfing (paddling, standing up). Camp cooking in theory session.	
3 - 5	Surfing: Safety considerations, surf etiquette, skills for surfing. Camp cooking menu planning & survival skills: Camp cooking. Planning a menu for an extended hike during theory session.	Surfing is assessed practically. (SPA) 10% Menu planning and problem solving tasks. (SMS) 10%
6 - 8	Kayaking: Safety considerations, different strokes and rescue techniques.	Kayaking is assessed practically. (SPA) 10%
9 - 10	Cycling: safety, risk identification.  Planning cycle routes using local area, distance, topography and ability.	Cycle course (timed trial) and practical assessment. (SPA) 10% Cycle route planning (SMS) 10%

# Year 9 – HOME ECONOMICS

## Cultural Foods 1

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b>		
1a	Your background. Introduction, games, files.	
1b	<b>Australia</b> – Damper	
2a	Meat pies	Recipe following /10
2b	Meat pies	
3a	Lamington cupcakes	
3b	Lamington cupcakes	
4a	<b>America</b> - Hamburgers	Roux, Pasta /10
4b	Macaroni cheese - demonstration	
5a	Macaroni Cheese	Time Management /10
5b	<b>United Kingdom</b> – Butterfly cakes - demonstration	
6a	Butterfly cakes	Booklets /10
6b	Blueberry muffins	
7a	Mexico - Nachos	
7b	Empanadas - demonstration	
8a	Empanadas	Written & practical /10
8b	Assignment work	
9a	Nachos	
9b	Tortillas and quesadillas demonstrations	
10a	Tortillas and quesadillas	
10b	Video Quiz	

Please note that dates are a guide only and may change to suit teacher/student needs.

# Year 9 – HOME ECONOMICS

## Cultural Foods 2

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 2</b>		
1a	ANZAC biscuits	Recipe following /10
1b	Country assignment cooking	
2a	Italy Minestrone preparation	
2b	Minestrone and cheesy bread	
3a	Pasta Alfredo	Recipe following /10
3b	Pizza or calzone	
4a	China Noodles	
4b	Stir fry	
5a	Greece Pita bread and tzatziki	Recipe following /10
5b	Souvlaki preparation	
6a	Souvlaki cook	
6b	Canada Poutine	
7a	Butter tarts or snicker doodle cookies	
7b	Tarte tatin	
8a	India Samosas	
8b	Germany Streusal cake	
9a	Pretzels demonstration	
9b	Pretzels	
10a	Cranberry orange muffins	Booklets /20
10b	Smoothie and video	

Please note that dates are a guide only and may change to suit teacher/student needs.

# YEAR 9 – HOME ECONOMICS

## Food for Sport 1

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b>		
1a	Introductions. Group allocation, file organisation. Safety overview. SOPs – standard operating procedures. Working hygienically. Food for sport issues.	Term 1 cooking mark /20
1b	Practical – fruit salad	Task 1: Create poster Food for Sport issues /10
2a	Practical omelette. Why do we eat food? Importance of breakfast. Raw and natural – fibre-rich foods – fruit. Teens low on fibre	
2b		
3a	Practical: Smoothie – plan a breakfast with restricted list of ingredients. Time management. Complete a work plan sheet. – fruit. Teens low on fibre.	Task 2: plan a breakfast /20
3b	Practical – Blueberry pancakes. Iron	
4a	Practical: Breakfast	
4b	Healthy eating plan. Practical – Nutrition theory.	
5a	Practical: own breakfast	
5b	Practical: athletic oatcakes	
6a	Practical – corn fritters	
6b	Practical – bruschetta	
7a	Practical - biscuits	
7b	Fibre-rich foods, sources – vegetables. Antioxidants. Prevention of constipation & bowel cancer. Grains and cereals – bread making. Carbohydrates, fibre and GI. Practical – Super-duper booster	
8a	Practical: muffins and muffin design	
8b	Research a sports star	
9a	Practical: own muffins	
9b	Sports star assignment and food order	
10a	Practical pikelets	
10b	Video and quiz	

Please note that dates are a guide only and may change to suit teacher/student needs.

**YEAR 9 – HOME ECONOMICS****Food for Sport 2****Semester 1 2017**

<b>Week</b>	<b>Key Concepts/Essential Content</b>	<b>Assessment/Weighting</b>
<b>Term 2</b> Week 1a	Practical: Fried rice	Term 2 Cooking mark /20
1b	Practical: Beef stir-fry	
2a	Practical: Plan own stir-fry. Plan meals choose recipes, suitable ingredients, flavours. Food order, work plan. Submit food order for basic ingredients plus show personal modifications for a stir-fry.	
2b	Practical: Pizza loaf	
3a	Sports star assignment	Sports star assignment /20
3b	Practical: Own sports star meal	
4a	Practical: Own stir-fry	
4b	Practical: Minestrone soup	
5a	Practical: Champion banquet curry	
5b	Practical: Chicken pizza	
6a	Practical: Super-duper booster	
6b	Practical: Fighting fettuccini	
7a	Practical: Pasta bake	
7b	Practical: Macaroni cheese	
8a	Design a meal from the cupboard	
8b	Practical: Cottage pie	
9a	Practical: own meal presentation	
9b	Practical: Stuffed spud	
10a	Practical: Healthy Hamburger	
10b	Practical: Biscuits	

**Please note that dates are a guide only and may change to suit teacher/student needs.**



**YEAR 9 DANCE**

Semester 1 2017

<b>Week</b>	<b>Key Concepts/Essential Content</b>	<b>Assessment/Weighting</b>
<b>Term 1</b> 1 - 4	Contemporary – Class work Students will learn the elements of Martha Graham's contemporary dance including drop, arm and leg swings, spinal rolls, and falls. They will look at the BEST elements of dance: Body, Energy Space and Time. They will discover Laban's movement analysis and how to convey meaning through choreography.	20%
5 - 8	Contemporary – Small Group Choreography In small groups, student will choreograph, costume and perform a short contemporary piece using movements from Martha Graham's elements of dance.	20%
9 - 10	Modern Jazz – Class work Students will explore the elements of Modern Jazz, will cover centre movements, walks, turns, kicks & leaps, also learn short sequences and re-interpret them using the BEST elements of dance. Students will learn a range of choreography devices including canons, repetition, retrograde, accumulation and levels.	
<b>Term 2</b> <b>Week</b> 1 - 3	Modern Jazz – Small group choreography In small groups, student will choreograph, costume and perform a short jazz piece using movements from each jazz element.	20%
4	Excursion – WA Ballet Students will watch a performance of Don Quixote by the WA Ballet Company at His Majesty's Theatre. Tuesday 16 May at 12pm.	Not Assessed
5 - 10	Modern Jazz – Whole-class choreography Students will learn how to choreograph a whole class piece. Taking choreography from their small group performances, students will work together to create a piece for the Semester One Arts & Technologies Showcase.	20%

# Year 9 FASHION & TEXTILES

## Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b>		
1 - 2	<p><b>Book Design &amp; Construction</b> Students will construct their own book using a variety of materials. The book will be assessed at the end of the semester.</p>	10%
3	<p><b>Fashion Illustration</b> Students will learn to sketch recent haute couture fashion. Using design technique, SCAMPER, they will design two cohesive looks.</p>	10%
4 - 6	<p><b>Machine Sewing</b> Students will learn how to machine sew, learn to set up and use the machines. They will make a test square, mini quilt and fabric basket using the machines.</p>	20%
7 - 10	<p><b>Make-Up Bag</b> Students will study the history of block prints in fashion and home wares. Using Finnish Design house, Marimekko, as inspiration, students will block print their own fabric and use it to create a make-up bag. They will learn how to layout and cut from a pattern, line a bag and insert a zip.</p>	20%
<b>Term 2</b>		
Week 1 - 3	<p><b>Wool4school</b> Students will participate in the prestigious Wool4school program run by The Woolmark Company. <a href="http://www.wool4school.com/">http://www.wool4school.com/</a></p>	20%
4 - 7	<p><b>Tye-Dye Pillow</b> Students will research and experiment with a range of tye-dye techniques, then create a 50 x 50cm pillow with their fabric. Dyed samples will be shown at the Semester 1 Arts and Technologies Showcase.</p>	20%
8 - 9	<p><b>Quilted Heat Pack</b> Students will make a wheat and lavender heat bag.</p> <p><b>EXAM WEEK</b></p>	Not Assessed
10	<b>Task completion, tidy &amp; celebrations.</b>	Not Assessed

Faculty of the Arts  
**Year 9 ART**  
 Semester 1 2017

Week	Key Concepts Essential Content	Assessment/Weighting
<b>Term 1</b>  Week 1	Introductions – Why study Visual Art	
2-4	<b>Project 1</b> – At the end, students will have completed a Manga scene on water-colour paper using tube water-colour paints. -Manga(Anime) Hand out laminated Manga eyes and other facial parts. Students practice drawing features in pencil, they may also have a try with charcoal. Students create their image on water-colour paper.	Finished Painting 20 marks Planning and designs 10 marks
5-10	<b>Project 2</b> -Acrylic Painting (landscape\seascape) Impressionism vs Realism students will learn a little about Impressionism and compare this to Realism and how the techniques differ. Students will develop basic colour theory and create a landscape or seascape in their chosen style, developing their own appropriate painting techniques.	25 Marks
<b>Term 2</b>  1- 6	<b>Project 3</b> – Skate board painted street art style or something loud and stylised. Students will design, practice their skills on a paper template and then decorate a blank skateboard using a combination of mediums, mainly paint.	Skateboards finished 20 Marks Designs 10 marks
7	<b>PROJECT 4</b> – Drawing portraits – In this project, students are to create a portrait using a real person, preferably a self-portrait or a family member or friend. To start with they will need a picture for reference and possibly printed at least A4 to help observe shadow and tone. Unfortunately printed copies are often incorrect and so referencing real life must occur.	
8-9	Students practice facial parts: eye, nose, mouth, ear, hair, etc .	Facial parts 5 marks
10	Students starting on their portrait need to use 2H pencil and work very lightly to get the line work done. Students should spend a lot of time getting the size, position and shading correct.	Portrait 10 marks

**Year 9 PLAY BUILDING****Semester 1 2017**

<b>Week</b>	<b>Key Concepts/Essential Content</b>	<b>Assessment/Weighting(%)</b>
<b>Term 1</b>	Introduction to the course Improvisation skills	
Week 1	Role-play and creating stereotypical characters	
2	Conventions of Melodrama Introduction to stock characters	
3	Characterisation – Stock characters Using your voice effectively	
4	Non-verbal communication Script work	
5	Plot structure in Melodrama Rehearsal time	In class assessment – Conventions of Melodrama <b>(10%)</b>
6	The process of playbuilding Scripting your own Melodrama	
7	Characterisation Rehearsal time	
8	Rehearsal time The role of music in Melodrama	
9	Performances	Melodrama Assessment (Performance) <b>(20%)</b>
10	Reflection activity	Reflection task <b>(15%)</b>

**Year 9 PLAY BUILDING****Semester 1 2017**

<b>Week</b>	<b>Key Concepts/Essential Content</b>	<b>Assessment (%)</b>
<b>Term 2</b> Week 1	Introduction to scripted drama Layout of a script Script work – blocking and stage directions	
2	Reading a script as a class Improvisations based on script	
3	Character work Creating alternate endings for the script through improvisation Script alternate ending	
4	Set and stage design Introduction to assessment task: Write an original script based on themes studied in script excerpts Goal setting Revision of the Play building process	Assessment: set and stage design <b>(15%)</b>
5	Play building Rehearsal	
6	Performances	Original scripted performance <b>(20%)</b>
7	Self-reflection	Self-reflection <b>(10%)</b>
8	Read through second script as a class Introduction to assessment task: Students must perform a scene using movement only	
9	Rehearsal	
10	Performances Reflection	Performances of scenes <b>(10%)</b>

Please note that dates are a guide only and may change to suit teacher/student needs.

Weighting goes on a 16 week cycle.