

# Curriculum Overviews

**Year 9**  
**Semester 2**



**BELLBIRD PARK**  
STATE SECONDARY COLLEGE



## YEAR 9 ENGLISH: SEMESTER 2 OVERVIEW

	Term 3		Term 4
Unit Title	Novel Study: The Outsiders	Poetry and Culture	Play/Film Study
Description	In this unit, students continue their study of a classic novel that explores issues relevant to teenagers. They examine narrative viewpoint, characterisation and plot structures, as well as representations of characters drawn from a different historical, social and cultural context.	In this unit, students examine representations of people and culture in poetry of Asia, Australia and the Pacific. They examine stylistic features, text structures and language features in poetry and consider how these elements combine to make meaning.	In this unit, students explore similarities and differences in the representation of human experience in texts from different historical, social and cultural contexts. They explore notions of literacy value represented in different genres and contexts. They analyse text structures and language features of texts and make comparisons with other texts.
Assessment	<b>Analytical Essay</b> Students write an analytical essay to evaluate how an author has constructed representations of character, ideas and issues in the novel. <b>Due Week 5</b>	<b>Short Response Exam – Poetry</b> Students respond to poems, analysing text structure and language features. <b>Due Week 9/10</b>	<b>Multimodal Comparison</b> Students deliver a multimodal presentation that compares two texts and discuss and evaluate their content and the appeal of an individual style. <b>Due Week 8</b>

## YEAR 9 HUMANITIES: SEMESTER 2 OVERVIEW

	Term 3	Term 4
<b>Unit Title</b>	<b>World War 1</b>	<b>Geographies of Interconnection</b>
<b>Description</b>	Students will develop an understanding of nationalism and investigate the political causes of the war and the reasons for Australia's involvement. They will investigate the experiences of Australian soldiers on the battlefields of Gallipoli and on the Western Front and understand the nature of warfare during World War I. They will develop a discussion about the impact of the Gallipoli campaign on the formation of Australian identity.	In this unit students draw on studies of world regions including the geographical contexts of Australia and Asia to investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways. They will plan an inquiry for a geographical challenge which will require them to collect, select, record and organise relevant geographical data and information to identify the interconnections between people and places and the products they buy.
<b>Assessment</b>	<p><b>Historical Essay based on research</b></p> <p>Students research the Gallipoli campaign and develop an historical essay, which explains and discusses the impact of the Gallipoli campaign on the formation of Australian identity.</p> <p><b>Week 9</b></p>	<p>Geographical Inquiry</p> <p><b>Week 8</b></p>

## YEAR 9 MATHS: SEMESTER 2 OVERVIEW

	Term 3	Term 4
<b>Unit Title</b>		<b>Measurement and Geometry</b>
<b>Description</b>	They list all outcomes for two-step chance experiments, assign probabilities to outcomes and determine probabilities for events. They calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'. Student will expand and collect like terms using the distributive law, calculate the gradient of a line and calculate the distance and midpoint of a line.	They explain similarity of triangles and develop the conditions for triangles to be similar. They use similarity to investigate the sine, cosine and tangent ratios and apply the trigonometry ratios to solve right-angled triangle problems. Students find unknown sides in right angle triangles using Pythagoras' Theorem.
<b>Assessment</b>	<b>Exam</b> Chance <b>Week 5</b> <b>Exam:</b> Algebra <b>week 10</b>	<b>Exam</b> Geometry and Trigonometry Exam <b>Week 9</b>
<b>Numeracy Development in Maths</b>	<p><b>Numeracy Ninjas:</b> The Numeracy Ninja program instils fluency and automaticity in fundamental math skills and serves as a diagnostic tool to map student progress. These programs consist of recall of number facts, practising written and mental computation and times tables. .</p> <p><b>Problem Solving Model:</b> Using Polya's Problem Solving Thinkboard (See, Plan, Do and Check) and the explicit teaching of appropriate strategies that students can use to solve problems. By allowing students build up their toolbox of strategies, they can apply these strategies to unfamiliar problems in maths and other curriculum tasks where numeracy is incorporated.</p>	

## YEAR 9 SCIENCE: SEMESTER 2 OVERVIEW

	Term 3	Term 4
Unit Title	Ecosystems	Chemistry
<b>Description</b>	Students explore how different ecosystems respond to external changes and examine the impacts on populations, the interrelationships occurring within and the flow of matter and energy through an ecosystem. The interdependence of living things and the flow of energy through ecosystems is considered. Students examine homeostasis and body coordination by looking at the hormonal and nervous control of glucose levels, water balance and temperature.	Students understand that chemical change involves the rearranging of atoms to form new substances. They write word equations for everyday reactions. Students recognise that mass is not created or destroyed during chemical reactions. They investigate reactions of acids with metals, carbonates and bases. Students examine energy transfer in reactions.
<b>Assessment</b>	<b>Exam Ecosystems Week 5</b> <b>Data test Body Systems Week 9</b>	<b>Student Experiment Acids and Bases Week 9</b>
<b>Science Inquiry Approach</b>	<b>Inquiry means that students are handling science.</b> Inquiry implies that students are “in control of an important part of their own learning where they can manipulate ideas to increase understanding”. Some of the standards that embed Science Inquiry are: <i>Describe objects and events; Ask questions; Construct explanations; Test explanations against current scientific knowledge; Communicate their ideas to others; Identify their assumptions; Use critical and logical thinking and; Consider alternative explanations.</i>	

## YEAR 9 MUSIC OVERVIEW (1 semester)

Semester 2- Music
<i>Music In Movies</i>
This unit provides students with basic piano skills. Students reinforce music theory knowledge including reading music on both the treble and bass clefs, which they apply into their practice. Students will explore music from an array of times, cultures and ears, whilst further developing their knowledge and understanding of the six musical elements. Using knowledge gained from class students create their own composition containing both a melody line and chords. Students will consider the musical elements when performing a piece of movie music.
<b>Performance – Due Term 3, Wk9</b> <b>Composition- Due Term 4, Wk6</b> <b>Performance- Due Term 4, Wk9</b>

## YEAR 9 VISUAL ARTS OVERVIEW (1 semester)

	Term 3	Term 4
<b>Unit Title</b>	<b>Through the Looking Glass (Drawing and painting)</b>	<b>Transforming the Masters (Ceramics)</b>
<b>Description</b>	This unit will focus on extending students' understanding of the elements and principles of design through the development of their skills colour theory and mixing within two-dimensional painting and drawing media. Students will develop their skills and techniques in a variety of traditional and non-traditional painting and drawing media as they explore and investigate the concept of self and identity. They will have the opportunity to study portraiture artworks of other artists and investigate how representations of people in portraiture (both self and others) has changed over time. They will create a resolved artwork that draws on the studied media areas and reflect on how it represents an identity – either their own or that of someone else.	In this introductory sculpture unit students will engage with the skills and techniques associated with ceramics. The exploration of the concept of appropriation will form the basis through which students will experiment in additive and subtractive ceramic techniques as well as understanding and applying the fundamentals of construction, firing, colouring and sealing using slips, underglazes, etc. Students will research a variety of ceramics artists and investigate how meaning is made through sculptural forms. They will use the principle of appropriation to transform a painting master's work to 3D ceramic form, focusing on the transference of the meaning of the painting to its new ceramic vase form.
<b>Assessment</b>	<b>Journal, Folio Work- Ongoing &amp; Final Artworks. Due Wk 10</b>	<b>Journal, Folio Work- Ongoing &amp; Final Artworks. Due Wk 10</b>

## YEAR 9 MEDIA OVERVIEW (1 semester)

	Term 3	Term 4
<b>Unit Title</b>	<b>Photography</b>	<b>The Music Video</b>
<b>Description</b>	Students will develop understanding of basic camera shots and angles as well as photography techniques, lighting and composition. They will then use this knowledge to evaluate the technical and symbolic meaning and representations created in a photographer's piece of work. They will then use these skills to create a photography portfolio.	Students will interpret meaning behind different music videos created throughout time. They will use this knowledge to collaboratively design and produce a narrative music video.
<b>Assessment</b>	<p><b>RESPONDING</b>  <b>Photography Exam – Due Week 6</b>            Students will complete a photography exam that tests their knowledge and understanding of photography techniques, camera shots and symbolism.</p> <p><b>MAKING</b>  <b>Photography Portfolio – Due Week 9</b>            Students will be given ten shots that they must use their knowledge of photography techniques and skills to photograph images to meet these predetermined shots.</p>	<p><b>MAKING (Formative)</b>  <b>Design: Storyboard – Due Week 6</b>            Students will design a short storyboard that visually represents their music video idea.</p> <p><b>MAKING</b>  <b>Music Video Production – Due Week 9</b>            In groups, students will use camera and computer equipment in a safe manner to film and edit a music video.</p>

## YEAR 9 DRAMA OVERVIEW (1 Semester)

Semester 2			
<b>Unit Title</b>	<b>AUSTRALIA'S DARK PAST</b>		
<b>Description</b>	Australia's Dark Past will introduce students to the Elements of Drama; role, character, relationships, voice, movement, language, ideas, as well as dramatic action and audience, through improvisations which also allow them to collaborate with their peers, and take risks in a safe pace. They will manipulate these elements to communicate dramatic action and meaning through a fusion of Australian Gothic Theatre and Physical Theatre with a particular focus on the creation of atmosphere and mood. They will indicate their selections through written documentation which outlines their movement choices. Students will collaborate in groups to rehearse and refine polished performances. They will also view live performances to analyse elements of drama, forms and styles and evaluate dramatic meaning.		
<b>Assessment</b>	<b>Making: Performing</b> Improvisation Week 6 Parameters given five minutes before 1-2 minutes per students	<b>Making: Making/Performing</b> Performance of scripted Work Week 9 term 4 Motivation and Blocking Submitted 1-2 minutes per student Performed in front of an audience	<b>Responding</b> Analytical Essay Week 10- term 3 Individual Class time given 300-400 words

## YEAR 9 Dance Semester OVERVIEW

	Term 3	Term 4
<b>Unit Title</b>	<b>Dance Dance Evolution</b>	<b>Back to Basics</b>
<b>Description</b>	Students explore how historical events and social factors have influenced and evolved popular dance genres and styles from the 20 <sup>th</sup> century. They develop knowledge on these genres and styles from the 20s, 60s, 70s, and 90s, and understand what elements of dance characterise them. They use this understanding to learn, rehearse, and perform a dance demonstrating the technical and expressive skills appropriate to the styles. Through this process, students begin to learn choreographic devices. Students then apply this knowledge of popular styles and choreographic devices to choreograph a short dance piece based on one chosen decade/style.	In this unit, students are introduced to dance genre of lyrical and contemporary. They will understand how and why the genres were developed, and participate in contemporary workshops where they will gain practical experience and knowledge of contemporary technique and purposes. Students view and analyse a variety of contemporary pieces, and write a short analytical paragraph under exam conditions. Students then learn, rehearse, and perform a short dance piece in the contemporary genre.
<b>Assessment</b>	<b>Dance Performance (Making)- Wk 6</b> <b>Choreography (Making)- Wk 9</b>	<b>Exam – Wk4</b> <b>Performance assessment- Due Week 9</b>

## YEAR 9 HPE Semester 2 OVERVIEW

	Term 3	Term 4
<b>Unit Title</b>	<b>Safe Relationships</b>	<b>Staying Alive</b>
<b>Description</b>	This unit provides students with the knowledge, understanding and skills to access, synthesise and apply health information from credible sources to propose and justify responses to health situations.	This unit provides students with the knowledge, understanding and skills to enhance their own and others health and wellbeing by knowing how to give first aid.
<b>Unit Title</b>	<b>Basketball</b>	<b>European Handball</b>
	This unit provides students with the knowledge, understanding and skills to establish respectful relationships and promote leadership, fair play and cooperation in Basketball games. Students also apply and refine movement concepts and strategies in these games.	This unit provides students the opportunity to demonstrate leadership, fair play and cooperation in European Handball. Students also apply and transfer movement concepts and strategies to European Handball games.
<b>Assessment</b>	<b>Multimodal Advert:- Wk 8</b> <b>Performance Analysis:- Wk 8</b>	<b>Exam:- Week 8</b> <b>Reflective Journal:- Wk 8</b>

## YEAR 9 Industrial Design and Technology & Design Tech -Semester OVERVIEW

	Design- Term 3	Design Term 4	IDT-Term 3	IDT-Term 4
<b>Unit Title</b>	<b>Skylap Plane</b>	<b>Desk top lamp</b>	<b>Workshop Safety / C02 Dragster</b>	<b>Edgelit Sign</b>
<b>Description</b>	<p><b>Workshop Safety:-</b> Students establish safety routines and procedures that minimise risk, when meeting designed solutions.</p> <p><b>Skylap Plane-</b> Students engage in design elements, aerodynamics principles and assessment preparation. Students develop research of existing products, sketching techniques and produce design solutions to generate, test and communicate design ideas, plans and processes utilising workshop skills and practices. Students learn appropriate techniques, technical terms and technologies including graphical representation techniques.</p>	<p><b>Desk top lamp Folio</b> -Intro to design elements, principles and assessment preparation. Students develop research of existing products, sketching techniques and produce design solutions to generate, test and communicate design ideas, plans and processes utilising workshop skills and practices. Students learn appropriate techniques, technical terms and technologies including graphical representation techniques.</p>	<p><b>Workshop Safety:-</b> Students establish safety routines and procedures that minimise risk, when meeting designed solutions.</p> <p><b>C02 dragster-</b> students produce design solutions to make, plans test and communicate ideas whilst utilising workshop skills and practices.</p>	<p><b>Folio:-</b> students produce design solutions to make, plans test and communicate ideas whilst utilising workshop skills and practices.</p>
<b>Assessment</b>	<p><b>Online Exam:-</b> Due Wk 4</p> <p><b>Draft log:-</b> Due Wk 6</p> <p><b>Final Log:</b> Due Wk 9</p>	<p><b>Concept sketches:</b> Due Wk 4</p> <p><b>Draft Folio:-</b> Due Wk 5</p> <p><b>Final Folio:-</b> Due Wk 9</p>	<p><b>Online Exam:-</b> Due Wk 4</p> <p><b>Draft log:-</b> Due Wk 6</p> <p><b>Final Log:</b> Due Wk 9</p>	<p><b>Concept sketches:</b> Due Wk 4</p> <p><b>Draft Folio:-</b> Due Wk 5</p> <p><b>Final Folio:-</b> Due Wk 9</p>

## YEAR 9 Food Technology -Semester OVERVIEW

	Food-Term 3 & 4
<b>Unit Title</b>	<b>Nutrition – Make a meal of it!</b>
<b>Description</b>	Nutrition- make a meal of it will allow students to investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They critically analyse factors that impact on designed solutions for global preferred futures, including social, ethical and sustainability considerations.
<b>Assessment</b>	<b>Exam-</b> due week 7 <b>Folio due:-</b> due Week 17 <b>Practical Assessment:-</b> due week 18



## YEAR 9 Digital Technologies Semester 2 OVERVIEW

	<b>Digital Technology – Term 3</b>	<b>Digital Technology – Term 4</b>
<b>Unit Title</b>	<b>Coding for the Web (HTML, CSS)</b>	<b>Secure Networks</b>
<b>Description</b>	<p>Students explain simple data compression, and why content data are separated from presentation.</p> <p>Students design and evaluate user experiences and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. Students test and predict results and implement digital solutions.</p>	<p>Students will explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users.</p> <p>They will evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.</p>
<b>Assessment</b>	<b>Online Exam:-</b> Due Wk 8	<b>Project Draft:-</b> Due Wk 6 <b>Project:-</b> Due Wk 9

## 9 Graphics -Semester 2 OVERVIEW 2020

	Graphics-Term 3	Graphics-Term 4
<b>Unit Title</b>	<b>Lego Character (CAD)</b>	<b>Reverse Engineering</b>
<b>Description</b>	<p><b>Themed Lego Character-</b> Students will produce drawings using C.A.D to draw an exact replica of a Lego Character with correct dimensioning, sizes and components. The task will require the modification of the originally drawn Lego Character to create a themed person such a Sporting Identity (Lebron James), Harry Potter or a Marvel Superhero using the skills learned in the course to date.</p>	<p><b>Reverse engineering-</b> Students will produce drawings Using C.A.D, to replicate an object of their choosing that consists of at least five moving parts. Students will recreate components, measure parts, sketch appropriately dimensioned views and draw them in CAD using Inventor. They will submit all planning, refinement and production drawings in an appropriate folio.</p>
<b>Assessment</b>	<p><b>Draft log:-</b> Due Wk 6  <b>Final Log:</b> Due Wk 9</p>	<p><b>Draft log:-</b> Due Wk 6  <b>Final Log:</b> Due Wk 9</p>