

**YEAR 9  
CURRICULUM GUIDE**

**2010**

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# INTRODUCTION

At Parkwood Secondary College we are confident that our curriculum structure and delivery addresses the learning needs of students. Our structure and curriculum program for Year 9 reflects the extensive research done across Australia regarding student engagement and takes up the recommendations from the Middle Years Research and Development (MYRAD) program. The Middle Years of Schooling refers to Years 5-9.

## STRUCTURAL ORGANIZATION OF THE COLLEGE

Years 10, 11 and 12	Senior School
Years 7, 8 and 9	Junior School

## OBJECTIVES OF YEAR 9

- to allow students to participate in challenging units of work which are suitable and relevant to their ability level, interest and maturity
- to allow students to explore and develop their interests across a broad range of subject areas
- to allow students to gain experience in a wide range of areas thus enabling them to choose an appropriate Year 10/VCE program

### **Year 9 and Levels of Skill Development – The Victorian Essential Learning Standards (VELS)**

In the Victorian Essential Learning Standards, students are assessed and reported on in the following areas over Years 9 and 10. As can be seen from the following table, students are being assessed on performance in a wide range of skills and content.

<b>Strand</b>	<b>Domain</b>	<b>Dimension</b>
<a href="#">Physical, Personal and Social Learning</a>	<a href="#">Health and Physical Education</a>	Movement and physical activity Health knowledge and promotion
	<a href="#">Interpersonal Development</a>	Building social relationships Working in teams
	<a href="#">Personal Learning</a>	The individual learner Managing personal learning
	<a href="#">Civics and Citizenship</a>	Civics knowledge and understanding Community engagement
<a href="#">Discipline-based Learning</a>	<a href="#">The Arts</a>	Creating and making Exploring and responding
	<a href="#">English</a>	Reading Writing Speaking and listening
	<a href="#">The Humanities</a>	
	<a href="#">The Humanities – Economics</a>	Economics knowledge and understanding Economics reasoning and interpretation
	<a href="#">The Humanities – Geography</a>	Geographical knowledge and understanding Geospatial skills
	<a href="#">The Humanities – History</a>	Historical knowledge and understanding Historical reasoning and interpretation
	<a href="#">Languages Other Than English (LOTE)</a>	Communicating in a language other than English Intercultural knowledge and language awareness
	<a href="#">Mathematics</a>	Number Space Measurement, chance and data Structure Working mathematically
	<a href="#">Science</a>	Science knowledge and understanding Science at work
	<a href="#">Interdisciplinary Learning</a>	<a href="#">Communication</a>
<a href="#">Design, Creativity and Technology</a>		Investigating and designing Producing Analysing and evaluating
<a href="#">Information and Communications Technology (ICT)</a>		ICT for visualising thinking } ICT for creating } ICT for communicating }
<a href="#">Thinking Processes</a>		Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition

An integral part of our curriculum delivery is:

- the embedding of information and communications technologies (ICT)
- the embedding of Thinking-Oriented Curriculum strategies

## THE KEY LEARNING AREAS

English	Mathematics	Science	Health & Physical Education
Humanities	The Arts	Languages Other Than English (LOTE)	Technology

## COURSE STRUCTURE

Students are required to study English, Mathematics, Science, Physical Education and Humanities in each semester.

All Year 9 students will be involved in the Aiming High Program.

Students will undertake one semester of Personal Development.

**Students who choose to study Indonesian** will be required to undertake this subject in both semesters. These students must then choose **ONE** Arts and **ONE** Technology unit over the course of the year. These students then have **ONE** free choice over the course of the year.

**Students who do not study Indonesian** will be required to undertake **ONE** Arts and **ONE** Technology unit over the course of the year. These students then have **THREE** free choices over the course of the year.

This structure is identified in the tables on the following page.

## COURSE STRUCTURE - GENERAL

<b>Semester One</b>	English 9 periods	Maths 9 periods	PE 4 periods	Science 5 periods	History 6 periods for one semester	Personal Development 5 periods for one semester	Elective 5 periods	Elective 5 periods	Aiming High 12 periods
<b>Semester Two</b>	English 9 periods	Maths 9 periods	PE 4 periods	Science 5 periods	Geography 6 periods for one semester	Elective 5 periods	Elective 5 periods	Elective 5 periods	Aiming High 12 periods

### COURSE STRUCTURE – Student studying Indonesian

<b>Semester One</b>	LOTE 5 periods	Arts 5 periods	Personal Development 5 periods for one semester
<b>Semester Two</b>	LOTE 5 periods	Technology 5 periods	CHOICE 5 periods

### COURSE STRUCTURE – Student not studying Indonesian

<b>Semester One</b>	Arts 5 periods	Personal Development 5 periods for one semester	CHOICE 2 5 periods
<b>Semester Two</b>	Technology 5 periods	CHOICE 1 5 periods	CHOICE 3 5 periods

***CORE***

***UNITS***

***Key Learning Area: English***

***Unit Title:***

**English**

***Unit Description***

Students will continue to extend their skills and knowledge about reading, writing, speaking and listening. Students will be asked to continue to read widely and the novels, films and poetry studied, will be utilised to increase the students' awareness of the modern world. They will also be exposed to a range of current media texts in order to examine media presentation techniques. Students will be expected to maintain their skills by using a range of different writing styles, with pieces written for different audiences and purposes and undertake specific tasks to further develop their competence. They will be required to make longer formal speeches and present a well-researched argument in a debate or group presentation.

The Literacy focus for this Key Learning Area is the analysis and creation of written language, oral presentation of texts and research, reading and increasing vocabulary.

Literacy skills to be developed are listening, reading, writing, analysing, identifying, justifying and interpreting a wide variety of spoken and written texts.

***Assessment Tasks To Demonstrate Learning Outcomes***

Per semester:

1. Language Tasks
2. Writing Folio Tasks
3. Oral Presentations
4. Issues/Research Task
5. Text Response

**Key Learning Area:**        **Mathematics**

**Unit Title:**

## **Mathematics**

### ***Unit Description***

Year 9 Mathematics is the third step on a path that will eventually lead students to a variety of studies in VCE Mathematics. As with our entire junior and middle school curriculum, the Year 9 program is based on the Victorian Essential Learning Standards. At this level there is a greater emphasis on algebra than in Years 7 and 8.

The course includes the following areas: Mathematical Techniques, Surds, Percentages, Measurement, Pythagoras and Trigonometry, Expanding and Factorizing, Linear Relationships, Quadratics, Geometry, Probability and Statistics.

Computer-based tools, such as **Mathletics**, will be used extensively to deliver individualised programs. Students are thus able to develop their mathematical skills at their own pace.

The Literacy focus for this Key Learning Area is to use the correct terminology; use procedural texts; write reports; and solve problems, both written and numerical.

The Literacy skills to be developed include describing, identifying and investigating.

Emphasis is placed on the correct use of technology, including scientific calculators, spreadsheets and other mathematical software.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

1. Topic Tests
2. Assignments

These cover the following strands from the **VELS**:

- Space
- Number
- Measurement
- Chance & Data
- Algebra
- Reasoning and Strategies

***Key Learning Area: PE/Health***

***Unit Title:***

## **Personal Development**

### ***Unit Description***

Throughout the unit students will develop personal strategies, gain accurate information and develop an assertive ability to be able to communicate their personal choices in a variety of topics. Topics will be selected from the following areas:

- Goal Setting
- Building New Relationships: responsibilities involved in peer, family and sexual relationships
- Assessing Risky Situations, especially involving drug taking
- Finding a Helping Hand: resources available for a health network

The Literacy focus for this Key Learning Area is the use of correct terminology and the use of written and visual texts to present knowledge, skills and research.

Literacy skills to be developed are explaining, describing, analysing and evaluating.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

1. Satisfactory Completion of Workbook
2. Research Assignments
3. Video Analysis
4. Participation in Classroom Discussions

***Key Learning Area: PE/Health***

***Unit Title:***

## **Physical Education**

### ***Unit Description***

The aims of this unit are for students to apply their basic skills, already developed in previous years of schooling, to basic and complex strategies in various sports. These will include investigating net sports, invasion sports, football codes and lifelong health and fitness. Emphasis in each module will be on designing strategies in a variety of sports and applying them to a game situation. It is expected that students develop their skills in a variety of sports, their knowledge of the rules and their understanding of the strategies that are used in all of the sports studied.

Students will also be required to complete a Physical Education Workbook that includes the following topics: Sport Play books for net and invasion sports, skill analysis of football, and facilities in the community.

The Literacy focus for this Key Learning Area is the use of correct terminology and the use of verbal procedural text to follow instructions.

Literacy skills to be developed are explaining, describing, analysing and evaluating.

**It is a requirement of this learning area and of the College that students are in PE uniform in order to participate successfully in the practical classes.**

### ***Assessment Tasks To Demonstrate Learning Outcomes***

1. Physical Education Workbook
2. Skill Development
3. Participation in practical classes
4. Participating in correct PE uniform in a minimum of 80% of classes

***Key Learning Area: Science***

***Unit Title:***

## **Science**

### ***Unit Description***

The topics outlined in this Year 9 Science core encompass the four areas of the Science Domain: Biological, Chemical, Physical, and Earth and Space Sciences.

This unit will focus on a selection of the following topics:

#### **Biological Sciences:**

- **Ecosystems** - – investigations of the role of living things in the cycling of matter and flow of energy in local ecosystems.
- **Living with Microbes** – investigates life at a microscopic level as well as beneficial and harmful microbes.
- **How Cells Work** – a microscopic examination of the cells that make up living things and the processes which take place within cells.
- **Responding** – investigations of the coordination and control systems in plants and animals with reference to recent technological advances.

#### **Chemical Sciences:**

- **Living with Acids and Bases** – an investigation into the diverse array of everyday reactions that involves acids and bases.
- **Investigating Reactions** – study of the factors that influence reaction rate.
- **Everyday Substances** – an investigation of metals, plastics, fibres and other everyday substances.

#### **Physical Sciences:**

- **Light and Sound** – an investigation of the many properties of light and sound.
- **Using Electricity** – investigation of electric circuits and the use of electricity.

#### **Earth & Space Sciences:**

- **The Dynamic Earth** – investigates life on Earth in the past through a study of fossils and how the continental plates have moved over time through a study on plate tectonics.

#### **Integrated Science Study:**

- **Consumer Science** – investigates the scientific tests carried out to meet the needs and opinions of consumers.

### ***Assessment Tasks to Demonstrate Learning Outcomes***

1. Practical Reports
2. Assignments
3. Tests

***Key Learning Area: Humanities***

***Unit Title:***

## **Geography**

### ***Unit Description***

This unit develops students' knowledge about the operation of natural systems that are part of the biosphere. Students will apply and use geographical terminology to develop an understanding of the ways in which people interact with natural systems and plan future responses. Students will also investigate tourism and the impact that this has on selected locations around the world.

**This is a semester-length unit.**

Study will be undertaken from the following areas:

- Coasts
- Weather
- Natural and man-made disasters
- Tourism

Case studies will be used to provide examples of the operation of these natural systems and tourism at a range of scales (global, regional and local). Fieldwork is an integral part of the course.

The Literacy focus for this Key Learning Area is analysing, interpreting and evaluating written text and visual media. It involves the presentation and analysis of data, the writing of reports on fieldwork, and research.

The Literacy skills to be developed, using and ICT-rich environment, include describing, explaining, locating, comparing, analysing, and the use of appropriate Key Geographic Ideas.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

1. Tests
2. Practical/Analytical Exercises
3. Research/Assignment Tasks
4. Field Investigation Report

***Key Learning Area: Humanities***

***Unit Title:***

## **History**

### ***Unit Description***

This unit focuses on Australia in early part of the twentieth century. The course covers Australia's involvement in World War I, and the Great Depression. The unit investigates why Australia became involved in this war and what impact the war and the Depression had on Australian society. The unit also looks at the impact that these experiences had on shaping an Australian identity and culture.

The Literacy focus for this Key Learning Area is analysing, interpreting and evaluating written and visual texts. It also includes writing reports and essays and presenting research orally and visually through the use of political cartoons, maps, graphs and diagrams.

The Literacy skills to be developed, using and ICT-rich environment, are demonstrating, locating, comparing, identifying, explaining, evaluating and analysing.

**This is a semester-length unit.**

### ***Assessment Tasks To Demonstrate Learning Outcomes***

1. Tests
2. Analytical Exercises
3. Research Tasks
4. Essay/Extended Writing Tasks
5. Annotated Graphic Exercise

***ELECTIVE***

***UNITS***

***Key Learning Area: Arts - Performing***

***Unit Title:***

## **Performing Arts**

### ***Unit Description***

Performing Arts is a semester-based unit. Students choose an area in which they wish to work for the semester, for example, playing an instrument as a soloist or as part of a group; dancing; drama.

During class time, the students rehearse in their chosen area with the goal being to give a performance eg at school assembly, Arts Night, or for the class. The emphasis in this subject is on the practical aspects of performance.

Assessment is based on the work carried out in rehearsals, and on the performance itself.

Literacy skills to be developed are communicating, analysing, interpreting, justifying and expressing.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

These cover the following areas:

- Arts Practice
- Responding to the Arts

1. Performance
2. Planning and Rehearsing

***Key Learning Area: Technology***

***Unit Title:***

## **Magazine Production**

### ***Unit Description***

This unit of work focuses on the skills used in the preparation of an electronic or print media publication.

The students will develop skills in basic photographic techniques and, using Adobe Photoshop, the enhancement of the images produced.

The advertising industry is investigated with particular emphasis on the strategies and content used to appeal to different audiences.

Using Adobe In Design, students will produce either a print media publication or an e-zine for a particular audience.

### ***Assessment Tasks to Demonstrate Learning Outcomes***

1. A folio of photographs including a macro shot, a portrait and a landscape shot.
2. A folio of advertisements aimed at a particular audience.
3. Production of a small magazine.

***Key Learning Area: Arts - Visual***

***Unit Title:***

## **Ceramics**

### ***Unit Description***

In Ceramics, students will develop hand building skills and techniques. These include: slab and coil construction, use of moulds, moulding and shaping and other basic sculptural techniques. Students will produce ceramic pieces on a given topic or theme. They will develop ideas through drawings and other preparatory methods, evaluate and reflect and then produce their pieces, using tools and equipment in an appropriate and safe manner.

Students will study various aspects of decoration through the uses of glazes, slips, underglazes and hand tools, including carving. They will learn to analyse their work and the work of others using appropriate language and terminology. Reflection and self-assessment is a large component of this course, including the annotation of work.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

These cover the following areas:

- Arts Practice
  - Responding to the Arts
1. Practical tasks
  2. Folio
  3. Evaluation of own and other artist's works
  4. Research tasks – practical and theoretical

***Key Learning Area: Arts - Visual***

***Unit Title:***

## **Studio Art**

### ***Unit Description***

This unit will explore art through a range of both 2D and 3D forms, using a variety of materials and techniques. These may include ceramics, pastel, painting, photography, printmaking and collage. The topics will cover a number of themes, such as still life and portraiture.

This course aims to develop students' drawing skills, understanding of artists and their practice and for students to use and develop skills in a variety of ways in a professional and creative manner.

Students will also learn to evaluate their own and other artists' work through gallery visits and an exposure to a variety of artists.

The Literacy focus for this Key Learning Area is the correct use of terminology, description and analysis of visual texts such as paintings etc, writing of reports; and analysis and evaluation of their own and others' art works.

Literacy skills to be developed are communicating, analysing, interpreting, justifying and expressing.

### ***Assessment Tasks to Demonstrate Learning Outcomes***

These cover the following areas:

- Arts Practice
  - Responding to the Arts
1. Folio – practical and developmental work
  2. Visual Analysis –of their own and other artists' work
  3. Research Projects – of techniques, materials and artists
  4. Exhibition Review – to be completed at an exhibition/excursion

***Key Learning Area: Arts - Visual***

***Unit Title:***

## **Visual Communication**

### ***Unit Description***

This unit introduces students to working from a design brief as a starting point to solving a design problem using the design process. Students will look at developing visual communications for a specific purpose directed to a specific audience or consumer.

The study areas of Visual Communication such as design elements and principles, the design process and graphic presentations are investigated using manual drawing techniques and the use of computer software.

The use of software such as: Turbo Cad, Photoshop, and Illustrator, are accessed throughout the semester.

The Literacy focus for this Key Learning Area is the correct use of terminology, description and analysis of visual texts such as design work, writing of reports; and analysis and evaluation of their own and others' art works.

Literacy skills to be developed are communicating, analysing, interpreting, justifying and expressing.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

These cover the following areas:

- Arts Practice
  - Responding to the Arts
1. Folio
  2. Visual Analysis
  3. Research Projects

***Key Learning Area: LOTE***

***Unit Title:***

## **Indonesian**

### ***Unit Description***

Students will increase their fluency in spoken and written Indonesian and increase their knowledge of Indonesian grammar. They will use everyday topics to practise their Indonesian. The four skills of speaking, listening, reading and writing will be assessed.

The Literacy focus for this Key Learning Area is the correct use of grammar, sentence structure and an increase in vocabulary, reading, listening, speaking and writing.

Literacy skills to be developed are speaking, writing, listening and understanding; expression of personal opinion; evaluating; conveying ideas and comprehension.

### ***Assessment Tasks to Demonstrate Learning Outcomes***

#### ***1. Listening***

Demonstrate comprehension of factual information drawn from topics of interest or other areas of the curriculum, by comparing, explaining, drawing conclusions, discussing options - Topic Tests.

#### ***2. Speaking***

Provide factual information and manipulate formulaic language to express personal meaning in short conversations, role-plays or oral reports - Oral Tasks.

#### ***3. Reading***

Identify key points of information and the overall purpose of texts, and use the information to make a simple evaluative comment, a list of main points or a simple report - Reading Tasks.

#### ***4. Writing***

Write simple linked sentences to convey ideas, information and plans, and present the information in a logical sequence of two or three paragraphs - Writing Tasks.

***Key Learning Area: Technology***

***Unit Title:***

## **Design and Technology - Materials**

### ***Unit Description***

Materials are the building blocks of Technology. An understanding of their properties and uses is essential in product design and development. Students will work with a selection of materials, which could include fabric, metal, timber and plastic. Their products will be designed and produced according to a design brief. The course follows the technology process of Investigating, Designing, Producing and Evaluating.

The Literacy focus for this Key Learning Area is the use of procedural texts (written and visual) to follow instructions, such as design briefs. Students evaluate products in written or visual form and create their own procedural texts.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

These cover the following areas:

- Investigating
  - Designing
  - Producing
  - Evaluating
1. Design Folio
  2. Research Project
  3. Production - practical work
  4. Evaluation - of student's own and designers' work

***Key Learning Area: Technology***

***Unit Title:***

## **Food Technology**

### ***Unit Description***

During this semester, students will:

- Develop skills in preparing a variety of foods, using a range of techniques and equipment in a safe and appropriate way.
- Be able to independently and accurately follow a recipe, making efficient use of the time available.
- Explain and demonstrate safe and hygienic methods of food preparation.
- Use the design process to plan and prepare recipes.
- Identify and group foods according to the Healthy Eating Pyramid.
- Use the Healthy Eating Pyramid and other food selection models to assess meals and recipes.
- Use Australian food selection models to assess their own food intake and be able to suggest and justify appropriate changes to their diet.
- Analyse a range of influences on personal food selection.
- Identify the nutrients provided by foods in each section of the Healthy Eating Pyramid and demonstrate knowledge of their functions in the body.
- Identify the major nutritional needs for growth and activity.
- Use a variety of practical and theoretical activities to achieve the learning objectives of this course.

The Literacy focus for this Key Learning Area is the use of procedural texts (written and visual) to follow instructions, such as design briefs or recipes. Students evaluate products in written or visual form and create their own procedural texts.

### ***Assessment Tasks to Demonstrate Learning Outcomes***

1. Workbook/Journal Activities
2. Practical Work
3. Research Tasks

***Key Learning Area: Technology***

***Unit Title:***

## **Information Technology**

### ***Unit Description***

Students study the nature and potential effects of emerging technologies and use tools, techniques and processes in order to solve problems. Selections of the following software, will be used to solve and document the solution to these problems: Excel, Access, Macromedia Dreamweaver, Kahootz, Macromedia Flash, Audacity, Pinnacle Studio 9, MicroWorlds Logo, Visual Basic. Attention is given to the processes of investigating, designing, producing and evaluating.

### ***Content***

- **Spreadsheets** (MS Excel)
- **Database** (MS Access)
- **Web Authoring** (Dreamweaver)
- **Multimedia and Animation** (Kahootz, Macromedia Flash, Audacity, Pinnacle Studio 9)
- **Computer Programming** (MicroWorlds Logo, Visual Basic)

The Literacy focus for this Key Learning Area is the use of procedural texts (written and visual) to follow instructions, such as design briefs. Students evaluate products in written or visual form and create their own procedural texts.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

1. Folio
2. Problem Solving
  - Computer Parts
  - Spreadsheet Application
  - Database Application
3. Research
  - Media Watch
4. Tests

***Key Learning Area: Technology***

***Unit Title:***

## **Systems Technology**

### ***Unit Description***

Students will be required to investigate the use of systems in both past and existing communities as well as the changes that are made to systems in order to address community needs. A range of research methods, including the Internet, will be used.

Students may work with computer-controlled devices using commercial kits, where they make parts to achieve an electronically controlled outcome.

Students will use CAD (computer-aided design) software to prepare and refine their design where possible, and use technical language and symbols where appropriate.

Students will be given a design brief which they will be required to investigate, design using CAD software, construct the solution, and finally evaluate their product. An example of this would be the design and construction of an alarm system suitable for a domestic situation.

Students will be required to purchase material depending on their selection of a problem to solve.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

These cover the following areas:

- Investigating
- Designing
- Producing
- Evaluating

1. Research and Investigation - *Folio*
2. Design – *Folio of CAD files*
3. Production – *Create a product from a kit*
4. Evaluation – *Report*

***Key Learning Area: English***

***Unit Title:***

## **Challenge English**

### ***Unit Description***

This is the first of a two-year course designed to allow highly motivated students to work at a higher level, both in Year 9 and 10. In the first year of this unit, students will be expected to work at CSF Level 6 (equivalent to Year 9) in Semester 1 and upper level CSF Level 6, (equivalent to Year 10), in Semester 2.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

Per semester:

1. Language Tasks
  - parts of speech, punctuation, vocabulary
  - revision and testing
2. Writing Folio Tasks
  - paragraphing and sentence structure
  - planning and drafting
  - writing styles (personal, informative/instructional, imaginative/descriptive, creative, argumentative/expository, analytical)
  - purpose and audience
  - poetry analysis
3. Oral Presentations
4. Issues Response/Research Tasks
  - research (including one research report), media skills, persuasive language, analytical skills, development of a point of view
5. Text Response Tasks (at least 2 per text and at least two book reviews per term)
  - Semester 1: 'Of Mice and Men', Fictional Text (Term 1)  
'Brilliant Lies' Play Text (Term 2)
  - Semester 2: 'Looking For Alibrandi', Fictional Text (Term 3)  
'Awakenings' or 'Pleasantville', Film Text (Term 4)
6. Exam

***Key Learning Area: Mathematics***

***Unit Title:***

## **Challenge Mathematics**

### ***Unit Description***

This course is designed to allow highly able students with an above average mathematical ability and work ethic, to work at higher level than would be normal in Year 9.

Students study each Year 9 topic but then are exposed to the equivalent Year 10 work at the end of each unit. By doing this, students are effectively covering the Year 9 core and elements of Year 10 Mathematics.

On successful completion of Year 9, students are then better prepared for the Year 10 Maths Methods course which has a heavy emphasis on algebra.

### ***Assessment Tasks to Demonstrate Learning Outcomes***

1. Tests
2. Problem Solving Tasks/Assignments
3. Exam

***Key Learning Area: Humanities***

***Unit Title:***

## **Challenge Geography**

### ***Unit Description***

Using a variety of resource materials, students will investigate components of natural and human environments and the processes that shape and change them over time. Examination and prediction will be made in terms of the consequences of human impact on these environments. Students will be involved in the development and justification of the most appropriate management strategies to ensure sustainability of selected environments. Topics to be investigated will be selected from the following:

- Coasts
- Disasters: Tsunamis and Bushfires
- Tourism

Case studies will be used to provide examples of the operation of these natural systems and tourism at a range of scales (global, regional and local). Fieldwork is an integral part of the course.

The Literacy focus for this Key Learning Area is analysing, interpreting and evaluating written text and visual media. It involves the presentation and analysis of data, the writing of reports on fieldwork, and research.

The Literacy skills to be developed, using and ICT-rich environment, include describing, explaining, locating, comparing, analysing, and the use of appropriate Key Geographic Ideas.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

1. Tests
2. Practical/Analytical Exercises
3. Research Tasks
4. Extended Writing
5. Field Investigation Report

***Key Learning Area: Humanities***

***Unit Title:***

## **Challenge History**

### ***Unit Description***

History at Year 9 focuses on Australia 1900 – 1945. The course covers Australia's involvement in both World Wars - why Australia became involved and the impact of the wars have on Australian society. This unit also looks at the economic boom and depression between the wars and the impact that these experiences had on shaping an Australian identity and culture.

This is a semester-length unit.

The Literacy focus for this Key Learning Area is analysing, interpreting and evaluating written and visual texts. It also includes writing reports and essays and presenting research orally and visually through the use of political cartoons, maps, graphs and diagrams.

The Literacy skills to be developed, using and ICT-rich environment, are demonstrating, locating, comparing, identifying, explaining, evaluating and analysing.

### ***Assessment Tasks To Demonstrate Learning Outcomes***

1. Tests
2. Analytical Exercises
3. Research Tasks
4. Essay/Extended Writing Tasks
5. Annotated Graphic Exercise (Political Cartoon)