

YEAR 9 2020 CURRICULUM

Year 9 is a year of adventure for students in which a range of learning opportunities is provided. Students will continue the sequential learning that is essential preparation for VCE in their electives and core subjects of English, Mathematics, Science, History, Geography, the Arts, Physical Education and Personal Development. Formal examinations are held to provide practise to students, giving valuable preparation for VCE subjects.

The curriculum is designed to meet the needs of all students and cater for their individual interests. Many of the most authentic learning experiences and application of skills can occur in alternative settings beyond the traditional classroom. In recognition of this, the Year 9 Curriculum includes an International Experience to enhance and extend students and their learning in a unique and unfamiliar environment. Our students are encouraged to push the boundaries of their learning and personal development whilst facilitating students to become empowered global citizens.

Community Engagement, internationally and locally, is a significant focus with the Year 9 curriculum. The International Experience provides the unique opportunity to give back to an international local rural community in a way that can enhance the development of empathy and create more compassionate students who are aware of the challenges that confront women worldwide. Upon return to school students will extend their community service experiences by turning their focus towards the local community. This program gives practical expression to our commitment, as an Anglican school, to the principles of service and the experiential learning contributes significantly to students' personal development.

Students will have further opportunities to develop independence and resilience and to build on skills gained in Years 7 and 8, when they participate in the Year 9 Journey Program. This experience will increase their understanding of themselves and others and extend their appreciation of the natural environment.

The Journey Program is the major component of Year 9. The girls participate in a total of 15 days in the outdoors drawing on their previous experience, supported by school staff and specialist staff. The program allows students to take important steps towards developing independence and responsibility, not only as learners but in all aspects of life. It gives the students the opportunity to face real challenges and develop life skills such as recognising and regulating emotions, developing empathy for others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively. This outdoor education opportunity also demonstrates, in a practical way, how working together and considering the strengths and needs of all can allow greater challenges to be overcome.

The Year 9 program is one more building block of experience the students can use as they make their way towards becoming responsible young adults with strong personal character, a sense of community and high levels of resilience.

Year 9 Curriculum

CORE CURRICULUM

ENGLISH
MATHEMATICS
SCIENCE
HISTORY
GEOGRAPHY
PHYSICAL EDUCATION
PERSONAL DEVELOPMENT

THE ARTS

Choose two of the following:

DRAMA
MUSIC - GENERAL MUSIC OR
SPECIALIST MUSIC

ART
VISUAL COMMUNICATION DESIGN

ELECTIVE CURRICULUM

Choose any six of the following semester-length units

CHINESE
CHINESE BACKGROUND LANGUAGE
FRENCH
GERMAN
ENGLISH LANGUAGE STUDIES*
ENGLISH AS AN ADDITIONAL LANGUAGE*

*Each of these subjects counts for
two semester units*

BE YOUR OWN MONEY MANAGER
CERAMICS
ESSENTIAL TECHNOLOGIES
FOOD STUDIES
GEOGRAPHY: POVERTY AND HOMELESSNESS
MEDIA MATTERS

*Each of these subjects counts for
one semester unit*

It is recommended that students study at least one Language subject.
* By recommendation of the Department of Differentiated Education

Core Curriculum Year 9

ENGLISH

Students will read and view imaginative, informative and persuasive texts that explore issues and abstract ideas. They will analyse how social values and attitudes are conveyed and compare the presentation of information and ideas in different texts.

AREAS OF STUDY

Specifically, students will read a range of texts including Australian and Asian short stories and analyse and compare the distinct cultural features. Students will be introduced to William Shakespeare through the study of 'Romeo and Juliet' and will examine a collection of Spoken Word Poetry. Students will focus on the use of figurative language and the ways texts explore interpersonal relationships and ethical and global dilemmas. Students will also develop their understanding and use of persuasive language in an independent Problem Solving Project.

Students will produce a range of texts for a variety of purposes including speculating, hypothesising, persuading, analysing, imagining and reflecting. They will develop confidence in using written and oral language to achieve different purposes. Online components will be integrated into the course. This will require students to work independently and at times collaboratively in a networked environment using web-based tools to communicate with each other and the class teacher.

ASSESSMENT

Students will be required to write formally, under examination conditions, at the end of Semester Two.

GEOGRAPHY

This course focuses on how geographical processes change the characteristics of places. Students look at the interconnections between people, places and environments to explain how these interconnections influence people and change places and environments. There are two units of study.

The first unit is concerned with the geographies of interconnections and how people communicate across spaces both through movement and communication technologies. Tourism is discussed within this unit, including eco-tourism and wilderness tourism. The second unit looks at factors affecting food production and investigates the increasingly difficulty and challenge of feeding the world's population.

A feature of the course is the development of geographical skills. These include the collection, representation and analysis of data. Fieldwork is an important component of geography and students frequently work in groups to develop policies and strategies to solve problems.

AREAS OF STUDY

1. Geographies of interconnections

The effects of people's travel choices (recreational, cultural or leisure) on places, and the implications for the future of these places; the perceptions people have of a place and the interconnections between places, and the effects of transport and information communication technologies in connecting people.

2. Biomes and Food security

The factors affecting food production and investigating the capacity of the world to feed a growing population.

ASSESSMENT

- Research Task (Eco-tourism)
- Research and fieldwork (Tourism)
- Data Analysis
- Examination

HISTORY

The Year 9 Curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

The course comprises Overview and Depth Studies. The Overview Studies provide the context for the key inquiry questions and the Depth Studies allow detailed study of specific aspects of the historical periods.

AREAS OF STUDY

Overview content for the making of the modern world includes:

- The nature and significance of the Industrial Revolution and how it affected living and working conditions
- The nature and extent of the movement of peoples in the period (slaves, convicts and settlers)
- The extent of European Imperial expansion and different responses, including the Asian region
- The emergence and nature of significant economic, social and political ideas in the period, including nationalism

The three Depth Studies are:

1. Making a better world. The Industrial Revolution
2. White Settlement in Australia and attitudes to Indigenous people and non-European immigrants.
3. World War I; key aspects of the war and the Australian experience of the war.

ASSESSMENT

Students' historical understanding and skills will be assessed in a variety of ways, through analysis of visual and written texts, research assignments, tests and semester examinations.

MATHEMATICS

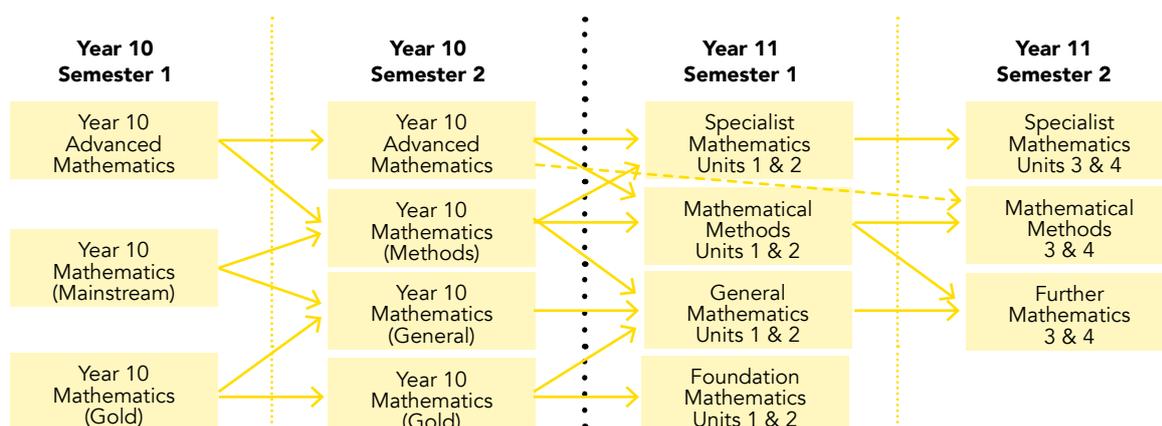
Year 9 Mathematics is structured to follow the Australian Curriculum: Mathematics. This provides students with the essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands describe what is to be taught and learnt. These strands are: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiency strands describe how the content is explored or developed, that is, the thinking and doing of mathematics. These strands are: Understanding, Fluency, Problem Solving and Reasoning.

In Year 9, Mathematics classes are structured to enable every student to work at a level and a pace which is suited to her ability. Classes are timetabled together to allow for movement between groups without disadvantage. All students study the same core syllabus. Extension is provided and support given to those students requiring additional assistance.

Critical thinking is developed by teaching students a range of strategies and mathematical skills which enable them to solve unfamiliar problems.

MATHEMATICS PATHWAYS 2019 - 2020



AREAS OF STUDY

Number and Algebra

- real numbers
- money and financial mathematics
- patterns and algebra
- linear and non-linear relationships

Measurement and Geometry

- using units of measurement
- geometric reasoning
- Pythagoras and trigonometry

Statistics and Probability

- chance
- data representation and interpretation

ASSESSMENT

Student performance is assessed against the Achievement Standards of the Australian Curriculum for Year 9. This is completed for each topic area within the content strands and also globally.

The assessment will be made by analysing general class work and the level of achievement on a task (or tasks) which will be designed to allow students to demonstrate one or more of the proficiency strands. The task (or tasks) may be in the form of a topic test, application task, assignment, rich task, learning journal, personal learning pathway, collaborative work or an end of semester examination.

End of Semester Examination

Students will complete an examination comprising a calculator-free component and a calculator-reliant component.

PERSONAL DEVELOPMENT

Students will be supported to develop a clearer sense of themselves and who they are. They will build upon already established skills in dealing with ever-changing relationships in an adolescent world.

AREAS OF STUDY

The course will investigate strategies for navigating life and maintaining physical and emotional health and wellbeing. Issues related to alcohol and safer partying, emotional literacy, personal strengths, relationships and sexuality, positive coping, problem solving, stress management and help seeking; will be examined through class activities, discussion and self-reflection. A journal will be used by students for personal reflections and completing class activities.

ASSESSMENT

Assessment is based on practical activities, classroom discussion, self-reflection and assignments covering a variety of topics.

PHYSICAL EDUCATION

This subject involves students participating in a range of physical activities, sports and recreational pursuits.

AREAS OF STUDY

Students develop knowledge and skills through a variety of games and sports including:

- athletics
- soccer
- basketball
- football
- handball

Swimming is also a key component of the Year 9 program and students participate in practical and theoretical sessions to complete the Royal Life Saving Bronze Medallion award.

The Year 9 Physical Education course also includes an introduction to basic physiology areas such as the muscular system, fitness components and energy systems. These concepts are then applied in practical sessions during a circuit/weight training unit.

ASSESSMENT

Is based on class participation, practical assessments, theory and assignments.

SCIENCE

In Year 9, students study topics in greater depth than in previous years including increased sophistication in experimental method and design. Students further develop the ability to apply scientific concepts to explain practical observations in the laboratory. They learn to critically evaluate experimental procedures and research methodology when communicating scientific findings to an intended audience and become more sophisticated in their use of scientific language to explain concepts. They explore ways in which the human body as a system responds to its external environment. They develop their understanding of matter and the notion of the atom as a system of protons, electrons and neutrons. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer.

AREAS OF STUDY

- Light
- Reaction types
- Body co-ordination
- The Atom
- Important materials
- Heat and Sound

Students are given the opportunity to enter various science competitions.

ASSESSMENT

Includes written and practical tests, designing practical investigations, written tasks, research assignments and end of semester examinations.

THE PERFORMING ARTS

DRAMA

This course gives students the chance to explore the world of Theatre, to interpret scripts and an opportunity to explore their expressive and performance skills.

The following questions are pertinent to this study:
What do actors do to train and develop their skills?
How do you bring a script to life on stage?

AREAS OF STUDY

- Acting
- Directing
- Interpreting scripts
- Performing

Theatrical Style

Naturalism – a style of theatre that demands truthful performance by actors is the lens by which we approach this course.

Throughout the semester, the student actors will explore their physical and vocal expression, building awareness of how they can consciously manipulate these aspects of themselves. This is valuable exploration for them as communicators and as a means to scaffold their skill development and their progress toward the major performance exam.

Theatre visit

Students will attend a professional theatre performance exposing them to a style of theatrical experience that they may not have previously had. This enhances their learning immeasurably.

ASSESSMENT

Process driven, with focus on the student's on-going level of engagement, their openness to respond to the challenges that present along the way.

Performance Exam

A script, where 2 students collaborate, interpret, direct and act the interpretation of their chosen scene (a range of appropriate scenes offered by teacher)
No written examination at this level.

MUSIC

Both of the Music courses at Year 9 aim to broaden and enrich students' music experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music, and to encourage a life-long engagement with Music and Music Making.

General Music

This semester length course is recommended for students who have an interest in contemporary music and its various styles. Students will develop listening, arranging, research, and evaluative skills through the investigation of the different musical elements that influence Contemporary Music. Students will learn how to complete basic contemporary music arrangements using music technology; investigate various popular musical styles and present projects based on their discoveries to the class; participate in class ensembles; and develop their aural skills through various listening activities and tasks.

AREAS OF STUDY

- Class ensemble performance and participation
- Preparing for Performance
- Organisation of Sound (arrangement, using music technology)
- Music language
- Music Appreciation

ASSESSMENT

Is based on practical workshops, rehearsals, performance, arrangement, and reflection.

Specialist Music

This semester length course is recommended for students who have a strong musical background. This course will allow students to develop their performance skills in a concentrated environment as well as build their understanding of the theory and structures behind music. Students' will also extend their music skills and knowledge by studying the way music relates to the world we live in. They will create, analyse, perform and evaluate. It is highly recommended that students taking this course are engaged in instrumental music lessons (including voice) outside of the classroom.

AREAS OF STUDY

- Performance – Solo and group
- Preparing for Performance
- Organisation of Sound – Composition
- Music Language
- Set Works and Music appreciation

ASSESSMENT

Is based on performance, musicianship tasks, set works assignments, and a composition projects.

VISUAL ARTS

ART

This course will involve the study of artists, materials and processes through a variety of short term projects. Using a thematic approach whilst looking at contemporary art, this course will explore materials, skills, techniques and digital processes through practical application in print making, painting, mixed media and drawing.

AREAS OF STUDY

Students will create artworks from observation, including still life, using materials such as

- charcoal
- inks
- pastels
- printmaking
- acrylic paint

Students will study art appreciation which will be related to their practical exploration.

ASSESSMENT

In all units will be based on practical work, workbooks, research assignments and classroom responses.

VISUAL COMMUNICATION & DESIGN

This unit explores a range of methods and media used to communicate information and ideas visually.

AREAS OF STUDY

There will be two areas of study.

1. Visual communication and design techniques

Students will investigate each of the design elements and a variety of different methods used to produce visual communications.

They will produce a folio of experimental projects such as:

- a design for a structure using instrumental drawing
- creative lettering using the computer program Photoshop
- screenprinting and ink to create pattern
- marker rendering of 3D objects
- decorative use of line

Students will refer to the works of professional designers as they research and develop their ideas.

2. A design brief

Students will act as graphic designers and use manual and computer techniques to work through the problems set out in a design brief. They will produce at least one of the following presentations:

- advertisement
- brochure, package design
- poster
- Journey badge design
- restaurant graphics – menu, placemats etc
- corporate identity design

Students will follow the design process used by professional designers to research, plan and produce their visual communications.

ASSESSMENT

In all units will be based on practical work, workbooks, research assignments and classroom responses.

Year 9 Elective Curriculum

BE YOUR OWN MONEY MANAGER

This unit aims to develop the students' financial literacy skills so that they develop an increased awareness and understanding of the need to be financially savvy in an increasingly complex financial world.

The course is designed to enable students to understand and apply basic financial concepts and learn some basic skills to assist them to make informed financial decisions. By better understanding money management, the students will be empowered to make more effective decisions to help them achieve their financial goals in the future and achieve a satisfactory level of financial independence.

AREAS OF STUDY

- Money management/budgeting
- Earning an income
- Getting a job
- Saving
- Use of credit
- Investing/stock exchange
- Paying taxes
- Scams/how to avoid them

ASSESSMENT

Is based on tests, assignments, homework, classwork and end of semester examination.

CERAMICS

Students will be looking at both form and function to develop their skills in this medium.

AREAS OF STUDY

This will involve the design and construction of both functional and non-functional (sculpture) ceramics through projects such as the making of clocks or slab built forms and imaginative sculptures. Incorporated in the overall construction will be the exploration of various sculptural and decorative techniques such as sgraffito, inlay, carving, relief and stamping.

Throughout this unit, students will develop a sound understanding of basic construction techniques and knowledge of ceramics in the context of our times.

ASSESSMENT

In all units will be based on practical work, workbooks, research assignments and classroom responses.

ENGLISH LANGUAGE STUDIES

By recommendation of the Department of Differentiated Education

Students who have been identified and assessed as having specific learning needs are able to choose the subject, English Language Studies as part of the elective program. The ELS program caters as much as possible for the individual learning style of the participants by teaching the students a range of appropriate learning strategies and enhancing their skills and self esteem so that they are more able to participate in mainstream class discussions and activities.

AREA OF STUDY

The ELS course provides detailed study of the set English texts and strategies to develop essay writing skills. The course also supports students with the language demands of their other subjects and gives them the opportunity to have a better understanding of the vocabulary involved in instructions, written tasks and tests. Specific assistance is given to prepare students for the new experience of examinations.

ASSESSMENT

No assessment required for this subject.

ENGLISH AS AN ADDITIONAL LANGUAGE

By recommendation of the Department of Differentiated Education

Students whose first language is not English are offered EAL classes to support their curriculum studies. Students are deemed eligible for EAL classes through assessment by the Department of Differentiated Education.

English as an Additional Language classes provide the opportunity for students to improve their general language proficiency and thus develop the skills and confidence to participate in mainstream classes. The small classes provide students with a supportive environment where they can feel secure in asking questions and using language actively.

AREAS OF STUDY

Students are involved in language activities that expand vocabulary, enhance listening and reading comprehension, improve grammatical accuracy, and develop better understanding of tasks and academic expectations. EAL classes provide detailed clarification of texts studied in English classes and strategies to develop essay writing skills. Time is also allocated to support the content and texts studied in mainstream subject areas.

ASSESSMENT

No assessment required for this subject.

ESSENTIAL TECHNOLOGIES

A newly formed semester-based elective, students will be encouraged to develop important 21st century skills using appropriate applications and technology.

AREAS OF STUDY

Essential Technologies will allow students to develop skills in spreadsheets, web development, animation and be introduced to programming. Students will apply skills in critical thinking, creativity, collaboration, communication and information and technological literacy.

ASSESSMENT

Assessment throughout the semester will be through classwork, observation and real-world project-based tasks. These assessment items will require students to apply their knowledge and the skills developed throughout the semester.

FOOD STUDIES

In this subject, students will have the opportunity to develop their practical skills whilst learning the theoretical knowledge to support that learning in other lessons.

AREAS OF STUDY

The Food Studies unit will offer students the opportunity to look at design solutions whilst analysing the impact of those design options and the affect they have on the sustainability of food production and the implications that producing that food will have on the environment. Students will also have the opportunity 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.

Students will examine how technology has affected food production and the implications genetically modified foods, preservative and additives have had on our diets and our health. The influence of different cultures and cuisines will also be examined. Students will produce several small productions showing the development of a recipe to demonstrate the skills and knowledge they have learned and applied.

ASSESSMENT

Is based upon class work, assessment tasks and practical work throughout the semester.

GEOGRAPHY

Poverty and homelessness: a global and local perspective.

This course involves a study of the causes and impacts of poverty in both developing countries and Australia.

AREAS OF STUDY

Students will study the factors that have created a 'divided world' of rich and poor countries and the effect of this for those living in poverty in developing countries. A particular emphasis will be placed on how poverty impacts on the lives of women in developing countries.

The local perspective will focus on the causes and impacts of homelessness in Melbourne and why such extreme poverty occurs in a wealthy country such as Australia.

ASSESSMENT

Assessment will be based on a range of tasks including fieldwork, data analysis and research.

MEDIA MATTERS

During this course students will investigate the various forms of Australian media: sound, photography, radio, film and television. Students will create, produce and exhibit their own work while developing critical thinking skills. This subject aims to develop students' knowledge of Industry standard practice and their ability to create original work.

AREAS OF STUDY

This course aims to give students:

- an understanding of how to create, produce and organise work that can be used in a gallery to provide positive outcomes for the community
- experience in writing and recording a short radio program
- exposure to what is involved in creating, writing, recording and editing a TV show
- an understanding of the importance of working as part of a team
- further experience and skills in working as a self-directed learner

Software applications may include Adobe Photoshop, Adobe Bridge, Garage Band, Premiere Pro and students will also use digital SLR and video cameras and industry standard equipment to record a TV show.

A variety of practical classroom tasks are assessed during the course, including the creation of sound editing for a commercial. Students will engage in photography workshops as well as documentation of a production diary. This course also offers students an introduction to media theory and terms used in the industry today.

ASSESSMENT

Is based on participation in classroom activities, proficiency with all equipment and software used, and satisfactory completion of class exercises and major assessment tasks and completion of an end of semester test.

LANGUAGES

Students wishing to continue the language studies at higher year levels are required to complete both units in that study.

The study of languages contributes to a balanced general education as well as to the personal development of the individual. It assists in communication with and understanding of other peoples and their cultures, strengthening international bonds in many ways. Every year languages week is held in August. During this week a special assembly and a languages lunch are organised.

CHINESE

Students will continue to develop further their listening, speaking, reading and writing skills which have begun from their study at Year 7 and 8.

The Chinese culture introduction will be integrated into language teaching.

AREAS OF STUDY

Everyday topics including:

- Friends
- Housing
- Shopping
- School Life

ASSESSMENT

Is based on a variety of oral, aural, reading and written tasks, as well as the final exam at the end of the year.

CHINESE BACKGROUND LANGUAGE

This course is the preparation for the students who will enter VCE Chinese studies next year. The topics and tests are designed based on the Victorian Curriculum Chinese Background Language. This course is underpinned by the concepts of communicating and understanding Chinese languages and cultures.

AREAS OF STUDY

Topics including:

- Personal identity and Relationships
- Education and aspirations
- History and culture
- The influence of science and technology

ASSESSMENT

Is based on a variety of oral, aural, reading and written tasks and end of year examinations.

FRENCH

The French course combines a topic and situation-based approach with a more conventional structural and grammatical progression. The skills of listening, speaking, reading and writing are emphasised and students continue to discuss aspects of French culture and lifestyle through their language study.

AREAS OF STUDY

Topics covered include:

- French speaking communities
- family relationships and friendships
- travel
- Paris
- leisure activities
- school life

ASSESSMENT

Is based on regular oral, aural, reading and writing tests and end of year examinations.

GERMAN

The German course at this level extends communication ability by developing a number of skills and strategies. Reading, writing and conversational activities will be extended.

AREAS OF STUDY

Topics covered include:

- asking for and giving permission
- ordering meals
- sport
- health
- household chores
- shopping

Additional materials will supplement the core program and provide opportunities for extension.

Cultural awareness is fostered by listening to songs and viewing video clips about contemporary Germany. The students will have the opportunity to visit a German restaurant and order their meal in German. There will also be a variety of communication exercises, activities, games and role plays. The German assistant will support girls whenever possible.

ASSESSMENT

Is based on classwork as well as regular oral, aural, reading and written tests and end of year examinations.

OUTDOOR EDUCATION

Year 9 Outdoor Education is a year of significant personal growth and learning for our students. Your daughter will participate in the exciting Journey Program.

AREAS OF STUDY

1. Practice Journey

This is an important sequence of the Outdoor Education program that will provide opportunities for the girls to consolidate skills developed in previous years, as well as introduce and learn the fundamentals to safely negotiating introductory whitewater rapids in inflatable 2-person whitewater rafts. Students will take a greater role in managing personal and group responsibilities.

Over 5 days, the students will travel in small groups, complete a bushwalk and raft a section of either the Thomson River/Baw Baw National Park or Mitchell River National Park. The year level will be split into two locations to comply with National Park regulations.

2. Journey Expedition

This program has a personal development focus as participation allows the girls to grow and develop resilience through facing challenges individually, and as a group. This experience has proven to be a significant and rewarding learning opportunity for our Year 9 students over many years. Most girls look back on this experience as a highlight of their time at Firbank. As they move towards taking greater levels of responsibility in all aspects of their lives, this expedition provides valuable and timely learning opportunities.

The Journey Expedition is a more committing, challenging and remote version of the 'Practice Journey'. The program is conducted in the Alpine National Park with the students hiking over the Bogong High Plains and rafting the Mitta Mitta River. This is a 10-day expedition. We endeavour to cater for all students, having developed routes and access points that allow us to scaffold the level of challenge and support suitable for individual students.

ASSESSMENT

The Journey Expedition Program is an integral and compulsory component of Year 9 and each program must be completed in its entirety. This program will satisfy the Adventurous Journey component of the Duke of Edinburgh Award. The program is conducted by Firbank staff and qualified and experienced Outdoor Education instructors from Bindaree Outdoors.

2020 Dates:

Practice Journey:
7-11 September

Journey Expedition:

Parents will have the opportunity to state which block their daughter participates in.

Group A:
Packing Day 21 November
Expedition 22 November – 1 December

Group B:
Packing Day 25 November
Expedition 26 November – 5 December