Curriculum Map

Year 9, Term 1, 2020

Core

			Maths	Science	English	Humanities Civics and Citizenship
Year 9	General	Unit title	Review	Chemistry	Creating Speculative Fiction	Persuading Political Action
		Unit topic / focus	Number/Algebra	Chemical processes and Reactions	Narrative writing	Australian Political and Voting Systems
		Length of unit	*10 Weeks*	*10 Weeks*	*8 weeks*	*8 weeks*
	ACARA	Achievement Standard - essential elements	- Solve problems involving simple interest - Express numbers in scientific notation - Expand binomial expressions From Year 8: - Model authentic situations with two-way tables and Venn diagrams	Explain chemical processes and natural Students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They also design methods that control variables and collection of data, as well as ethics and safety.	Productive modes (speaking, writing and creating) Use of [genre conventions] and a variety of language features to create different levels of meaning Selection of vocabulary and grammar that contributes to the precision of texts when editing for effect	Knowledge and Understanding • identification and analysis of the influences on people's political choices Inquiry and skills • comparison and accounting for different interpretations and points of view on civics and citizenship issues.
		Focus Text (RRAW – TDQs, graphic organisers and Reading with a Pen)	Profit, Cost Price and Sale Price	Fill-in-the-Gaps Glossary	*Trapped Forevermore; Galaxy 15* Novel: *Z for Zacharia* *Am I Living?; Journey by Night*	Media articles about 2019-2020 bushfires
		Focus Reading Strategy previewing/predicting; summarising/retelling; inferring; main idea; author's purpose/POV/intended audience; skimming/scanning; visualising	Interpreting	Predicting Summarising	T BA	TBA
		Whole School Writing Strategy Writing on Demand	WoD	WoD	WoD	WoD
		Tier 2 Vocabulary	• ethical • perspective • tension • inconsistency • aesthetic • reaction • portray	• ethical • perspective • tension • inconsistency • aesthetic • reaction • portray	• ethical • perspective • tension • inconsistency • aesthetic • reaction • portray	• ethical • perspective • tension • inconsistency • aesthetic • reaction • portray
		Tier 3 Vocabulary	TBA	TBA	TBA	TBA
	Assessment	Cognitive Verbs assessed	• solve • apply	• analyse • explain	• select • create	• identify • compare
		Assessment type/technique	Assignment (PSMT)	Report	Imaginative Written (Narrative)	Persuasive Written
		Assessment requirements	How does Scrabble represent the English language? Students collect representative data and make sense of the results by comparing different game variables.	As a Chemist, you are to complete an Extended Investigation (EI) which includes the **design** of questions that can be investigated. You are also to design an EI method that includes the identification of the relationship between variables, the control and accurate measurement of these variables and the systematic collection of data.	Prepared in-class exam Create a short narrative that confirms to a speculative fiction sub-genre.	To create an open letter to local MP Shannon Fentiman addressing the public perception of the government's handling of the recent bushfire crisis.

ILT/Technology/HPE			Home Ec	Digi Tech	Design Tech	HPE
General	Unit title		Food Wastage - Every Little Bit Counts	Coding for the real world	LED Lamps	Nutrition
	Unit topic / focus		The focus of this task is to design and produce a product for the technologies context food specialisation.	Python Coding	Students design and create a working LED lamp using design skills in illustrator and the laser cutter.	Carbohydrates Fruit and Vegetables
	Length of unit		*8 weeks*	*10 Weeks*	*10 weeks*	*10 weeks*
ACARA	Achievement Standard - essential elements		• explain factors that influence the design of products • explain the contribution of design and technology innovations and enterprise to society • explain how the features of technologies impact on designed solutions and influence design decisions for food • create designed solutions for food • independently and safely produce effective designed solutions for the intended purpose.	Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design 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.	Consider factors that impact on design decisions and the technologies used to product products, services and environments. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies context.	Students access and apply health information from credible sources to propose and justify responses to health situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances
	Focus Text (RRAW – TDQs, graphic organisers and Reading with a Pen)		Design Task	Python could become the world's most popular coding language - David Dodd	Electrical circuits Safe operating procedures – soldering	Australian Dietary Guidelines
Focus Reading Strategy previewing/predicting; summarising/retelling; inferring; main idea; author's purpose/POV/intended audience; skimming/scanning; visualising			TBA	TBA	TBA	Main Idea
Whole School Writing Strategy Writing on Demand			WoD	WoD	WoD	WoD
Tier 2 Vocabulary			• ethical • perspective • tension • inconsistency / • aesthetic • reaction • portray	• function • debugging • decompose / •	• soldier • aesthetic / •	• ethical • perspective • inconsistency / • reaction • portray
Tier 3 Vocabulary			TBA	• Computational thinking • Concatenation • Syntax	TBA	TBA
Assessment	[Cognitive Verbs assessed](#)		• create • develop • evaluate	• design	• design • evaluate	• propose • justify
	Assessment type/technique		Create food product Design Journal	Portfolio; Exam and Assignments	Project with multimodal	Persuasive Practical
	Assessment requirements		• Time: 5 weeks class time • Word limit: 600 words •	Individual tasks • Closed book exam • 4 Assignment tasks Programs: • Python IDLE; Draw.io	Identified clients need/opportunity Design Process to create LED lamp • Evaluation based on success criteria	• Students propose and justify the inclusion of fruit and vegetables in a diet plan to support the healthy development of an adolescent. • Students apply criteria to make judgments and refine their own and others' specialised movement skills.

Year 9

ARTS			Dance	Drama	Visual Arts	Music
Year 9	General	Unit title	Where Are We Now?	Commedia Delll'arte – Masked Madness	Landscape Scenes	Pop music
		Unit topic / focus	Current Hip-Hop styles of this generation	Styles and conventions of the drama style known as Commedia dell'Arte.	Drawing and painting – Landscapes focus on composition & colour theory	Create a group performance of a Pop song using technical and expressive skills. Present to a live audience.
		Length of unit	*8 Weeks*	*10 Weeks*	*10 Weeks*	*10 Weeks*
	ACARA	Achievement Standard - essential elements	Students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance. Students rehearse and perform dances, demonstrating technical and expressive skills appropriate to the current style of the Hip Hop genre.	Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama. Students develop and sustain different roles and characters for given circumstances and intentions. They refine performance and expressive skills in voice and movement to convey dramatic action.	Responding: They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. Making: Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.	Making: Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They use aural skills aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences.
		Focus Text (RRAW – TDQs, graphic organisers and Reading with a Pen)	TBA	History of Commedia dell'Arte	Text - Excerpt from *Ideas and perceptions of the Australian landscape* by Bill Hawthorn, 1987,	Constructing a Pop Music Persona Text
		Focus Reading Strategy previewing/predicting; summarising/retelling; inferring; main idea; author's purpose/POV/intended audience; skimming/scanning; visualising	Inferring Author's POV	Summarising / main idea	TBA	Summarising
		Whole School Writing Strategy Writing on Demand	WoD	WoD	WoD	WoD
		Tier 2 Vocabulary	• ethical • perspective • tension • inconsistency / • aesthetic • reaction • portray	• ethical • perspective • tension • inconsistency / • aesthetic • reaction • portray	• ethical • perspective • tension • inconsistency / • aesthetic • reaction • portray	• ethical • perspective • tension • inconsistency / • aesthetic • reaction • portray
		Tier 3 Vocabulary	TBA	TBA	TBA	TBA
	Assessment	Cognitive Verbs assessed	• express • communicate	• create • manipulate	• analyse • evaluate / • create • manipulate	• interpret • perform
		Assessment type/technique	Making – Performing	Making – Student Devised Performance	Open book exam – 70 mins – 25% / Landscape painting – 60%, Visual journal – 15%	Making (Performance)
		Assessment requirements	• 2 minutes • Filmed for assessment purposes	• Students devise 2 scenes in small groups using the stock characters from Commedia	Short response answers / 3-4 experimental works; A2 compositional landscape scenes. Submit visual journal.	• Individually Assessed (But can be performed as part of a group) • 1-2min performance length • 8 Weeks notice