

St Joseph's School Stanthorpe

2014

Year 9

		Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4
English AC	Silos:	Analyse/Persuade	Inform / Instruct	Describe/Reflect	Describe/Reflect
	Title:	We were all boat people once...	It's Alive! Transformations of Texts	It is sweet and right... Poetry and Conflict	Past, Present and Future
	Course Overview:	This unit explores the emotive subject of boat people through the in-depth study of the novel 'Refuge' by Jackie French. French's novel is a multicultural history of immigration to Australia. Imaginatively written, it shows that many people who arrived in Australia did so by boat and that each one of them has contributed to our history in different ways. It suggests that empathy and understanding are crucial in our treatment of and response to immigrants and refugees. It also suggests that those who survive are those with the strength of their dreams and with the self-confidence and conviction that they can overcome the obstacles presented to them.	This unit is about transformations - when an original creation is adapted to become a new product. Books become movies; computer games become books; graphic novels become films, then become books and then get turned into computer games. Complex analysis, judgements and decisions are made each time a creation is transformed. Each new format requires an understanding of the demands of the medium, including its challenges and benefits.	Poetry captures the raw emotions experienced during times of conflict like few other mediums. It not only had the ability to transport the reader into the heart of a battle, but also communicates the fear and sadness often felt by those who fought in war. Through poetry we relive both the horror and hope found in war and learn about the faults of humanity.	Within this term students will explore the literary genre of autobiography. This will provide the students an opportunity to not only write about their own lives, but investigate into parts of their own family history. The focus of this unit should be on the student themselves – who they are and where they are going – in light of the fact that they are about to move into Year 10 and are growing into young adults. By exploring their past, they may be empowered to make decisions about their future.
	Text types:	'Refuge' by Jackie French; refugee poetry; extracts from newspaper articles on refugees and boat people; documentaries such as 'Back to Where you came From', personal accounts from recognised refugees/immigrants (Ahn Do/Dr Karl) Assessment will also be focused on persuasive and imaginative writing techniques, which allows students to understand the varying language requirements for each text type.	Teachers should select a variety of both written (novels, short stories) and visual (movies, graphic novels, cartoons, television shows) to demonstrate to students how texts are transformed to suit different audiences and mediums. Texts such as Frankenstein or Superman lend themselves well to this unit.	Teachers should select poetry from a variety of conflicts (such as The Great War, World War II and Vietnam) in order to demonstrate how warfare has changed over time. Focus is to be placed on classical poets such as Wilfred Owen and Lord Alfred Tennyson, however should allow students to explore different individuals in conflict - therefore other lesser known war poets should also be included. Teachers should also include informative texts to accompany poetry to ensure students are developing appropriate background knowledge.	Selected autobiographical works - 'Boy' by Roald Dahl or 'Diary of Anne Frank'. Various poetry, film and documentaries should also be provided to support teachings.
	Assessment:	Persuasive Text: Literary Analysis - Argumentative Essay (Written Exam) Imaginative Text: Narrative in role of character (Written Assignment)	Persuasive Text: Feature article on selected transformed text (Assignment conditions)	Informative text + Imaginative Text: Monologue in role and defence (Spoken)	<i>Creative Text: Autobiography (Multimodal)</i> <i>Informative Text: Response to Stimulus (Exam)</i>
	Scaffolding:	Approaches to the novel should include: Before, During and After reading activities; story maps, tracking of common themes, narrative perspectives; diary entries; characters analyses, letters, links to external texts and general language work. Teachers should aim to provide students with opportunities to discuss, analyse and interpret the text in order for them to be adequately prepared to write an argumentative essay under exam conditions.	Student activities and discussion should focus on: <ul style="list-style-type: none"> • identify ways in which language changes over time and evolves through the process of adapting the form in which it is presented. • examine vocabulary choices and their impact on the way in which this influences meaning • understand how text structures contribute to the ways in which meaning is enacted • examine the ways in which different text types present characters, themes and values • reflect on and discuss responses to a variety of text types • evaluate the effect on readers of a variety of text types • take an existing text and create an interpretation • analyse how the construction and interpretation of texts can be influenced by cultural perspectives and other texts 	Students will examine war poetry from a variety of times and places (as selected by the teacher) and identify the reasons for their continued appeal. They will look at the poetic devices used within the poems and how these create distinct images. Additionally, students will identify how particular poems have continued to be adapted over time for a variety of different audiences, ultimately effecting their original meaning. Students will also examine themes that run throughout war poetry, despite the war to which they respond. Focus should be placed on the individual student's creativity and how their own experiences allow them to respond differently to different subject matter.	As this unit requires students to understand identity and character construction through texts, teachers should look at emotive language use in texts, in conjunction with modality and gaps and silences. Texts that are provided to the students should therefore be accompanied by comprehension activities that focus on the above literary skills. Teachers should also encourage students to write as often as possible about their own lives to assist in the development of ideas for their assessment item.
Mathematics AC	Title:	Numbers and Measurement	Measurement and Geometry	Algebra & Linear/Non Linear Relationships	Statistics & Probability

	Course Overview:	This term students will solve problems involving direct proportion. They will explore the relationship between graphs and equations corresponding to simple rate problems. Students will apply index laws to numerical expressions with integer indices. They will express numbers in scientific notation and solve problems involving simple interest. They will extend and apply the index laws to variables using positive integral indices and the zero index.	This term students will (using units of measurement and geometric reasoning in every instance) calculate the areas of composite shapes. They will calculate the surface area and volume of cylinders and solve related problems. They will solve problems involving the surface area and volume of right prisms. They will use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar. They will solve problems using ratio and scale factors in similar figures. They will investigate very small and very large time scales and intervals. Students will investigate Pythagoras' Theorem and its application to solving simple problems. They will use similarity to investigate the constancy of the sine, cosine, and tangent ratios for a given angle in right-angled triangles. They will apply trigonometry to solve right-angled triangle problems.	This term students will apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate. Students will find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software. They will find the midpoint and gradient of a line segment on the Cartesian plane using a range of strategies including graphing software. They will sketch linear graphs using the coordinates of two points. Students will sketch simple non-linear relations with and without the use of digital technologies.	This term students will list all outcomes for two-step change experiments, both with and without replacement using tree diagrams or arrays. They will assign probabilities to outcomes and determine probabilities for events. Students will calculate relative frequencies from given or collected data to estimate probabilities of events involving "and" or "or." They will investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians. They will identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources. Students will construct back-to-back stem and leaf plots and histograms and describe data, using terms including skewed, symmetric, and bi-modal. They will compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location and spread. They will investigate techniques for collecting data, including census, sampling and observation.
Geography AC	Title:	Biomes and Food Security	Geographies of Interconnections		
	Course Overview:	<i>Biomes and food security</i> focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.	<i>Geographies of interconnections</i> focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.		
	Key Sources of Geographical Data:	<p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.</p> <p>The key inquiry questions for Year 9 are articulated below.</p> <ul style="list-style-type: none"> • What are the causes and consequences of change in places and environments and how can this change be managed? • What are the future implications of changes to places and environments? • Why are interconnections and interdependencies important for the future of places and environments? 			
	Thinking Tools and Graphical Organisers:				
	Assessment Ideas:				
	Fieldwork and Local Resources:				
History AC	Title:	Depth Study 1: Making a Better World - The Industrial Revolution (1750 - 1914)	Depth Study 2: Australia and Asia - Making a Nation (c.1750 - 1918)	Depth Study 3: World War 1 (1914 - 1918)	

Course Overview:	<p>This historical depth study should focus on the following key content:</p> <ul style="list-style-type: none"> - The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia. - The population movements and changing settlement patterns during this period. - The experience of men, women and children during the Industrial Revolution, and their changing way of life. - The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication. 	<p>This historical depth study should focus on the following key content:</p> <ul style="list-style-type: none"> - The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples. - The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans). - Living and working conditions in Australia around the turn of the twentieth century (1900) - Key events and ideas in the development of the Australian self-government and democracy, including women's voting rights. - Legislation 1901 - 1914, including the Harvester Judgement, pensions and the Immigration Restriction Act. 	<p>This historical depth study should focus on the following key content:</p> <ul style="list-style-type: none"> - An overview of the causes of World War I and the reasons why men enlisted to fight in the war. - The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign. - The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate). - The commemoration of World War I, including debates about the nature and significance of the Anzac legend. 		
Primary Source Document Focus:					
Thinking Tools and Graphic Organisers:	<p>Timelines Glossary of relevant historical terms Maps Venn Diagrams Brainstorming Identify origin and purpose of primary sources Comparison of sources (primary and secondary) Investigating perspectives Research and corroborate evidence Cause and effect tables</p>				
Assessment Ideas:	<p>Teachers are to develop one assessment item per unit. They may select from the following techniques:</p> <ul style="list-style-type: none"> - Research - Collection of Work - Supervised assessment <p>Pieces should be either written, spoken or multimedial. Format as indicated in QSA Year 8 History Syllabus</p>	<p>Teachers are to develop one assessment item per unit. They may select from the following techniques:</p> <ul style="list-style-type: none"> - Research - Collection of Work - Supervised assessment <p>Pieces should be either written, spoken or multimedial. Format as indicated in QSA Year 8 History Syllabus</p>	<p>Teachers are to develop one assessment item per unit. They may select from the following techniques:</p> <ul style="list-style-type: none"> - Research - Collection of Work - Supervised assessment <p>Pieces should be either written, spoken or multimedial. Format as indicated in QSA Year 8 History Syllabus</p>		
Local Resources:	<p>Oxford Big Ideas - history 9 Macmillan - History 9</p>				
Science AC	Title:	Changing Earth	What's the Matter?	Energy for My Lifestyle	Life in the Balance
Course Overview:	<p>This term students explain global features and events in terms of geological processes and timescales. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.</p> <p>Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.</p>	<p>This term students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.</p> <p>Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.</p>	<p>This term students describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.</p> <p>Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.</p>	<p>This term students analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.</p> <p>Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.</p>	