

AMAROO SCHOOL

Year 9
Core Classes
Unit Outlines
Semester 2, 2023





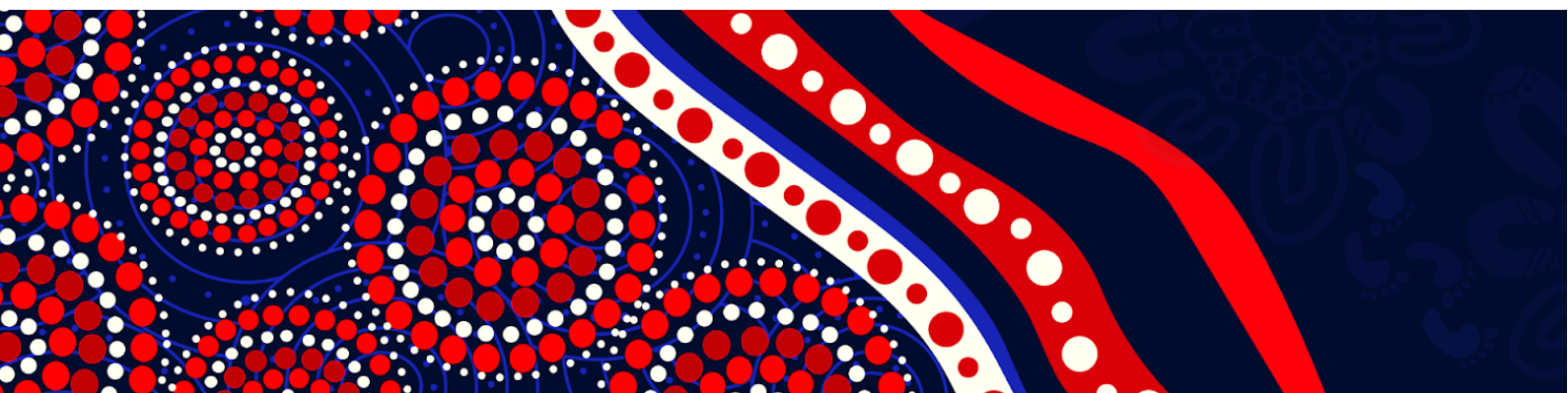
Year 9 (Core Classes)

Semester 2, 2023

Unit Outlines

CORE SUBJECTS

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Assessment Calendar

1. Click this link: [Assessment Calendar](#)
2. In the top left hand corner, type in your child's student number. Don't type 0s at the start of the student number.
3. The number will appear below. Click on it. ***Please ensure you've clicked on the number and the tick appears.***

 12345

Note: Don't type 0's at the start of your student ID

12345 ✓

4. The assessment calendar will then appear.

TERM 3

Assessment due dates shown below are a rough guide only. These dates are subject to change.

Subject Na...	Ongoing 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 8	Week 9	Week 10
English						Comparative Scene Analysis				Creative Response
Food Technology - Paddock To Plate										
Graphic Design - Marketing						Graphic Design Research			Success Criteria + Graphic Design Project	
Health and PE										Discrimination Task
Humanities and Social Science					Rights and Freedoms Essay					
Mathematics				Parabolas and Other Graphs Test			Trigonometry Assignment			Probability Test
Science						Motion Practical Report			Motion Test	



CORE SUBJECTS



English

English

Year 9

In Term 3, students will investigate Shakespeare's 'Romeo and Juliet' through a 'crime lens' as we attempt to determine what crimes have been committed throughout the play, and *spoiler alert* which characters may be considered most responsible for the deaths of Romeo and Juliet. In Term 4, students will study a variety of texts that explore what it means to be human. Students will analyse texts and create their own text that explores an aspect of the human condition. Throughout the semester, we will focus on thinking skills (identifying, explaining, comparing, justifying, analysing and evaluating) and communication skills (writing and speaking succinctly and clearly).

Australian Curriculum Standards

The student:

- Analyses and explains how images, vocabulary choices and language features distinguish the work of individual authors.
- Evaluates and integrates ideas and information from texts to form own interpretations.
- Selects evidence from texts to analyse and explains how language choices and conventions are used to influence an audience.
- Understands how interpretations can vary by comparing personal responses to texts to the responses of others.
- Demonstrates how manipulating language features and images can create innovative texts.
- Creates texts that respond to issues, interpreting and integrating ideas from other texts.
- Makes presentations and contributes actively to class and group discussions, comparing and evaluating responses to ideas and issues.
- Edits for effect, selecting vocabulary and grammar that contributes to the precision and persuasiveness of texts and uses accurate spelling and punctuation.

Assessment Items

Romeo and Juliet Persuasive Essay	Week 8
Romeo and Juliet Comparative Scene Analysis	Week 10
Human Condition Creative Response and Rationale	Week 16



Mathematics

Mathematics

Year 9

Students will cover the following content: algebra, measurement, geometry, and statistics. To become proficient users of mathematics, students will study mathematics using the four proficiencies: understanding, fluency, reasoning and problem-solving.

During Semester 2:

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and of the trigonometric ratios for right-angle triangles. Fluency includes developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms. Problem-solving includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue. Reasoning includes following mathematical arguments, evaluating media reports, and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Students regularly use online resources in their mathematics class to complete classwork and/or homework. Students will have access to either Cambridge Go or Education Perfect where learning tasks will address the demands of the Australian Curriculum.

Australian Curriculum Standards

The student:

- Interprets ratio and scale factors in similar figures
- Explains similarity of triangles
- Recognises the connections between similarity and the trigonometric ratios
- Compares techniques for collecting data from primary and secondary sources
- Makes sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data
- Calculates areas of shapes and the volume and surface area of right prisms and cylinders
- Uses Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles
- Calculates relative frequencies to estimate probabilities, lists outcomes for two-step experiments and assigns probabilities for those outcomes
- Constructs histograms and back-to-back stem-and-leaf plots
- Describes bivariate data where the independent variable is time
- Describes statistical relationships between two continuous variables
- Evaluates statistical reports
- Calculates quartiles and inter-quartile ranges

Assessment Items

Quadratic equations and graphs Test	Week 2
Statistics Assignment	Week 4
Statistics Test	Week 5
Measurement Test	Week 8
Geometry Test	Week 12
Pythagoras and Trigonometry Test	Week 16



Science

Science

Year 9

Science has three interrelated strands: Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills. This semester students will focus on Chemical Science and Earth Science.

Australian Curriculum Standards

The student:

- Explains chemical processes and natural radioactivity in terms of atoms and energy transfers and describes examples of important chemical reactions
- Explains global features and events in terms of geological processes and timescales
- Analyses how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter
- Designs questions that can be investigated using a range of inquiry skills
- Designs methods that include the control and accurate measurement of variables and systematic collection of data and describes how ethics and safety were considered
- Analyses trends in data, identifies relationships between variables and reveals inconsistencies in results
- Analyses methods used and the quality of data personally collected, and explains specific actions to improve the quality of evidence
- Evaluates others' methods and explanations from a scientific perspective and uses appropriate language and representations when communicating findings and ideas to specific audiences

Assessment Items

Chemistry test	Week 6
Chemistry experimental report	Week 9
Geological features task	Week 14
Geology Test	Week 17
Classwork	Ongoing/Formative



Humanities and Social Science

Humanities

Year 9

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the way people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’. The Year 9 Geography unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. It will also examine the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

Australian Curriculum Standards

The student:

- Analyses the causes and effects of events and developments and makes judgments about their importance
- Explains the significance of these events and developments over the short and long term
- Interprets, processes, analyses and organises information from a range of primary and secondary sources and uses it as evidence to answer inquiry questions
- Examines sources to compare different points of view
- Develops texts that organise and present conclusions, using historical terms and concepts, evidence identified in sources, and can reference these sources
- Evaluates a range of primary and secondary sources to select and collect relevant and reliable geographical information and data
- Synthesises data and information to draw reasoned conclusions
- Proposes action in response to a geographical challenge, taking account of environmental, economic and social factors, and predicts the outcomes and consequences of that proposal

Assessment Items

Making a Nation Timeline	Week 4
Geography Research Assessment	Week 9
World War One Essay	Week 15
In-Class Tasks	Ongoing/Formative



Health and Physical Education

Health and Physical Education

Year 9

This semester, students will have the opportunity to analyse health situations in relation to 'Drugs in Society'. Students will do this by exploring alcohol as part of Australia's identity, drugs and the law and the effects drugs have on individuals and society. Throughout their practical units, students will develop skills in various sports including; volleyball, soccer, Gaelic football, AFL, diversity games and fitness activities. They will be able to develop their teamwork and collaboration skills across both physical and health contexts.

Australian Curriculum Standards

The student:

- Critically analyses contextual factors that influence identities, relationships, decisions and behaviours
- Evaluates the outcomes of emotional responses to different situations
- Examines the role physical activity has played historically in defining cultures and cultural identities
- Demonstrates leadership, fair play and cooperation across a range of movement and health contexts
- Applies decision-making and problem-solving skills when taking action to enhance own and others' health, safety and wellbeing
- Applies and transfers movement concepts and strategies to new and challenging movement situations
- Applies criteria to make judgements about and refine own and others' specialised movement skills and movement performances
- Works collaboratively to design and apply solutions to movement challenges

Assessment Items

Health Classwork

Ongoing/Formative

Key Sports Skills and Practical Reflections

Ongoing/Formative



PEARLS - Health and Physical Education

Health and Physical Education Year 9 and 10

The PEARLS (Promoting Empowerment, Achievement, Resilience, Leadership and Support) program is designed to empower young women to become confident, strong and resilient members of the community. This semester in targeted health sessions, students will investigate how to support their personal wellbeing with a focus on mindfulness and lifelong physical activity.

Throughout practical units, students will examine sports specific skills, work cooperatively to develop game strategies and reflect on performance to improve. Students will learn to apply specialised movement skills and explore movement concepts and strategies whilst participating in a range of physical activities elected by the class. They will also have opportunities to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration. PEARLS will also be coordinating the "It's in the Bag" campaign for Share the Dignity.

Australian Curriculum Standards

The student:

- Critically analyses contextual factors that influence identities, relationships, decisions and behaviours
- Analyses the impact attitudes and beliefs about diversity have on community connection and wellbeing
- Applies decision-making and problem-solving skills when taking action to enhance own and others' health, safety and wellbeing
- Applies and transfers movement concepts and strategies to new and challenging movement situations
- Applies criteria to make judgements about and refine own and others' specialised movement skills and movement performances
- Works collaboratively to design and apply solutions to movement challenges
- Demonstrates leadership, fair play and cooperation across a range of movement and health contexts

Assessment Items

Health Classwork	Ongoing/Formative
Key Sport Skills and Practical Reflections	Ongoing/Formative