

**INNOVATION
INSPIRATION
EXCELLENCE**



**Year 9 LEAP
Curriculum Handbook
2022**



Education

TORONTO HIGH SCHOOL

YEAR 9 LEAP CURRICULUM BOOKLET 2022

The Toronto High School Curriculum Booklet is designed to inform students and their parents/guardians about each of the courses they are participating in throughout the year. This includes a general overview of the topics covered each term and the formal assessment associated with each course.

PLEASE NOTE: All information in this booklet is subject to change and is to be used as a guide only. The timing outlined for each topic within each course may change throughout the remaining semester. Similarly, the timing of each assessment task may also change from what is stated in this booklet.

Students will receive formal written notification for every assessment task they receive for each subject. This formal notification of assessment will be issued to students a minimum of two weeks before the due date of the task.

Students in Year 7, 8 and 9 who hand in work late, will be subjected to a faculty consequence, or set of consequences, including a faculty warning letter. Assessment tasks handed in late without valid reason will be awarded a mark of zero.

Specific information relating to assessment at Toronto High School can be found on the school's website.

Year 9 LEAP English 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Term / Duration	Term 1 Weeks 2-11 (10 weeks)	Term 2 Weeks 1-8 (8 weeks)	Term 2 Weeks 9-10 Term 3 Weeks 1-8 (10 weeks)	Term 3 Weeks 9-10 Term 4 Weeks 1-6 (8 weeks)	Term 4 Weeks 7-11 (5 weeks)
Name of Unit	THE APPRENTICE WRITER	THE REAL DEAL	DARKNESS AND LIGHT	STORIES OF ME	CAN'T PAY! WON'T PAY!
Concepts	<ul style="list-style-type: none"> • Analysis and composition of a range of persuasive and creative texts • Structures and features of text types • Language conventions 	<ul style="list-style-type: none"> • Reviewing current affairs issues • Research of associated context and issues • Film techniques • Exploring an issue - scripting and filming segment 	<ul style="list-style-type: none"> • Close study of novel • Context of Nazi Germany and the Holocaust • Inhumanity, suffering, resistance and courage • Literary techniques • Essay writing 	<ul style="list-style-type: none"> • Investigating biography and persona through song and film • Song lyrics as literary texts • Social commentary and exploration of varied personal experiences 	<ul style="list-style-type: none"> • Contemporary theatre • Play study through performance • Characterisation and stage craft • Comedy and satirical political commentary
Assessment Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Writing folio Term 1 Week 10 25% EN5-1A, EN5-3B, EN5-9E	<u>Assessment Task 2</u> Current affairs segment Term 2 Week 8 25% EN5-2A, EN5-7D, EN5-9E	<u>Assessment Task 3</u> Essay Term 3 Week 8 25% EN5-1A, EN5-3B, EN5-5C	<u>Assessment Task 4</u> Examination Term 4 Week 5 25% EN5- 4B, EN5-6C, EN5-7D	<u>Informal Assessment</u> Performance EN5-2A, EN5-4B, EN5-8D, EN5-9E

Year 9 LEAP HSIE 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Time/Duration	Term 1 Weeks 2 – 5 (4 weeks)	Term 1 Weeks 6 – 11 Term 2 Weeks 1 – 10 (16 weeks)	Term 3 Weeks 1 – 8 (8 weeks)	Term 3 Weeks 9 - 10 Term 4 Weeks 1 – 8 (10 weeks)	Term 4 Weeks 9 – 11 (3 weeks)
Name of Unit	OVERVIEW: MAKING OF THE MODERN WORLD	GROWTH OF A NATION	ENVIRONMENTAL CHANGE AND MANAGEMENT	CHANGING PLACES	PROJECT
Concepts	<ul style="list-style-type: none"> Continuity and change Significance 	<ul style="list-style-type: none"> Continuity and change Cause and effect Perspectives Empathetic understanding Significance Contestability 	<ul style="list-style-type: none"> Sustainability Scale Place Change Environment 	<ul style="list-style-type: none"> Cause and effect Perspectives Empathetic understanding Place Space Environment 	<ul style="list-style-type: none"> Significance Cause and effect
Assessment Number	Informal Assessment	Assessment Task 1	Assessment Task 3	Assessment Task 4	Informal Assessment:
Type	Group Presentation	Empathetic Writing	Investigative Study	Examination	Presentation of Project
Timing		Term 1 Week 10	Term 3 Week 9	Term 4 Week 6	
Weighting		20%	30%	30% (10% Hist and 20% Geo)	
Outcomes		HT5.6, 5.8, 5.9, 5.10	GE 5.2, 5.4, 5.5, 5.7, 5.8	GE 5.3, 5.7, 5.8 HT 5.1, 5.3, 5.5, 5.7	
		Term 2 Week 9			
		20%			
		HT5.2, 5.6, 5.7, 5.9, 5.10			

Year 9 LEAP Science 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Time/ Duration/ Weeks	Term 1 Weeks 2 – 7 (6 weeks)	Term 1 Weeks 8 – 10 Term 2 Weeks 1 – 4 (7 weeks)	Term 2 Weeks 5 – 10 Term 3 – Week 1 (7 weeks)	Term 3 Weeks 2 – 8 (7 weeks)	Term 3 Weeks 9 - 10 Term 4 Weeks 1 – 4 (6 weeks)	Term 4 Weeks 5 – 11 (7 weeks)
Name of Unit	INSIDE THE ATOM	THE PERIODIC TABLE	UNDERSTANDING and MANAGING ECOSYSTEMS and BIOMES	BODY SYSTEMS and RESPONSES	PLATE TECTONICS	ENERGY ON THE MOVE
Concepts	Development of the atomic modes, Subatomic particles and Radioactivity.	History of the periodic table, Organising the elements and Atomic structure and properties	Dynamic ecosystems, Changing populations and Managing sustainable ecosystems.	Coordination systems, Responding to change and Responding to diseases.	Tectonic plates, Activity at plate boundaries and Geological technology.	Transferring energy Energy and waves Electrical energy and efficiency.
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Practical Task Term 2 Week 3 30% SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-16CW		<u>Assessment Task 2</u> Research Task Term 3 Week 1 20% SCI: SC5-7WS, SC5-9WS, SC5-15LW GEO: GE5-3, GE5-5	<u>Assessment Task 3</u> Processing and Analysing Task Term 3 Week 7 20% SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-14LW	<u>Assessment Task 4</u> Group Presentation Term 4 Week 4 20% SC5-8WS, SC5-9WS, SC5-12ES, SC5-13ES	<u>Assessment Task 5</u> Yearly Examination Term 4 Weeks 7-8 10% SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW <i>SC5-10PW*, SC5-11PW*</i> Informal Assessment of WS skills

Year 9 LEAP Mathematics 2022

Unit	Unit 1	Unit 2	Unit 3	Semester Review	Unit 4	Unit 5
Time/ Duration	Term 1 Weeks 2-7 (6 weeks)	Term 1 Weeks 8-11 (4 weeks)	Term 2 Weeks 1-4 (4 weeks)	Term 2 Week 5 (1 week)	Term 2 Weeks 6-9 (4 weeks)	Term 2 Week10 Term 3 Weeks 1-3 (4 weeks)
Name of Unit	DATA ANALYSIS (SINGLE VARIABLE) and PROBABILITY	FINANCIAL MATHS and COMPUTATIONS	EQUATIONS and INEQUALITIES	SEMESTER ONE REVIEW and CUMULATIVE DIAGNOSTICS	TRIGONOMETRY	LINEAR RELATIONSHIPS
Concepts	Construct, interpret and compare data displays, including dot plots, stem-and-leaf plots, sector graphs, divided bar graphs, frequency tables and histograms. Calculate mean, mode, median, range. Use Venn diagrams, two-way tables, tree diagrams and arrays to investigate probabilities and solve problems.	Apply fractions, decimals, percentages, rates to financial situations. Including earning money, simple interest, purchasing goods and services, paying tax and the PAYG. Perform calculations involving compound interest and the depreciation.	Expand, simplify algebraic expression, solve linear equations. Substitution and formulas and solve linear inequalities and solve simultaneous linear equations using algebraic methods.		Use Pythagoras' Theorem to solve problems, use trigonometry to calculate unknown sides/angles. Solve problems involving compass bearings and triangles in three-dimensional situations.	Calculate midpoint, gradient and length, find the equation of lines through two points. Use equations of lines to graph and find intersection point and graphically solving simultaneous linear equations. Solve problems involving direct linear proportion.
Assessment Number Type Timing Weighting Outcomes	Assessment Task 1 Summative Class Assessments Term 1 Weeks 7-8 10% MA4-19SP, MA4-20SP, MA4-21SP, MA5.1-13SP, MA5.2-17SP, MA4-19SP, MA4-20SP, MA5.1-12SP, MA5.2-15SP, MA5.1-1WM, MA5.2-1WM, MA5.1-2WM, MA5.2-2WM, MA5.1-3WM	Assessment Task 2 Summative Class Assessments Term 2 Week1 20% MA4-5NA, MA4-7NA, MA5.1-9MG, MA4-6NA, MA5.1-4NA, MA5.2-4NA, MA5.1-1WM, MA5.2-1WM, MA5.3-1WM, MA5.1-2WM, MA5.2-2WM, MA5.3-2WM, MA5.1-3WM, MA5.2-3WM, MA5.3-3WM	Assessment Task 3 Summative Class Assessments Term 2 Week5 10% MA4-8NA, MA4-10NA, MA5.2-8NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM		Assessment Task 4 Summative Class Assessments Term 2 Week10 10% MA4-16MG, MA5.1-10MG, MA5.2-13MG, MA5.3-15MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	Assessment Task 5 Summative Class Assessments Term3 Weeks4-5 10% MA4-11NA, MA5.1-6NA, MA5.2-9NA, MA5.2-5NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM

Unit	Unit 6	Unit 7	Unit 8	Semester Review	Unit 9	Unit 10
Time/ Duration	Term 3 Weeks 4-6 (3 weeks)	Term 3 Weeks 7-10 (4 weeks)	Term 4 Weeks 1-4 (4 weeks)	Term 4 Week 5 (1 week)	Term 4 Weeks 6-8 (3 weeks)	Term 4 Weeks 9-11 (3 weeks)
Name of Unit	MEASUREMENT	SURDS and INDICES	ANGLES and GEOMETRICAL FIGURES	SEMESTER 2 REVIEW and DIAGNOSTICS	QUADRATIC EXPRESSIONS and ALGEBRAIC FRACTIONS	QUADRATIC EQUATIONS and PARABOLAS
Concepts	Measurement of length, perimeter, circumference, surface area and volume. Convert between units of measurement, use formulas to calculate measurements and solve practical problems.	Apply algebraic index laws including negative powers, use scientific notation and significant figures and use fractional powers and their surd equivalents. Simplify expressions involving surds.	Properties of 2D geometrical figures and solve problems with intersecting lines, parallel lines and perpendicular lines. Apply angles and two-dimensional shapes into the notion of congruence/similarity, write formal solutions and proofs to numerical examples include proofs of congruence and similarity.		Learn more complex strategies for simplifying, expanding, factorising, including algebraic fractions and quadratic trinomials.	Further treatment of quadratic equations, relationships and solve quadratic equations and draw parabolas and convert word problems into quadratic equations to find solutions.
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 6</u> Summative Class Assessments Term 3 Weeks 7-8 10% MA4-12MG, MA4-13MG, MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA4-14MG, MA5.2-12MG, MA5.3-14MG, MA5.1-1WM, MA5.2-1WM, MA5.1-2WM, MA5.2-2WM, MA5.1-3WM	<u>Assessment Task 7</u> Summative Class Assessments Term 4 Week 1 10% MA4-9NA, MA5.1-5NA, MA5.1-9MG, MA5.2-7NA, MA5.3-6NA, MA5.1-1WM, MA5.2-1WM, MA5.3-1WM, MA5.1-2WM, MA5.3-2WM, MA5.1-3WM	<u>Assessment Task 8</u> Summative Class Assessments Term 4 Weeks 5-6 10% MA4-18MG, MA4-17MG, MA5.1-11MG, MA5.2-14MG, MA5.3-16MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM		<u>Assessment Task 9</u> Summative Class Assessments Term 4 Weeks 9-10 10% MA5.2-6NA, MA5.2-8NA, MA5.3-5NA, MA5.3-7NA, MA5.2-1WM, MA5.2-2WM, MA5.3-2WM, MA5.2-3WM	Formative Class Assessments Term 4 Week 11 MA5.2-8NA, MA5.1-7NA, MA5.3-7NA, MA5.2-10NA, MA5.3-9NA, MA5.2-1WM, MA5.2-2WM, MA5.3-2WM, MA5.2-3WM

Year 9 PDHPE Theory 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	LIFELONG PHYSICAL ACTIVITY	NUTRITION AND SELF IMAGE	IDENTITY AND RELATIONSHIPS	SEXUAL HEALTH
Concepts	Throughout this unit, students will explore: <ul style="list-style-type: none"> Physical Activity Levels Impacts on Participation Media and Motivation Lifelong Physical Activities Individual Needs Local Services Movement and Health Australia and Sport 	Throughout this unit, students will explore: <ul style="list-style-type: none"> Influences on food choices Food and Identity Selecting Healthy Options Food Labels Healthy Decision Tools Marketing Techniques Influences of Media Mental Health Stigma 	Throughout this unit, students will explore: <ul style="list-style-type: none"> Healthy Relationships Interpersonal skills Influencing Factors on Identity Factors Influencing Relationships Safe Online Behaviour Decision Making Power Protective Strategies 	Throughout this unit, students will explore: <ul style="list-style-type: none"> Contraception Methods Online Behaviours Influences on sexuality Sexual Relationship Harm Minimisation Consequences of unsafe behaviour Crisis and Help Services Marketing
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Continuous Assessment Term 1 Weeks 5 - 11 50% of Theory Mark (25% Total Course Mark) PD5-6, PD5-7	There will be no summative assessment during this unit.	<u>Assessment Task 2</u> Examination Term 4 Weeks 3 and 4 50% PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9	

Year 9 PDHPE Practical 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	<u>FITNESS</u> ANALYSIS AND IMPROVING FITNESS	SPORT, RECREATION AND MINOR GAMES	SPECIALISED MOVEMENT SKILLS – FEEDBACK (BASKETBALL AND NETBALL)	SPECIALISED MOVEMENT SKILLS – TRANSFER OF MOVEMENT SKILLS (CRICKET AND SOFTBALL)
Concepts	Throughout this unit, students will participate in a range of Fitness Testing activities, and then plan to improve performance by engaging in fitness based activity.	Throughout this unit, students will develop an appreciation of games and sports that can be pursued during leisure time, with a focus on the ability to effectively communicate and interact in team environments.	Throughout this unit, students will participate in Team Sports with a focus on the ability to effectively communicate and interact in team environments and the concept of providing and receiving feedback on performance.	Throughout this unit, students will transfer knowledge and skills developed from previous learning to new sports and promote lifelong physical activity.
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Presentation Assessment Term 1 Weeks 5 - 11 50% of Practical Mark (25% of Total Course Mark). PD5-4, PD5-5, PD5-8	There will be no formal assessment during this unit.	<u>Assessment Task 2</u> Technique Analysis - Video Term 3 Week 8 50% of Practical Mark (25% of Total Course Mark). PD5-4, PD5-5, PD5-11	There will be no formal assessment during this unit.

YEAR 9 Elective Subjects

Students in Year 9 will undertake two elective subjects throughout the year. Each elective subject will have five periods per fortnight. Students will participate in the same elective subjects in Year 10 and these will be included in the students' Year 10 RoSA (Record of School Achievement).

Toronto High School offers the following Elective Subjects in Year 9:

Subject	Faculty	Head Teacher
Dance	CAPA	Mrs K Fotheringham
Design and Technology- Better Living	TAS	Mr P Chapman
Drama	CAPA	Mrs K Fotheringham
Food Technology	TAS	Mr P Chapman
Industrial Technology- Timber	TAS	Mr P Chapman
iSTEM	TAS	Mr P Chapman
Music	CAPA	Mrs K Fotheringham
PASS – Physical Activity and Sport Studies	PDHPE	Mr B Remington (Relieving)
PASS – Physical Activity and Sport Studies Rugby	PDHPE	Mr B Remington (Relieving)
Photography and Digital Media	CAPA	Mrs K Fotheringham
Visual Arts	CAPA	Mrs K Fotheringham
Visual Design	CAPA	Mrs K Fotheringham

Year 9 Dance 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	DANCE SKILLS and SAFE DANCE PRACTICES	ARTS AS STIMULUS	CREATING and DEVELOPING MOTIFS	JARDI TANCAT
Concepts	<ul style="list-style-type: none"> • Posture and Alignment • Body Awareness • Locomotor Movement • Phrases • Sequences 	<ul style="list-style-type: none"> • Elements of Dance • Space • Time • Dynamics • Rhythm 	<ul style="list-style-type: none"> • Symbolism • Indigenous Dance • Motifs and Abstraction • Phrases and Sequences • Elements of Dance • Dance for film 	<ul style="list-style-type: none"> • Manipulation • Social and Cultural Context • Time • Floor Pattern
Assessments Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Performance Quality in Dance Term 1 Week 9 Appreciation 10% 5.3.1	<u>Assessment Task 2</u> Developmental Warm-Up Term 2 Week 9 Composition 10% Performance 20% 5.2.1, 5.1.1, 5.1.2, 5.4.1	<u>Assessment Task 3a</u> Group Composition Term 3 Week 9 Composition 20% 5.2.2 <u>Assessment Task 3b</u> Analysis - Performance Quality and Unity Term 3 Week 9 Appreciation 10% 5.3.3	<u>Assessment Task 4 –</u> Jardi Tancat Term 4 Week 4 Composition and Performance 10% + 20% 5.1.3, 5.2.2, 5.3.2

Year 9 Design and Technology- Better Living 2022

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Terms 1 and 2 (20 weeks)	Terms 3 and 4 Weeks 1-11 (21 weeks)	Term 4 Weeks 1-11 (11 weeks)
Name of Unit	METHODS OF COOKERY	MULTICULTURAL COOKING	GRAZING PLATTER
Concepts	Exploring the different cooking techniques used to produce food	Utilising recipes and skills from other cultures	Basic wood and metal working skills
Assessments Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Power Point MOC Week 10 Term 1 20% DT5-7, DT5-8, DT5-9, DT5-10</p> <p><u>Assessment Task 2</u> Practicals Task 2 Week 6 Term 2 30% DT5-9, DT5-6, DT5-1</p>	<p><u>Assessment Task 3</u> Research Task Term 3 Week 7 20% DT5-1, DT5-3, DT5-2</p> <p><u>Assessment Task 4</u> Practical Week 6 Term 4 10% DT5-9, DT5-6, DT5-</p>	<p><u>Assessment Task 5</u> Design/Sketch Practical Week 6 Term 4 20% DT5-5, DT5-10, DT5-6</p>

Year 9 Food Technology 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 Weeks 2-11 (10 weeks)	Term 2 Weeks 1-10 (10 weeks)	Term 3 Weeks 1-10 (10 weeks)	Term 4 Weeks 1-11 (11 weeks)
Name of Unit	FOOD IN AUSTRALIA	FOOD SELECTION and HEALTH	FOOD EQUITY	FOOD FOR SPECIAL OCCASIONS
Concepts	Students develop knowledge of bush tucker and the impact of migration on food habits. Practical experiences – Students develop skills in designing, planning and preparing safe food items which reflect the changing nature of Australian cuisine.	Students develop knowledge of the functions and sources of the six nutrients. Practical experiences – They design, plan and prepare safe and nutritious food items to reflect current food guides.	Students develop knowledge of the production and distribution on a global scale and identify the physical and social costs of malnutrition. Practical experiences – Students develop skills preparing a variety of meals to meet the nutritional needs of specific at-risk groups.	Students develop knowledge of food product development and the role of marketing. Practical experiences – Students develop skills in designing, producing and evaluating food products.
Assessments Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Persuasive Advertisement Term 1 Week 1-8 20% FT5-8, FT5-9, FT5-11, FT5-12	<u>Assessment Task 2</u> Ongoing practical work Term 2, 3 & 4 Weeks 3, 5, 7 60% FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	<u>Assessment Task 3</u> Research Report Term 3 Week 1-10 20% FT5-6, FT5-11, FT5-13	

Year 9 Industrial Technology-Timber 2022

Unit	Unit 1	Unit 2
Time/ Duration	Terms 1 and 2 (20 weeks)	Terms 3 and 4 (21 weeks)
Name of Unit	TIMBER 1	TIMBER 2
Concepts	<ul style="list-style-type: none"> • Timber Theory • Product Development • Folio Development 	<ul style="list-style-type: none"> • Timber Theory • Product Development • Folio Development
Assessments Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Trinket Box Term 2 Week 5 40% IND5-1, IND5-3, IND5-</p> <p><u>Assessment Task 2</u> Carry All Term 2 Week 9 20% IND5-1, IND5-3, IND5-8</p>	<p><u>Assessment Task 3</u> Footstool Term 4 Week 5 40% IND5-4, IND5-5, IND5-7</p> <p><u>Assessment Task 4</u> Yearly Examination Term 4 Week 7 20% IND5-1, IND5-3, IND5-8, IND5-9, IND5-10, IND5-4</p>

Year 9 iSTEM 2022

Unit	Unit 1	Unit 2
Time/ Duration	Terms 1 and 2 (20 weeks)	Terms 2 and 3 (21 weeks)
Name of Unit	STRUCTURAL ENGINEERING (50 HOURS)	AERONAUTICAL ENGINEERING (50 HOURS)
Concepts	<ul style="list-style-type: none"> • STEM theory • Product Development • Folio Development 	<ul style="list-style-type: none"> • STEM theory • Product Development • Folio Development
Assessment Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Engineering Report - Structural Engineering Term 2 Week 8 50% 5.3.2, 5.4.1, 5.5.1, 5.6.2</p>	<p><u>Assessment Task 2</u> Scientific Method - Aeronautical Engineering Term 4 Week 8 50% 5.2.1, 5.3.1, 5.7.1</p>

Year 9 Music 2022

Unit	Unit 1	Unit 2	Unit 3	UNIT 4
Time/ Duration	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	AUSTRALIAN MUSIC	ART MUSIC OF THE 20TH and 21ST CENTURIES	POPULAR MUSIC	MUSIC AND TECHNOLOGY
Concepts	<ul style="list-style-type: none"> Traditional and contemporary music of Aboriginal and Torres Strait Islander peoples Folk Music Jazz Rock and Popular Music The impact of technology The role of improvisation Musical concept: Duration Master Your Theory – Grade 1 	<ul style="list-style-type: none"> Comparison of styles Developments in notation New combinations of sounds Trends in art music Music of a composer The impact of technology The role of improvisation Musical concept: Tone Colour Master Your Theory – Grade 1 	<ul style="list-style-type: none"> Comparison of styles Fusion of styles Music of a group Music of a composer Music of a solo performer Technology in popular music The role of improvisation Musical Concept: Structure Master Your Theory – Grade 1 	<ul style="list-style-type: none"> Music of a composer Computer generated music The impact of technology of particular musical styles The internet and its effect on music Preparation for and performance in annual MADD night Musical concept: Texture Master Your Theory – Grade 1
Assessments Number Type	<u>Assessment Task 1</u> Performance Solo or ensemble performance	<u>Assessment Task 2</u> Listening Research task including concept-based analysis	<u>Assessment Task 3</u> Performance Solo or ensemble performance	<u>Assessment Task 4</u> Composition Notated composition demonstrating an understanding of harmonic, melodic and/or rhythmic features
Timing Weighting Outcomes	Term 1 Week 10 20% 5.1, 5.3	Term 2 Week 8 30% 5.7, 5.8, 5.9	Term 3 Week 9 20% 5.2, 5.3	Term 4 Week 7 30% 5.4, 5.5, 5.6, 5.10

Year 9 Physical Activity and Sport Studies (PASS) Theory 2022

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1 Week 2 – Term 2 Week 3 (13 weeks)	Term 2 Week 4 – Term 3 Week 6 (13 weeks)	Term 3 Week 7 –Term 4 Week 11 (15 weeks)
Name of Unit	FUNDAMENTALS OF MOVEMENT SKILL	AUSTRALIA – THE SPORTING NATION	TECHNOLOGY, PARTICIPATION AND PERFORMANCE
Concepts	<p>Modules: <i>Fundamentals of Movement Skill development</i></p> <p>This module identifies and develops fundamental movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering fundamental movement skills.</p>	<p>Modules: <i>Australia’s Sporting Identity</i></p> <p>This module examines the role of sport in shaping Australia’s identity and reputation. Students investigate the factors influencing Australia’s sporting identity and the implications these factors can have on players, spectators and Australia’s identity.</p>	<p>Modules: <i>Technology, Participation and Performance.</i></p> <p>This module evaluates the role technology plays in physical activity and sport. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers.</p>
Assessment Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Written Task Term 2 Week 2 50% of Theory Mark PASS5-1, PASS5-5, PASS5-7, PASS5-9, PASS5-10</p>	<p><u>Assessment Task 2</u> Athlete Profile Term 3 Week 4 50% of Theory Mark PASS5-3, PASS5-4, PASS5-10</p>	No summative assessment during this unit.

Year 9 Physical Activity and Sport Studies (PASS) Practical 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Time/ Duration	Term 1 Weeks 2 – 7 (6 weeks)	Term 1 Week 8 – 11 (4 weeks)	Term 2 Weeks 1 – 5 (5 weeks)	Term 2 Weeks 6 – 10 (5 weeks)	Term 3 Weeks 1-10 (10 weeks)	Term 4 Weeks 1-11 (11 weeks)
Name of Unit	FUNDAMENTALS OF MOVEMENT SKILLS	ULTIMATE FRISBEE	TABLE TENNIS / BADMINTON	CIRCUS SKILLS	AUSTRALIAN SPORTS	RECREATIONAL PURSUITS
Concepts	<p>Modules: <i>Fundamentals of movement skill development.</i></p> <p>Throughout this unit students will participate in a range of sports highlighting fundamental movement skills. Basketball, Soccer, Volleyball, Rounders, T-ball</p>	<p>Modules: <i>Enhancing performance – strategies and techniques.</i></p> <p>Throughout this unit students will participate in drills and games of Ultimate Frisbee.</p>	<p>Modules: <i>Enhancing performance – strategies and techniques.</i></p> <p>Throughout this unit students will participate in a “doubles” competition, challenging others in a Table Tennis tournament.</p>	<p>Modules: <i>Fundamentals of movement skill development.</i></p> <p>Throughout this unit students will participate in a variety of circus skills, including juggling, diablos and cup stacking.</p>	<p>Modules: <i>Australia’s sporting identity</i></p> <p>Throughout this unit students will participate in activities that have a distinctly Australian flavour, including AFL, Touch/Oz Tag & Cricket.</p>	<p>Modules: <i>Lifestyle, leisure and recreation</i></p> <p>Throughout this unit students will participate in recreational activities.</p>
Assessment Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Continuous Assessment Term 1 Weeks 2 - 7 25% of the Practical Mark. PASS5-7, PASS5-9</p>	<p><u>Assessment Task 2</u> Continuous Assessment Term 1 Weeks 7 - 11 25% of the Practical Mark. PASS5-1, PASS5-6, PASS5-9</p>	<p>No summative assessment during this unit.</p>	<p><u>Assessment Task 3</u> Continuous Assessment Term 2 Weeks 6 - 10 25% of the Practical Mark. PASS5-7, PASS5-9, PASS5-10</p>	<p><u>Assessment Task 4</u> Continuous Assessment Term 3 Weeks 1 - 10 25% of the Practical Mark. PASS5-5, PASS5-7, PASS5-9</p>	<p>No summative assessment during this unit.</p>

Year 9 Physical Activity and Sport Studies (PASS) Rugby Theory 2022

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1 Week 2 – Term 2 Week 3 (13 weeks)	Term 2 Week 4 – Term 3 Week 6 (13 weeks)	Term 3 Week 7 – Term 4 Week 11 (15 weeks)
Name of Unit	FUNDAMENTAL and SPECIALISED MOVEMENT SKILLS - RUGBY LEAGUE	CREATING STRENGTH and CONDITIONING PROGRAMS - RUGBY LEAGUE	SPORTS COACHING - RUGBY LEAGUE
Concepts	<p>Modules: <i>Fundamentals of Movement Skill development</i></p> <p>This module identifies and develops fundamental movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering fundamental movement skills.</p>	<p>Modules: <i>Physical Fitness</i></p> <p>This module develops the knowledge and understanding of physical activity, physical fitness and its components. Through practical participation, students apply concepts to improve their fitness levels by increasing both planned and incidental activity through the use of fitness measurement and evaluation to set and work towards goals.</p>	<p>Modules: <i>Coaching</i></p> <p>This module develops skills in coaching and instruction. Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches.</p>
Assessment Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Written Task Term 2 Week 2 50% of Theory Mark PASS5-1, PASS5-5, PASS5-7, PASS5-9, PASS5-10</p>	<p><u>Assessment Task 2</u> Examination Term 3 Week 6 50% of Theory Mark PASS5-1, PASS5-2, PAS5-6, PASS5-8, PASS5-10</p>	No summative assessment during this unit.

Year 9 Physical Activity and Sport Studies (PASS) Rugby Practical 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 Weeks 2 - 11 (10 weeks)	Term 2 Weeks 1 – 10 (10 weeks)	Term 3 Week 1 - Term 4 Week 11 (21 weeks)	
Name of Unit	FUNDAMENTAL AND SPECIALISED MOVEMENT SKILLS - RUGBY LEAGUE	IMPROVING FITNESS FOR RUGBY LEAGUE	RUGBY LEAGUE TECHNIQUE ANALYSIS, TACTICS AND STRATEGIES.	
Concepts	<p>Modules: Fundamentals of movement skill development.</p> <p>This module identifies and develops fundamental movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering fundamental movement skills.</p>	<p>Modules: Physical Fitness</p> <p>This module develops the knowledge and understanding of physical activity, physical fitness and its components. Through practical participation, students apply concepts to improve their fitness levels by increasing both planned and incidental activity through the use of fitness measurement and evaluation to set and work towards goals.</p>	<p>Modules: Enhancing Performance – Strategies and Techniques</p> <p>This module assesses and develops strategies and techniques to make movement experiences more successful. Students explore a variety of ways to provide feedback to themselves and others to improve their performance.</p>	
Assessment Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Continuous Assessment</p> <p>Term 1 Weeks 2 - 7 25% of the Practical Mark PASS5-7, PASS5-9</p>	<p><u>Assessment Task 2</u> Fitness Testing Presentation and Results Analysis Group Presentation Term 2 Week 7 25% of the Practical Mark PAS51, PASS5-2, PASS5-9, PASS5-8, PASS5-9, PAS5-10</p>	<p><u>Assessment Task 2</u> Rugby League Skills Assessment and Reflection Continuous Assessment</p> <p>Term 3-4 Weeks 1 - 10 50% of the Practical Mark PASS5-7, PASS5-9, PASS5-10</p>	

Year 9 Photographic and Digital Media 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	INTRODUCTION TO PHOTOGRAPHY/ DARKROOM PRACTICE	ELEMENTS- LINE AND TEXTURE	SHAPES AND SHADOWS	STILL- LIFE PHOTOGRAPHY
Concepts	History of Photography, Genres in Photography, Darkroom fundamentals, enlarger functions, darkroom chemicals, OHS requirements, Artist case studies as inspiration for student work. Artmaking Practice in relation to photography.	Camera functions, aperture, shutter speed, Depth of Field, aperture, shutter speed, film development. Composition techniques, Artist case studies as inspiration for student work. Conceptual Framework in relation to the study of photography.	Digital photography processes. Revision of SLR camera functions. Monochromatic imagery to enhance subject matter. Photography as an Art Form, Artist case studies as inspiration for student work. The Frames, in relation to making and studying photographic works.	Combining artistic effects with photographic procedures, Investigation of traditional still life painting, contrasted with contemporary versions of still-life and objects. Artist case studies as inspiration for student work. Use of studio lighting for dramatic effect.
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Photograms Artist Case Study Term 1 Week 10 35% 5.1, 5.9, 5.10	<u>Assessment Task 2</u> Film/Photographs Term 2 Week 10 15% 5.4, 5.6	<u>Assessment Task 3</u> Film / Digital Photographs Artist case studies Term 3 Week 10 35% 5.3, 5.7, 5.8	<u>Assessment Task 4</u> Still Life Photographs Term 4 Week 6 15% 5.2, 5.5

Year 9 Visual Arts 2022

Unit	Unit 1		Unit 2		Unit 3
Time/ Duration	Term 1 Weeks 2- 11 Term 2 Week 1-4 (14 weeks)		Term 2 Weeks 5-10 Term 3 Weeks 1-10 (16 weeks)		Term 4 Weeks 1-11 (11 weeks)
Name of Unit	LIVING OBJECTS		FOUR SEASONS		YOUNG ARCHIE
Concepts	A structural based introduction and exploration of the elements and principles of design. An in depth study of how artists combine formal elements to create artworks. Students investigate drawing, design and clay building techniques to create artworks based on everyday objects. In critical and historical studies students are introduced to modern art through a visual verbal timeline, and an in- depth study of Surrealism.		An investigation of drawing & printing (lino) conventions to make artworks representing the four seasons. Students explore stylisation and simple design formulas to create hand coloured prints. In critical and historical studies, students investigate, interpret and explain how artists have used the world around them as a source of inspiration for making artworks.		This program provides a sequence of learning opportunities in which students create a portrait based on themselves/an idol/ family member. Students will firstly create a large-scale collage that incorporates symbolism and is based on self-Identity. Students will continue with portraiture painting/ drawing. Students will engage in a variety of painting techniques and mediums.
Assessment Number Type	<u>Assessment Task 1</u> Art Making: Practical Component - 10% Art Criticism and Art History Component: 20%		<u>Assessment Task 2</u> VAPD and Clay Sculpture Art Making: Practical Component		<u>Assessment Task 3</u> Art Making: Practical 20% Lino Print Art Criticism and Art History Component: 15%
Timing Weighting Outcomes	Term 1 Week 11 30% 5.4, 5.9, 5.10		Term 2 Week 5 20% 5.3, 5.5, 5.6		Term 3 Week 10 35% 5.2, 5.6, 5.7, 5.8
					<u>Assessment Task 4</u> Art Making: Identity Portrait
					Term 4 Week 6 15% 5.1,5.5, 5.6

Year 9 Visual Design 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	TYPETASTIC (PRINT)	FUNKY FURNITURE (OBJECT)	WEARABLE (OBJECT)	POSTER/MURAL (SPACE TIME)
Concepts	Overview of Visual Design including OHS and ethical Issues, use of VDPD. Examine the principals and elements of design in relation to Visual design. Investigation of typography and its origins, Type classifications. Creating decorative typefaces developing drawing and graphic skills using a range of drawing and graphic materials. Investigating the frames (structural, subjective)	An exploration into the process of design for functional purposes, such as furniture and appliance design. In artmaking, students will adapt an appliance or piece of furniture, to create an aesthetic design and object, without the emphasis on the function of the appliance or furniture. In historical study, students investigate the development of furniture design throughout history, from the Renaissance, to Modern. In critical study, students investigate the audience as consumer and the role of design in society, investigate the work of Surreal artists who designed semi- functional objects.	An in-depth exploration into the realm of wearable art. Students observe and discuss significant examples and are influenced by the work of Mambo clothing artists. In critical study, students investigate, through the conceptual framework and the cultural frame, the work of Mambo, and relate to Australian iconography. In historical study, students investigate how lino printing was developed in art. In artmaking, students design and develop symbols, relating to a selected theme. They then apply their symbol, as a lino print, to decorate a piece of clothing, to create a wearable piece of art.	Investigation into mural street art and its origins in New York Graffiti art. In historical studies, trace the development of mural art to where it sits in the artworld today. Review the purpose and motivation for communities' and individuals to commission artworks on public and private walls. Investigate mural artists themes and painting techniques internationally and locally (hit the Bricks in Newcastle) Students to create a mural as a way of beautifying a part of the school. Understand the purpose of and how to follow a brief. (Alternatively creating a mock mural poster or board that can be displayed.)
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> VD Design Work 1 Designer/Design Work Case Study Term 1 Week 11 30% 5.1, 5.3, 5.7, 5.9	<u>Assessment Task 2</u> VD Design Work 2 Term 2 Week Ten 20% 5.4, 5.5	<u>Assessment Task 3</u> VD Design Work 3 Brand Case study Term 3 Week 10 35% 5.6, 5.8, 5.10	<u>Assessment Task 4</u> VD Design Work 4 Term 4 Week 5 15% 5.4,5.2