YEAR 9

CURRICULUM OUTLINE | 2019

WILDERNESS SCHOOL

ALWAYS *True*

Wilderness Middle School Curriculum 2019

	Indicates all students take this subject
	Elective subjects
	Indicates prerequisites

Year 7	Year 8	Year 9
Art	Art	Art
Chinese (Mandarin)	Chinese (Mandarin)	Chinese (Mandarin)
Drama	Drama	Drama
English	English	English
	Enterprise and Innovation	Design Technology
French	French	French
Geography	Geography	Geography
Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
History	History	History
Mathematics	Mathematics	Mathematics
Multi Media	Multi Media	Multi Media
Music	Music	Music
Outdoor Education	Outdoor Education	Outdoor Education
		Philosophy
Physical Education	Physical Education	Physical Education
Science	Science	Science
SPARC	SPARC	
STEM	STEM	Subs in Schools

Contents

Learning for Life

Curriculum Outline

Wilderness provides a positive, nurturing, success orientated environment where we recognise and cater for individual differences. Our curriculum is constantly evaluated to ensure the best possible education to meet each girl's needs in our constantly changing world.

The Subject Flow Chart shows compulsory and optional subjects, prerequisites and subject offering for Year 7 to 12.

Art

Aims

This course aims to assist students to:

- build on skills and to reinforce important art concepts learned in Year 8
- practise the skill of creative problem solving in designing and making art
- present and creatively express their perceptions, ideas and vision
- investigate the role of art, craft and design in society
- foster an appreciation and understanding of art within different historical and cultural contexts

Content

Themes include:

- The built environment - Australian and Asian traditions
- The role of art, craft & design
- Drawing Systems
- Ideas introduced by the Artist in Residence

The course is designed to encourage students to develop and extend skills in drawing, painting, printmaking, clay work and sculpture. There is increased emphasis on three-dimensional work and mixed media and the computer is used as a creative tool. Students are introduced to the work of artists, art in everyday life and architecture in Australia and Asia. Students explore aspects of Asian ceramics and contemporary Australian clay work.

Approach

Students work individually and in groups. They have the opportunity to see original works of art in the school gallery, through visits to art events, exhibitions and studios and through the school's Artist in Residence program. Excellent collections of art books, journals, audio visual material are an invaluable resource for student learning. Oral and written research activities related to Art appreciation are undertaken concurrently with practical work.

Chinese

Prerequisite

Year 8 Chinese (Mandarin) or equivalent. Please consult with the Head of Languages if you wish to join this course having not complete Year 8 Chinese.

Aims

This course aims to develop further in the students:

- the confidence and ability to communicate in Mandarin Chinese about everyday topics, using the skills of listening, reading, speaking and writing
- familiarity with an increasing range of vocabulary and characters
- the ability to expand their horizons through an understanding of Chinese culture and to gain an insight into their own culture by comparison
- familiarity with the structures of language, thus enhancing their understanding of language as a system

Content

The course covers a number of modules including:

- Communication
- Housing
- Weather and Climate
- Chinese Cuisine
- Clothing

Approach

The course takes an intercultural approach to language learning and teaching, where language is taught within cultural contexts. Students are encouraged to use the language in everyday situations.

A variety of Chinese language texts are analysed and the language learned is used to apply to students' own contexts. Students are encouraged to reflect on their own and others' cultures, using a variety of texts. Students learn about the Chinese language in use in a wide range of authentic contexts which reflect the Chinese culture as it is today. They actively use the Chinese language in a variety of ways, designed to develop their listening, speaking, reading and writing skills.

Students are encouraged to construct their own learning and develop the skills necessary to become independent learners. They will also be encouraged to use a wider range of characters when reading and writing.

Design Technology

Aims

This one semester course enables students to:

- analyse and apply a range of design concepts and processes
- develop and evaluate innovative, enterprising and creative design ideas and solutions
- apply technical, environmental and creative design considerations to their products
- use appropriate design strategies to investigate, plan, produce and evaluate specified products, processes or systems
- use appropriate techniques when communicating design ideas and solutions

Content

This course encourages students to design innovative products using 3D technologies and a systems approach. Spatial concepts, discovery based learning principles and analytical thinking techniques are used to extend student understanding and to personalise the learning journey. Values addressed include technical, environmental and creative design considerations.

Products designed must meet an authentic need and include a system design such as electronic components. System design can be negotiated.

The content of the course is varied according to current trends, learning area needs and student prior knowledge.

The study and application of the learning undertaken in these modules have been designed so that they can be applied in other learning areas.

Approach

Students learn actively through a range of tasks including skill oriented practical tasks, design documentation, research assignments, individual and group presentations and online sharing of resources.

Students apply 3D modelling techniques and software to design individual products and a collaborative project of their choice. Models will be printed using the School 3D printers.

Drama

Aims

This course aims to build on the work covered in Year 8 by presenting longer and more demanding public performances. Hence a student should have an enthusiasm for the demands of performance and an interest in onstage and/or off-stage roles as a member of a group. The skills of improvisation and dramatic analysis, movement, voice, design and technical theatre will be developed. It is also intended that students will acquire a further perspective on the performance of others as an audience member and critic.

Content

Semester 1: Children's Theatre

In this semester students will focus on comedy and children's theatre. Students will study historical and contemporary visual and verbal comic techniques and then apply them in a group performance. Utilising these new understandings of comic theatre, they will then devise a children's theatre production designed for a junior audience.

Semester 2: Movement and Technical Theatre

In this semester students will focus on developing their understanding of movement in theatre and technical off-stage roles. The emphasis will be on developing the students understanding of the genre of physical theatre and applying this understanding in group performance. In an individual study, students will also consider off-stage aspects to theatre production, such as design for set, costume, make-up and hair, audio-visual and publicity. Student will learn how to apply their understanding, concepts and ideas to a story or an existing play.

Approach

Group activities and individual responsibilities are both encouraged. Discussion, improvisation, reading and writing, oral presentations and public performance are all expected. Students will also be expected to complete written reviews of performance and other responses where appropriate.

English

Aims

In line with the Australian Curriculum, this course aims to develop in all students the ability to critically and creatively speak, listen, read, view and write for a range of audiences and contexts. Students comprehend, create, evaluate and explicitly discuss a range of literary, informative and persuasive texts.

Students' interactions with others involve recognising the ways in which language works to construct particular representations of individuals, groups and ideas. Students use ICTs in a range of formats.

Students read fiction, non-fiction, poetry, film and multimodal, media and digital texts which involve a greater level of abstraction with layering of meaning such as satire and humour.

The range of literary texts includes Australian literature, including Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia. Shakespeare's 'Romeo and Juliet' is studied.

Content

Language

- Language variation and change
- Language for interaction
- Text structure and organisation
- Expressing and developing ideas

Literature

- Literature and context
- Responign to literature
- Examining literature
- Creating literature

Literacy

- Text in context
- Interacting with others
- Interpreting, analying evaluating
- Creating texts

Approach

Oral and writing activities related to each unit are undertaken concurrently with reading and viewing. There is opportunity for whole-class exploration of a text and group work in projects and performance. Assessment in the range of language modes is made according to how successfully a student has attained her purposes in communicating meaning through language.

French

Prerequisite

Year 8 French or equivalent. Please consult with the Head of Language if you wish to join this course having not completed Year 8 French.

Aims

The course aims to:

- develop students' ability to communicate in everyday French, related to the topics covered during the course
- increase students' knowledge of the world through gaining an understanding of the French culture and insights into their own culture by comparison
- develop students' familiarity with a range of language structures, thus enhancing their knowledge of the French language

Content

Students continue to develop their oral skills and use a greater variety of language in classroom conversations and set oral tasks.

A range of text types is presented and students are exposed to longer and more complex listening and reading texts. These cover such topics as:

- Holidays and Tourism in France
- Home life, Work and Leisure
- Shopping

Approach

Learning takes place in a range of graded language activities which are designed to fulfil the aims of a communicative course. These activities bring together the various elements of language and sociocultural knowledge in purposeful language use and students gain increasing confidence in individual skills and strategies. They learn how to communicate confidently and appropriately in both written and spoken contexts about topics covered.

Geography

Aims

In line with the Australian Curriculum, the Year 9 Geography course aims to develop students' geographical knowledge, understanding and skills through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Key areas for Year 9 Geography include the causes and consequences of change in places and environments and how this change can be managed, the future implications of changes to places and environments and why interconnections and interdependencies are important for the future of places and environments.

Content

- Biomes
- Food security
- Exploring interconnections
- Globalisation

Approach

Many learning activities are offered throughout the course, including assignments, discussions and debates, field work and oral presentations. These activities may involve individual or group work. A wide variety of assessment procedures is used, ranging from formal testing to completion of negotiated tasks based on the needs of individuals.

Health and Wellbeing

Aims

The aims of Health and Wellbeing are to provide:

- a safe environment to further develop each girls' understanding of who they are and how they can develop their character strengths and necessary life skills so they can grow and flourish
- the opportunity for each student to study Positive Psychology and topics related to personal wellbeing
- practice for students to further develop their personal skills such as communication and collaboration skills and apply personal wellbeing concepts
- the opportunity for students to build stronger connections between physical and mental health and explore the impacts of healthy lifestyle choices on their wellbeing
- students with opportunities to explore group dynamics and leadership.

Content

Topics will be based on the strands of being healthy, safe and active, communicating and interacting for health and wellbeing, contributing to healthy and active communities. Some of the topics explored are:

- Positive Psychology: Character Strengths assessment and development
- Healthy Respectful Relationships and Conflict Resolution
- Stress Management
- Wilderness Resilience Adolescent Program (WRAP)
- Social and Emotional literacy skills
- Personal Identity (Self Esteem, Self-Concept and Body Image)
- Emotional and Mental Health
- Self talk, empathy and self-efficacy
- Problem Solving and Healthy Communication Skills
- Personal growth and development: gender and sexual health
- Cyber health and safety
- Nutrition/drugs & lifestyle choices
- Goal setting, leadership and group dynamics

Approach

A variety of learning and teaching strategies will be employed: direct instruction, group and class discussions, group work, interactive games, mind mapping, problem solving and dilemmas, questioning and role play.

History

Aims

In line with the Australian Curriculum, the Year 9 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 ways 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 1 (1914-1918), the 'war to end all wars'.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Content

Students will study:

- The Industrial Revolution (1750-1914)
- The key features of the Asian societies of China, India and Dutch East Indies and the significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time
- The impact of World War 1 (1914-1918) with emphasis on Australia, in particular, the changing role of women and the commemoration of WW1
- Women, Society and Culture - historical and contemporary aspects and issues than concern women

Approach

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Mathematics

Aims

In line with the Australian Curriculum, Year 9 Mathematics aims to develop mathematicians who:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study

Content

The Australian Curriculum for Mathematics is described in 3 context strands:

Number and Algebra

- number and place value
- real numbers
- linear and non linear relationships

Statistics and Probability

- chance
- data representation and Interpretation

Measurement and Geometry

- using units of measurement
- shape
- locations and transformations
- geometric reasoning

and embeds the proficiencies of Understanding, Fluency, Problem Solving and Reasoning across the strands.

Approach

Students are given opportunities to apply their mathematics as widely as possible and to use concrete materials and logical structures as a framework for acquiring experience and familiarity with symbols and abstract concepts. The use of calculators and computers is encouraged throughout the course.

Assessment takes place in different levels and for different purposes and is based on written and oral work, projects and tests. It includes:

- on-going formative assessment within classrooms for the purposes of monitoring learning and providing feedback and for students to inform their learning
- summative assessment for the purposes of reporting to parents and carers on the progress and achievement of students
- biennial testing of the students' levels of achievement in aspects of numeracy, conducted as part of the National Assessment Program - Literacy and Numeracy (NAPLAN)

Multi Media

Aims

As members of the digital generation, living in an interactive visual world, it is important for students to be able to effectively create and publish original digital products. This one semester course helps students to develop the skills to communicate effectively in a multimedia world.

Content

Students will develop film production skills, with an understanding of cinematography, screenwriting, storyboarding, shooting and editing. By the end of the semester, they will be confident at creating their own short films that communicate, inspire and entertain.

Approach

Students will work in small teams to explore the process of making short digital films. Together they will investigate, plan, produce and evaluate their work and use different types of software to edit, refine images, mix sounds and publish their digital films. Opportunities for working with professional film makers and entering short film competitions are offered.

The Multi Media course highlights the role of digital media in powerful student learning and engagement.

Music

Prerequisites

- Experience in reading music notation.
- Undertaking tuition on an instrument and/or voice

Aims

In line with the Australian curriculum, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners

Content

Music focuses on the interrelated strands of Making and Responding.

As they make and respond to music, students explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music. They evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform.

Students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

Approach

Students have four 45-minute lessons per week throughout the full year. Students are exposed to a range of activities that develop their skills as music creators, performers, researchers and analysers. There is opportunity for individual and collaborative class work in projects and performance. Assessment takes place in different levels and for different purposes and is based on written, multi modal work and tests in both formative and summative settings.

Outdoor Education

Aims

The Realise program aims to foster growth by supporting adolescent girls in their transition into adulthood through immersion in community, academic, well-being and outdoor adventures. The program aims to use the environment to complement the academic curriculum whilst physically challenging the girls and fostering their social and emotional development.

Content

A **compulsory** 19 day experience at the Crawford Campus on the Coorong offers contextual learning in the natural environment. Girls will develop and hone their skills of independence, leadership, community living, organisation, communication, environmental knowledge and creativity. Girls spend most of the experience in purpose-built self-contained accommodation and a component of the program, camping. Learning units relevant to the local area will be delivered at base camp where the natural environment will be used to enhance student learning. Girls will participate in preparation prior to the camp and reflection upon their return.

Approach

This unique program centres on the way in which learning occurs. The living environment, the specific social, geographical and natural context will complement the curriculum with a particular focus on girls' social and emotional development. Shared living spaces promote qualities such as team work, communication and conflict resolution, while maintaining a sustainable living environment. Emphasis is placed on girls negotiating roles, developing their resilience, confidence, cooperation skills, independence and responsibility for their actions. There is a particular focus on student reflection to determine the degree of attainment of the stated aims.

Philosophy

Aims

This one semester subject is designed to develop students':

- knowledge of philosophical ideas and issues
- ability to inquire into philosophical issues and positions
- skills of creative and independent critical thinking
- understanding of the purpose of philosophy in providing a framework for reasoned action

Content

The philosophical issues that form the content of the learning and teaching program will be drawn from one or more of the following areas:

- Aesthetics
- Ethics
- Metaphysics

Popular media will also be used to generate philosophical thinking about modern day issues affecting young people in the 21st century.

Approach

Discussions and debates in a 'community of inquiry' will allow philosophical issues to be identified, explored and critically analysed. Students will engage with the thinking of philosophers past and present in order to develop ethical and logical ideas for shaping their future.

Physical Education

Aims

The Physical Education program at Year 9 provides further opportunities for girls to develop motor and cognitive skills that can be applied to various movement situations, as well as personal skills that can enhance leadership and collaboration.

Content

The focus of each unit will address at least one of the following outcomes:

- Apply specialised movement skills
- Transfer movement strategies and concepts to new situations
- Evaluate and refine their own and others' performance
- Refine social skills related to leadership, collaboration and/or communication.

Practical activities are selected from the following thematic classifications according to the particular focus of each unit:

- Invasion games
- Net divided games
- Court games
- Target games

Approach

Skill learning is developed through a 'constraints based' approach which ensures that learning opportunities are within a game context and are highly transferable. Students will be required to mobilise knowledge, pre-existing skills and attitudes to meet complex demands.

Evaluation of their own and others' performance will be developed through practical problem-solving scenarios that encourage design and systems thinking. Students will develop meta-cognitive skills such as critical and creative thinking, while the delivery of this information will further enhance social and emotional skills, including empathy, self-efficacy and collaboration. Students will explore the way that effective communication can improve outcomes in different situations.

Science

Aims

In line with the Australian Curriculum, the Year 9 Science course aims to stimulate and develop each student's interest and curiosity in her physical and biological world. It is intended that students gain an appreciation of the value of a scientific method of inquiry and an awareness of the impact of science and technology on society. We aim to develop in our students a responsible attitude and respect for themselves and their environment.

Content

The content of the course has been chosen to provide a broad experience of fundamental scientific concepts and skills, laying a basis for their development in studies at higher levels. Topics studied include:

The ***Science as a Human Endeavour*** strand involves the nature and development of science and the use and influence of science.

The ***Science Inquiry Skills*** strand involves questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

The ***Science Understanding*** strand involves:

- Biological Sciences - including internal systems; ecosystems
- Chemical Sciences - including atoms; chemical reactions
- Earth and Space Sciences - including plate tectonics
- Physical Sciences - including energy transfer

Approach

Students are encouraged to work in small groups on practical activities in the laboratory, on research activities and in preparation for oral presentations. Individual mastery of concepts and skills is assessed in a variety of ways, including formal testing, written assignments, model building and completion of tasks negotiated according to the needs of individual students.

Subs in Schools Program

Aims

The Subs in School Program at Year 9 allows students to explore the complex challenges of marine engineering and hydrodynamics using coding and electronics as they design and build operational submarines and Remotely Operated Underwater Vehicle (ROV's.)

Subs in Schools Technology Challenge™ is the result of collaboration between REA, the Department of Defence and industry stakeholders including the Australian Submarine Corporation and Saab Australia. It was conceived in response to the Australian Government's announcement of the $50 billion Future Submarine Program. The fundamentals of Subs in Schools are equipping young people to take part in the new set of industries being developed as part of the Future Submarine Program.

Content

Students design either a Remotely Operated Underwater Vehicle (ROV) or a submarine, which they must operate. Alternatively, they can build a three dimensional virtual scale model of living quarters in a futuristic submarine.

The course is centred around activity-based learning (learning by doing) and includes:

- Design
- Engineering
- Coding
- Electronics
- Manufacturing

Approach

Subs in Schools involves complex and cross curricular learning while linking STEM components together. Innovation and the development of entrepreneurship is also encouraged.

Students will be engaged in 21st Century skills of project management, teamwork, collaboration, problem solving and communication.

Notes

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