SANTA MARIA COLLEGE

A YEAR 7 TO 12 CATHOLIC GIRLS' COLLEGE

QUANTUM POTES TANTUM AUDE

Year 9/10 Village

Year 9 Curriculum Handbook

2020

TABLE OF CONTENTS

INTRODUCTION

The Middle Years at Santa Maria College comprises of Years 7 to 10. The learning and teaching program offered at the school is based on the International Baccalaureate Middle Years Programme (MYP). The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The curriculum framework comprises of eight subject groups, providing a broad and balanced education for early adolescents. The MYP curriculum framework allows students to meet the requirements of the Victorian Curriculum.

This booklet gives information about the curriculum and course delivery in Year 9. The Middle School curriculum offers a broad and balanced education giving students the opportunity to experience a wide range of subjects. This enables them to make informed choices when they need to select subjects for their senior years. For each subject, the course description, learning requirements and course content are outlined in the booklet. If you require any further information about the learning and teaching program in the Middle School, please do not hesitate to contact the school.

Jeremy Otto   Brad Denny
Deputy Principal: Learning and Teaching   MYP Coordinator

Dare to do as much as you are able.

Our School

Santa Maria College is an independent Catholic Secondary School for girls. It was established by the Sisters of the Good Samaritan of the Order of Saint Benedict in Northcote in 1904. The school currently has around 920 students.

The values of the Sisters of the Good Samaritan Order give direction to our College community. We nurture well-informed, articulate and independent young women who are energised by the Word of God and respond to the challenge of the real world with spirit and compassion.

Santa Maria College encourages students to cultivate their talents in a safe and happy environment. Our girls understand the importance of balancing the pursuit of academic excellence with emotional, spiritual and physical wellbeing. They have a love of learning, which is nurtured in first-class facilities, by dedicated staff. We have a robust and challenging curriculum. We are proud to offer the International Baccalaureate Middle Years Program as an authorised school. We provide a diverse and challenging co-curricular program. By immersing themselves in our dynamic educational community, students experience success academically and in other facets of life.

Our Vision

Santa Maria College is a Catholic school in the Benedictine tradition. Our students will be strong, compassionate and independent women who are critical thinkers and seek to live out Gospel values with integrity, hope and joy.

Our Mission

Santa Maria College is a Catholic secondary school for girls, founded by the Sisters of the Good Samaritan in 1904. Our educational endeavours seek to nurture a search for truth, a spirit of inquiry and a deep love of learning. The life and teachings of Jesus energise our community and permeate all that we do. The parable of the Good Samaritan with its spirit of welcome, love, service and compassion gives a particular emphasis to the way we live out our Gospel challenge in this community. We celebrate our diversity by developing critical social awareness and a reverence and responsibility towards all creation. In this educational environment we strive to nurture an atmosphere of trust and hope where our students are accepted, affirmed, encouraged and challenged to grow to their full potential.

IB LEARNER PROFILE

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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AN OVERVIEW OF THE MYP

The MYP programme Model

The student is at the centre of this programme. The middle years, Y7 to Y10, are a crucial period in a student's personal, social and intellectual development. It can be a time of much uncertainty, change and questioning. The Middle Years Programme is designed to help young people learn and grow from these experiences and to guide them in the search for a sense of place in their natural and social environments. The MYP helps students to become increasingly aware of connections between subject content and the real world, our relationship to each other and to the world, to be aware of broader and more complex global issues and to help them acquire skills, self-awareness, personal values and confidence.

In the programme model for the MYP, the first ring around the student at the centre describes the features of the programme that assist students develop disciplinary (and interdisciplinary) understanding. Those features are **approaches to learning (ATL) -** develop learning skills; **approaches to teaching** – through inquiry; **concepts** – concept-driven curriculum; **global contexts** – learning best through context.

The six Global Contexts are:
- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability

Each of the global contexts has focus questions and a description. The questions and learning experience in a unit are designed to help students inquire, explore and gain different perspectives on concepts, themes and issues. They extend students' learning from knowledge to understanding and from reflection to thoughtful action.

Global Context	Focus Questions	Possible ATL Skills
Identities and relationships	Who am I? Who are we?	**Self-management** iii. Organisation iv. Affective v. Reflection
Orientation in space and time	What is the meaning of "where" and "when"?	**Communication** i. Communication **Research** vi. Information literacy
Personal and cultural expression	What is the nature and purpose of creative expression?	**Research** vii. Media literacy **Thinking** ix. Creative thinking
Scientific and technical innovation	How do we understand the world in which we live?	**Research** vi. Information literacy **Thinking** x. Transfer
Globalisation and sustainability	How is everything connected?	**Communication** i. Communication **Research** vi. Information literacy
Fairness and development	What are the consequences of our common humanity?	**Social** ii. Collaboration **Thinking** viii. Creative thinking

The MYP's aim is for all students to develop as inquirers. By this we mean:

Developing an awareness so it will lead to a better understanding of the impact of various concepts and issues on oneself and those around. This in turn will make us understand the responsibilities we have to ourselves, to each other and to society in general. Using our skills of ongoing reflection, we can continually re-evaluate our involvement in and our understanding of these concepts and issues under inquiry. As we become more aware and acquire a better understanding of the context and of our responsibilities, this can lead to thoughtful and positive action, and evident by our community service and the personal project (year 10).

ASSESSMENT IN THE IB MYP

MYP assessment at Santa Maria College is continuous and criterion based. Assessment tasks in each subject are given to students at different times during the term with at least 1 week's advance notice. Assessment tasks and results of assessment are available for students through SIMON and parents through PAM. Forward planning of assessment is available through the assessment calendars published at the beginning of each Semester.

The MYP assessment process is called a criterion-related model. It is vital that both students and parents understand the methods of assessment and play an active role in the process.

- This model is very helpful because students know before even attempting the work what needs to be done to reach each level.
- The model also helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- The strength of this model is that students are assessed for what they can do, rather than being ranked against each other.
- Students receive feedback on their performance based on the criteria level descriptors.

The aim of MYP assessment is to support and encourage student learning.

- Teachers continually gather and analyse information on student performance and provide feedback to students to help them improve their performance.
- Students must also be involved in evaluating their own progress using self-assessment and reflection. In doing so, they develop wider critical-thinking and self-assessment skills.

The MYP assessment criteria across subject groups can be summarized as follows. The maximum level of achievement for all criteria is 8.

MYP / AusVELs / A-E Key

Curriculum	MYP Criterion Level A, B, C and D	AusVELS Equivalent	A-E
The Victorian Curriculum 7-10	8	Above level	A
	7		
	6	At level	B-C
	5		
	4		
	3	Below level	D-E
	2		
	1		

	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature (English)	Analysing	Organising	Producing text	Using language
Language acquisition (Italian and Japanese)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken, written and visual text	Using language in spoken and written form
Individuals and societies (Humanities and Religion)	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
The Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Personal Project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesising and applying	Communicating	Reflecting

How does MYP Assessment Differ from other Assessment Models?

- MYP assessment is NOT
    - a 'bell-curve' distribution of scores
    - a percentage
    - a letter grade.
- Students are not ranked against others in their class or year group. MYP assessment emphasizes individual achievement.
- Students are encouraged to reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement.

YEAR 9 RELIGION

In the Religious Education Curriculum Framework, the learning structure has three integrated components: three strands of learning: Knowledge and Understanding; Reasoning and Responding; Personal and Communal Engagement

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The Three Strands

The three strands of learning in religious education grow out of an understanding of dialogue that engages each learner as a seeker of truth, a maker of meaning and one who lives out their story in, and with, community. The three strands emphasise that learning in religious education is more than a cognitive approach to gaining Knowledge and Understanding; it also develops learners' Reasoning and Responding, and deepens their Personal and Communal Engagement through the learning.

The three strands reflect an approach to learning in relationship where learners come to know themselves and are valued and understood through dialogue. While the three strands are articulated as discrete aspects of learning highlighting particular modes of learning, they are interconnected and often apply simultaneously. The three strands are the basis of the learning structure. They provide the organising schema for the content descriptors and achievement standards. Each strand names a key action of dialogue: explanation, interpretation and reflection integrated into life. These actions draw you back to what students are doing in the process of dialogue at the heart of a pedagogy of encounter. The three strands are central when designing for student engagement and learning / assessment and / or moderating their learning.

The Five Content Areas

Religious education in a Catholic school takes seriously the mission of the Church to engage with the message of the Gospel and Catholic Tradition in all its wisdom, complexity and challenge.

The content of the learning in the framework is organised through five areas:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and Sacrament
- Morality and Justice.

A statement for each content area encapsulates the Catholic theological understandings to be explored and developed with students throughout their years of Catholic education. The content areas are interconnected and the statements note these connections. Each content area deserves equal attention across the scope of the year's learning.

SCOPE AND SEQUENCE

Subject Group - Religious Education								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Guiding questions	Assessment	Criteria
What are the Beatitudes? Term 1	9	Relationships	Justice	Fairness and development	The value placed on justice defines the relationships in a community and the way they respond to inequality.	<u>Factual:</u> • What are the ideals found in the Beatitudes? <u>Conceptual:</u> • How are people influenced when making choices about marginalised communities? <u>Debatable:</u> • Do the Beatitudes provide a good foundation for how a just community should live?	Social Justice Research Task	C
The Church: Past, Present and Future Term 2	9	Culture	Teachings and traditions	Orientation in time and space	Christian culture has changed over time due to challenges, especially to teachings and traditions.	<u>Factual:</u> • What were some of the key events and people who shaped the modern Catholic Church? <u>Conceptual:</u> • What is the significance of Jesus' death and resurrection for Catholic People? <u>Debatable:</u> • Does responding to challenge always result in improvements?	Beatitudes Creative Task	A,C

God and People in Creation Term 3	9	Time, Place, Space	Beliefs	Orientation in time and space	Communities' understanding of beliefs is impacted by its orientation in time and space	**Factual:** • What is the context and content of the Genesis creation stories? **Conceptual:** • What do the creation stories reveal about mankind's stewardship of the earth? **Debatable:** • Religious truth and scientific truth can coexist.	See, Judge, Act	B,C,D
Respectful Relationships Term 4	9	Relationships	Rites and Rituals	Identities and relationships	A community is defined by how people should view themselves and treat each other	**Factual:** • What is the Catholic teaching about individuals and relationships? **Conceptual:** • What is a right relationship? **Debatable:** • Do relationships really matter?	Relationships interview	A,D

*The units may not be taught in the order shown as above. In some cases, units may vary.

YEAR 9 ENGLISH

RATIONALE

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

AIMS OF THE COURSE

The aims of MYP language and literature (English) are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

SCOPE AND SEQUENCE

Subject Group - English								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Guiding questions	Assessment	Criteria
Wicked Writing Term 1	9	Creativity	Character Point of view Structure	Identities and relationships	Audiences understand that in both visual and written texts, characters and their identities and relationships represent different points of views and perspectives. These are created through the author's explicit choice of vocabulary, context and language features.	Factual: • What vocabulary, linguistic features and strategies help to create convincing characters? Conceptual: • How can characters be used as a vehicle for representing differing perspectives? • How does context change perspective? Debatable: • What makes compelling writing?	Creative Writing	A,B,C,D
Nona and Me: The Different Faces of Racism Terms 2 and 3	9	Relationships	Character Context Theme	Fairness and development	Students explore how a fictional text can help us understand the very real consequences of human beliefs and racist behaviours.	Factual: • What were some of the key measures introduced to Indigenous communities by "The Intervention" of 2007? Conceptual: • How can fictional texts	Analytical Essay	A,B,C,D

						communicate the reality of how human beliefs such as racism can impact individuals and communities? • It is when our values and morals are challenged that we find out who we really are. <u>Debatable:</u> • The Intervention: Racism or Rescue? • People with racist attitudes never change.		
Never was a Story of More Woe! **Terms 3 and 4**	9	Communication	Character Setting Context	Fairness and development	Through the exploration of characters, themes and context, writers can communicate how individuals struggle to continue believing and following the values of their society when their notion of fairness is challenged.	<u>Factual:</u> • How do we 'read' Shakespeare? <u>Conceptual:</u> • How do individuals reconcile believing and following the values of their society when their notion of fairness is challenged? <u>Debatable:</u> • Is it better to think with your head or your heart? • Who is to blame for the deaths of Romeo and Juliet?	Text Response Essay	A,B,C,D

Convince Me!	9	Perspective	Point of View Purpose	Scientific and Technical Innovation	Persuasive texts especially in response to controversial issues, the environment and use of language, influence our point of view and our perspective.	Factual: • What techniques do people employ to influence our opinions and decision making? Conceptual: • How can we avoid being manipulated by what we see, hear and read? • How can we position others to agree with our point of view? Debatable: • When does persuasion become unethical?	Persuasive Speech	A,B,D
Term 4								

*The units may not be taught in the order shown as above. In some cases, units may vary.

ENGLISH ASSESSMENT

To get the highest level of achievement for the criteria, students will need to be able to achieve the following level descriptors:

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Analysing)	The student: ● analyses the content, context, language, structure, technique and style of text(s) and the relationship among texts ● analyses the effects of the creator's choices on an audience ● justifies opinions and ideas, using examples, explanations and terminology ● evaluates similarities and differences by connecting features across and within genres and texts.	Maximum 8
Criterion B (Organising)	The student: ● employs organisational structures that serve the context and intention ● organises opinions and ideas in a sustained, coherent and logical manner ● uses referencing and formatting tools to create a presentation style suitable to the context and intention.	Maximum 8
Criterion C (Producing text)	The student: ● produces texts that demonstrates insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ● makes stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience ● selects relevant details and examples to develop ideas.	Maximum 8

Criterion D (Using language)	The student: - uses appropriate and varied vocabulary, sentence structures and forms of expression - writes and speaks in a register and style that serve the context and intention - uses correct grammar, syntax and punctuation - spells (alphabetic languages), writes (character languages) and pronounces with accuracy - uses appropriate non-verbal communication techniques.	Maximum 8

YEAR 9 MATHEMATICS

RATIONALE

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematical ideas have evolved across societies and cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and provide new tools for mathematical exploration and invention. While the usefulness of mathematics for modelling and problem solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic and technological advances and empowering individuals to become critical citizens.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

The curriculum ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and structures which students apply beyond the mathematics classroom. For example, in Science, understanding sources of error and their impact on the confidence of conclusions is vital; in Geography, interpretation of data underpins the study of human populations and their physical environments; in History, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative, logical and spatial information is an important aspect of making meaning of texts.

AIMS OF THE COURSE

The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

SCOPE AND SEQUENCE

Subject Group - Mathematics								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Guiding questions	Assessment	Criteria
Pythagoras / Trigonometry Term 1	9	Relationships	Measurement Generalisation Justification	Scientific and technical innovation	Generalizing relationships of certain shapes with unique mathematical properties can help develop processes and solutions.	Factual: • What names are used to label the different sides of a right-angled triangle? Conceptual: • How do we generalize relationships between measurements? Debatable: • Is calculating the sides of triangles more powerful than simply measuring?	Tests	A
Measurement Term 2	9	Relationships	Measurement Generalisation	Scientific and technical innovation	Generalising relationships between measurements can help analyse and generate products, processes and solutions.	Factual: • What is the difference between length, area and volume? Conceptual: • How do we generalize relationships between measurements? Debatable: • Can you fit more jellybeans into a cube or cylinder?	Measurement Task	C,D

Indices Term 2	9	Logic	Simplification Representation Pattern	Orientation in time and space	Recognising logical patterns allows for simplified representation.	<u>Factual:</u> • What are the index laws and when is each used? <u>Conceptual:</u> • How are extreme quantities represented in different forms? <u>Debatable:</u> • Do indices model exponential behaviour accurately?	Investigative Task	B
Algebra Term 3	9	Form	Equivalence Simplification Representation	Scientific and technical innovation	Representing equivalent forms of an expression can lead to simplified comparisons.	<u>Factual:</u> • What are equivalent expressions? <u>Conceptual:</u> • How can you represent different but equivalent algebraic forms? <u>Debatable:</u> • Should all algebraic expressions be simplified?	Test	A
Probability Term 3	9	Relationships	Pattern Generalisations	Scientific and technical innovation	Patterns found in relationships can be generalised to help us make predictions for personal gain.	<u>Factual:</u> • What is a prediction? <u>Conceptual:</u> • How do we know what to expect? <u>Debatable:</u> • Are all probabilities created equal?	Investigation	C,D
Linear	9	Relationships	Change	Scientific and	Representing	<u>Factual:</u>	Investigation	A,B

relationships Term 4			Representation Models	technical innovation	patterns of change as relationships can help determine the impact of human decision-making.	• What is a slope/gradient? Conceptual: • How can you represent changing relationships? Debatable: • Could linear relationships help determine decision making?	and Test	
Advanced Maths Indices and Surds Terms 1 and 2	9 Adv	Relationships	Simplification Representation Model	Scientific and technical innovation	Growth can be modelled effectively in different representative forms.	Factual: • What is an irrational number? Conceptual: • How can we model growth and decay? Debatable: • Is there a more efficient way to write extreme numbers?	Investigation	B
Advanced Maths Pythagoras Theorem and Trigonometry Term 1	9 Adv	Relationships	Justification Measurement Generalization	Scientific and technical innovation Mathematicians use foundational principles to formulate methods, rules and relationships to solve everyday problems.	Generalizing relationships of certain shapes with unique mathematical properties can help develop processes and solutions.	Factual: • What names do we give to the sides of a right angled triangle? Conceptual: • How is there a relationship between the angles and side lengths of shapes? Debatable: • Do right angled triangles have a place in our modern world?	Analysis task Investigation	C D

Advanced Maths Measurement Term 2	9 Adv	Relationships	Measurement Generalisation	Scientific and technical innovation	Generalising relationships between measurements can help analyse shapes.	**<u>Factual:</u>** • What is the difference between length, area and volume? **<u>Conceptual:</u>** • How do we generalise relationships between measurements? **<u>Debatable:</u>** • Is it possible for the volume to be the same in different sized shapes?	Measurement Test	A
Advanced Maths Algebra Techniques Term 3	9 Adv	Form	Equivalence Simplification Representation	Scientific and technical innovation	Representing equivalent forms of an expression can lead to simplified comparisons.	**<u>Factual:</u>** • What are equivalent expressions? **<u>Conceptual:</u>** • How can you represent different but equivalent algebraic forms? **<u>Debatable:</u>** • Should all algebraic expressions be simplified?	Test	A
Advanced Maths Probability Term 3	9 Adv	Relationships	Pattern Generalisations	Scientific and technical innovation	Patterns found in relationships can be generalised to help us make predictions for personal gain.	**<u>Factual:</u>** • What is the probability of particular events occurring? **<u>Conceptual:</u>** • How do we know what to expect? **<u>Debatable:</u>** • Are all probabilities created	Investigation	C, D

						equal?		
Advanced Maths Linear Relationships Terms 3 and 4	9 Adv	Relationships	Models Change Representation	Scientific and technical innovation	Representing patterns of change can inform decision making.	**Factual:** • What is a slope/gradient? **Conceptual:** • How can you represent changing relationships? **Debatable:** • Could linear relationships help determine decision making?	Analysis Task	B
Advanced Maths Non Linear Relationships Term 4	9 Adv	Relationships	Pattern Model	Scientific and technical innovation	Mathematical models can be used to better understand changes in relationships in our world.	**Factual:** • What is the first step in factorising trinomials? **Conceptual:** • Why is it important to establish relationship between variables? **Debatable:** • Is the knowledge of non-linear equations a help or a hindrance when trying to model practical problems in everyday life?	Analysis Task	B

*The units may not be taught in the order shown as above. In some cases, units may vary.

MATHEMATICS ASSESSMENT

To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptor.

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Knowing and understanding)	The student: ● selects appropriate mathematics when solving problems in both familiar and unfamiliar situations ● applies the selected mathematics successfully when solving problems ● solves problems correctly in a variety of contexts.	Maximum 8
Criterion B (Investigating patterns)	The student: ● selects and applies mathematical problem-solving techniques to discover complex patterns ● describes patterns as general rules consistent with findings ● proves, or verifies and justifies, general rules.	Maximum 8
Criterion C (Communicating)	The student: ● uses appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ● uses appropriate forms of mathematical representation to present information ● moves between different forms of mathematical representation ● communicates complete, coherent and concise mathematical lines of reasoning ● organises information using a logical structure.	Maximum 8
Criterion D (Applying mathematics in real-life contexts)	The student: ● identifies relevant elements of authentic real-life situations ● selects appropriate mathematical strategies when solving authentic real-life situations ● applies the selected mathematical strategies successfully to reach a solution ● justifies the degree of accuracy of a solution ● justifies whether a solution makes sense in the context of the authentic real-life situation.	Maximum 8

YEAR 9 SCIENCE

RATIONALE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity.

AIMS OF THE COURSE

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

SCOPE AND SEQUENCE

Subject Group - Science								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Guiding questions	Assessment	Criteria
Sustainable Housing Term 1	9	Change	Energy Environment (Phy)	Globalisation and sustainability	In order to live sustainably, we need to change the way we use the energy available in our environment	<u>Factual:</u> • How is heat energy transferred? <u>Conceptual:</u> • How do passive house design features that help us save on energy bills? • How can models be used to help us visualize what we cannot physically see? (particle model: convection and conduction & wave model: radiation) <u>Debatable:</u> • Should we all live in sustainably built homes?	Experimental Investigation on factors affecting heat transfer in housing design.	B,C
Our Violent Earth Term 1	9	Relationship	Consequences Development	Scientific and technical innovation	The understanding of the relationship between Earth's interior processes and the consequences for its exterior has led to	<u>Factual Question</u>: • What is meant by plate tectonics? • What is the structure of the Earth? • What happens at the different types of plate	Research into a significant natural disaster involving the Earth's crust and reflecting how science is having	D

					all kinds of scientific and technical development.	boundaries? **Conceptual Question:** • What is the relationship between the Ring of Fire and plate tectonics? • How have the consequences of earthquakes led to scientific and technical development? **Debatable Question:** • Why should money be spent on developing earthquake-proof buildings?	an impact.	
Maintaining Control Term 2	9	Systems	Balance (Bio) Function	Identities and relationships (exploration-maintaining human health)	The body uses various structures and systems to function and maintain its internal balance in changing external environments.	**Factual:** • What are the main structures and functions of the nervous and endocrine system? **Conceptual:** • How does the nervous system and the hormonal system work together to maintain a relatively stable environment (homeostasis)? **Debatable:** • How can stem cell treatment benefit people with neurological conditions?	Test	A
Electricity and Magnetism Term 2 & 3	9	Change	Creativity Energy Models	Scientific and technical innovation: An exploration	Our knowledge of magnets and electrical energy through models has	**Factual:** • What is electrical current? • What are the properties of magnets?	Experimental Investigation on factors affecting the strength of	B,C

				into the use of magnetism and electricity to improve our lives.	led to creative applications of technology that have improved the quality of our lives.	• What are the main uses of electricity and magnetism? Conceptual: • How do we explain the properties and uses of magnets? Debatable: • Are we as careful as we should be with our use of electricity and magnets?	an electromagnet	
Chemistry in Our World Term 3	9	Relationships	Interaction Models Patterns	Scientific and technical innovation: Elaboration - models, methods	The use of models and observation of patterns allows us to explain the relationship and interactions between elements in our world.	Factual: • What's inside an atom? • What are the different types of reactions? Conceptual: • How is the Law of conservation of mass used to write worded chemical equations? • How can radiation affect us? Debatable: • Is nuclear energy a 'greener' option for Australia?	Test	A
IDU - Reproductive Health and Technology Term 4	9	Change	Consequences Choices	Identities and relationships	Choices in behavior and changes in medical technology can have consequences for reproductive health.	Factual • What is the difference between ovulation, menstruation, fertilisation and conception? • What external factors can affect the growth and health of an unborn baby?	Research task on Health Slogans	D

					Conceptual • How are reproductive technologies assisting infertile couples? • How is having a baby in Australia different from having a baby in a third world country? **Debatable** • Should scientific technology be used to assist in reproduction?	
Green is the New Black Term 4	9	Systems	Evidence Environment consequences	Globalisation and sustainability	Evidence shows that global ecological systems are composed of delicately balanced relationships between organisms and the environment where minor changes can have drastic consequences on the sustainability of the planet.	**Factual:** • What is an ecosystem? • What is photosynthesis and respiration? • What are Earth's four systems? Carbon cycle focus on here. • What is global warming and how are human activities contributing to it? **Conceptual:** • How are photosynthesis and respiration related? • How does the 'greenhouse effect' keep Earth suitable for life? **Debatable:** • If humans became extinct would all forms of life on Earth flourish and global	N/A

					warming cease to be an issue?		

*The units may not be taught in the order shown as above. In some cases, units may vary.

SCIENCE ASSESSMENT

To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptors:

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Knowing and understanding)	The student: ● explains scientific knowledge ● applies scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations ● analyses and evaluates information to make scientifically supported judgments	Maximum 8
Criterion B (Inquiring and designing)	The student: ● explains a problem or question to be tested by a scientific investigation ● formulates a testable hypothesis and explains it using scientific reasoning ● explains how to manipulate the variables, and explains how data will be collected ● designs scientific investigations.	Maximum 8
Criterion C (Processing and evaluating)	The student: ● presents collected and transformed data ● interprets data and explains results using scientific reasoning ● evaluates the validity of a hypothesis based on the outcome of the scientific investigation ● evaluates the validity of the method ● explains improvements or extensions to the method.	Maximum 8
Criterion D (Reflecting on the impacts of science)	The student: ● explains the ways in which science is applied and used to address a specific problem or issue ● discusses and evaluates the various implications of using science and its application to solve a specific problem or issue ● applies scientific language effectively ● documents the work of others and sources of information used.	Maximum 8

YEAR 9 INDIVIDUALS AND SOCIETIES (9 HUMANITIES)

RATIONALE

In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

AIMS OF THE COURSE

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

SCOPE AND SEQUENCE

Subject Group - Individuals and Societies (Humanities)								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Related questions	Assessment	Criteria
Selling the Sustainable Term 1	9	Global Interactions	Choice Power	Identities and relationships Exploration: Markets;Human impact on the environment	Organisations and individuals have the power to influence markets and the environment through their choices.	**Factual**: • What are the four Ps? • What makes an effective advertisement? **Conceptual**: • What makes something sustainable? • What constitutes a market? **Debatable**: • Should all companies follow strict sustainable guidelines?	Film advertisement and report	A,B,C
Industrial Revolution Terms 1 & 2	9	Change	Innovation and revolution Causality	Scientific and technical innovation	Advances in technology create both opportunities and challenges	**Factual**: • What was the Industrial Revolution? • What were the causes that led to the Industrial Revolution? • What were the experiences of men, women and children as workers on farms, and in factories and mines? **Conceptual**:	Short answer and source analysis	A,C,D

						• How the Industrial Revolution affect global changes areas such as landscapes, movement of people, development of ideas, political and social reform and communication? **Debatable**: • Did the Industrial Revolution lead to greater equality?		
Creating Australia Terms 2 & 3	9	Global interactions	Causality Perspectives	Fairness and development	Global interaction produces multiple perspectives and can lead to both inequality and inclusion.	**Factual**: • What groups of people come to Australia from 1788 to 1901? **Conceptual**: • Why did different groups come to Australia during 1788 to 1901 and what were the consequences of this interaction? **Debatable**: • Was Australia effectively unified as a nation when it federated in 1901?	Creative written task	A,B,C,D
World War I Terms 3 & 4	9	Global interaction	Identity Conflict	Identities and relationships	Conflict between nations can change both the identity and future of communities and the individuals within them.	**Factual**: • When did World War I start? • Who was involved? • Where was the war fought? **Conceptual**: • What were the causes of World War I?	Research essay	B,C,D

					• Why was Australia involved? • Did Australians support the war? **<u>Debatable</u>**: • Was Australian involvement in World War I, and the use of conscription, justified?		

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INDIVIDUALS AND SOCIETIES (HUMANITIES) ASSESSMENT

To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptor:

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Knowing and understanding)	The student: ● uses a wide range of terminology in context ● demonstrates knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.	Maximum 8
Criterion B (Investigating)	The student: ● formulates a clear and focused research question and justifies its relevance ● formulates and follows an action plan to investigate a research question ● uses research methods to collect and record appropriate, varied and relevant information ● evaluates the process and results of the investigation.	Maximum 8
Criterion C (Communicating)	The student: ● communicates information and ideas effectively using an appropriate style for the audience and purpose ● structures information and ideas in a way that is appropriate to the specified format ● documents sources of information using a recognized convention.	Maximum 8
Criterion D (Thinking critically)	The student: ● discusses concepts, issues, models, visual representation and theories ● synthesises information to make valid, well-supported arguments ● analyses and evaluates a range of sources/data in terms of origin and purpose, examining value and limitations ● interprets different perspectives and their implications.	Maximum 8

YEAR 9 LANGUAGE ACQUISITION (LOTE: ITALIAN AND JAPANESE)

RATIONALE

Students acquire communication skills in Italian and Japanese. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:
- contributes to the strengthening of the community's social, economic and international development capabilities
- extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

AIMS OF THE COURSE

The aims of the teaching and learning of MYP language acquisition (LOTE) are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning

- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

SCOPE AND SEQUENCE

Subject Group - LOTE								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Related questions	Assessment	Criteria
Italian								
La Salute - Health Term 1	9	Communication	Patterns, Word choice	Personal and cultural expression	Health and physical fitness are very important to young Italians and Australians.	Factual: • Identify the parts of the body. • What are the body parts? • How do we ask how someone is feeling? Conceptual: • How do we express opinions on health and physical education? Debatable: • Do Australians place more importance on their health than the Italians?	Comprehending spoken and visual text	A
Home, sweet home Term 2	9	Culture	Form, Function, Message, Purpose	Personal and cultural expression	The locations and types of homes in Italy and Australia give us a better understanding of the impact of	Factual: • What is the vocabulary used to describe home? • Where do Italians live? • What are Italian homes like in Italy?	Comprehending written and visual text Speaking	B C,D

					culture on human habitations.	Conceptual: • What is the cultural meaning of the word "home"? • How do Italian home reflect the culture of its inhabitants? <u>Debatable:</u> • Is the Italian lifestyle better than the way we live in Australia?		
Cosa mi metto? - What will I wear? Term 3	9	Identity	Audience, Message, Patterns	---	What people wear reflects their individuality.	<u>Factual:</u> • How do I describe different clothing items? • Which Italian fashion brands are popular in Australia? • How do you shop? <u>Conceptual:</u> • Who or what influences people's fashion sense? • How does age influence what people wear? <u>Debatable:</u> • Is 'fare bella figura' always essential?	Writing	C,D

Buona Feste Term 4	9	Culture	Purpose, conventions, context	---	Celebrations are a way of connecting with family and friends, and reflect our cultural experiences.	Factual: • How do Italians celebrate important occasions? • What is a 'sagra'? • What are some different Italian festivals? • What are all the meanings of the word 'feste'? Conceptual: • What is the importance of celebrating? • How important are local festivals to a community? • How do celebrations reflect culture? Debatable: • Is celebrating an event within a family or community always?	Comprehending written and visual text Comprehending spoken and visual text	B A

Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Related questions	Assessment	Criteria
Japanese								
Let's party! (Supreme 1) Term 1	9	Communication	Message, Purpose, Audience	Orientation in time and space	Clearly delivering message and purpose to the audience enables you to socialise and communicate effectively in any situation.	Factual: • How do you tell time, place and mode of transport and effectively invite friends to an event or refuse an invitation in Japanese? Conceptual: • What are 'polite, casual and humble' expressions and how do you know when to use? Debatable: • If punctuality isn't valued, relationships can breakdown?	Speaking	C,D
Moving to Japan (Supreme 2) Term 2	9	Culture	Context, Message, Pattern	Globalisation and sustainability	The environment and culture influences the building and construction of homes.	Factual: • What are the similarities and differences of a western and Japanese style home, and varieties of Japanese houses? Conceptual: • How do culture and local environment influence people's homes and	Comprehending written and visual text	B

						building styles? <u>Debatable</u>: • Should cultural aspects take second place to environmental sustainability when building a home?		
Learning at school in Japan (Supreme 3) Terms 2 & 3	9	Creativity	Function, Structure, Message	Personal and cultural expression	A school makes a student a better person.	<u>Factual</u>: • How do we talk about our school life (e.g. subjects, good/bad at, teachers)? <u>Conceptual</u>: • What bag of tricks can I bring to a Japanese school? <u>Debatable</u>: • Which schools system makes a student a better person?	Comprehending spoken and visual text	A
Seasons in Japan and Australia (Supreme 4) Term 3	9	Connections	Purpose, Message, Audience	Personal and cultural expression	Understanding the emotional connections that people have allows one to fully appreciate the culture and activities of a destination and communicate to a chosen audience.	<u>Factual</u>: • How do we talk about seasons, weather and activities in Japanese? or • How do people in Japan celebrate the four distinct seasons and how do we describe the activities? <u>Conceptual</u>: • Why do people in Japan have an emotional	Writing	C,D

						connection with the seasons? <u>Debatable:</u> • Should people in Australia have a similar connection and appreciation to the seasons like people in Japan do?		
Let's go shopping! (Supreme 5) Term 4	9	Communication	Patterns, Context, Conventions	Scientific and technical innovation	In order to request and make transactions successfully, one must be mindful of the different systems and patterns.	<u>Factual:</u> • What language do I need to successfully request an item and make a transaction at a shop? <u>Conceptual:</u> • What strategies do I need to move between different systems, e.g. currencies, sizing? <u>Debatable:</u> • Should we all move away from a gift-giving culture and donate instead?	Comprehending spoken and visual text	A

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LANGUAGE ACQUISITION (LOTE) ASSESSMENT

At the end of the Emergent Level, students are exposed to a wide variety of simple authentic spoken multimodal texts. At the end of the Capable Level, students are exposed to a wide variety of simple and some complex authentic spoken multimodal texts. To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptors:

Criterion	Level Description (Emergent and Capable)	Achievement level
Criterion A (Listening)	The emergent student: ● identifies explicit and implicit information (facts and/or opinions, and supporting details) ● analyses conventions ● analyses connections.	Maximum 8
	The capable student: ● identifies explicit and implicit information (facts and/or opinions, and supporting details) ● analyses conventions ● analyses connections.	Maximum 8
Criterion B (Reading)	The emergent student: ● identifies explicit and implicit information (facts and/or opinions, and supporting details) ● analyses conventions ● analyses connections.	Maximum 8
	The capable student: ● identifies explicit and implicit information (facts and/or opinions, and supporting details) ● analyses conventions ● analyses connections.	Maximum 8

Criterion C (Speaking)	The emergent student: ● uses a wide range of vocabulary ● uses a wide range of grammatical structures generally accurately ● uses clear pronunciation and intonation in comprehensible manner ● communicates all or almost all the required information clearly and effectively.	Maximum 8
	The capable student: ● uses a wide range of vocabulary ● uses a wide range of grammatical structures generally accurately ● uses clear pronunciation and intonation in comprehensible manner ● during interaction, communicates all or almost all the required information clearly and effectively.	Maximum 8
Criterion D (Writing)	The emergent student: ● uses a wide range of vocabulary ● uses a wide range of grammatical structures generally accurately ● organises information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices ● communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.	Maximum 8
	The capable student: ● uses a wide range of vocabulary ● uses a wide range of grammatical structures generally accurately ● organises information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices ● communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.	Maximum 8

YEAR 9 PHYSICAL AND HEALTH EDUCATION

RATIONALE

Physical and Health Education focuses on students enhancing their own and others' health and wellbeing, safety and physical activity. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Physical and Health Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge and skills which influence their own and others' health, wellbeing and safety. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Physical and Health Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, wellbeing, safety and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health and wellbeing and contributes to building healthy, safe and active communities.

AIMS OF THE COURSE

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences

SCOPE AND SEQUENCE

Subject Group – Health and Physical Education								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Guiding questions	Assessment	Criteria
Badminton and Lacrosse Term 1	9	Relationships	Movement Balance	Orientation in space and time	Team members must work together to develop interconnected responsive movement patterns to maintain positional balance.	<u>Factual:</u> • What skills are required to play badminton and lacrosse? • What are the rules of badminton and lacrosse? <u>Conceptual:</u> • Can the spacing required in a partner game of badminton be applied to team games such as lacrosse? <u>Debatable:</u> • Badminton is an easy game and anyone can be good at it. • Women should also be able to tackle in lacrosse	Observation of participation and skill	Not assessed
First Aid and Sports Injuries Terms 1 & 2	9	Change	Environment Adaptation	Scientific and technical innovation	Continuing research in technology and science, and an understanding of safety can assist individuals to adapt and change the environment to help prevent and minimise	<u>Factual:</u> • What are the aims of First Aid? What is the standard procedure that should be followed in any First Aid situation? • What are the different types of Sporting injuries?	Research Task	A

					injuries.	• What is the process that should be followed when treating sports injuries? Conceptual: • What responsibility do have in providing First aid treatment? How can improved knowledge of First Aid procedures affect a person's health? • Whose responsibility is it to provide first aid treatment for an injury while participating in a sporting event? • How can the correct and prompt first aid treatment aid a person's recovery and return to sport? Debatable: • Should it be compulsory for anyone in the medical profession to administer First Aid and perform CPR on a person outside of a hospital? • Poor preparation is responsible for all sporting injuries.		
Pop n Lock Term 2	9	Relationships	Movement Energy	Personal and cultural expression	Interacting with others in creating movement can allow for energetic and creative personal and group expression.	Factual: • What are some elements dance steps that could be considered part of dance? • What type of music can be used for a different dance	Design a dance routine and evaluate the routine.	B,C,D

						routine? **Conceptual:** • How can individual expression be evident in a group routine? • How can individual expertise be accommodated to ensure an effective dance routine? **Debatable:** • Should individual expression be modified for the benefit of the group? • Can an individual's needs be as important as a group's needs in a performance piece?	Skill assessment	
Self Defence Term 3	9	Change	Refinement Movement Energy	Personal and cultural expression	Individuals refine their movements so they can improve technique and maximise and performance energy.	**Factual:** • What are the basic techniques of self defence? • What parts of the body are used in self defence? **Conceptual:** • How much force am I legally allowed to use in a threatening situation? • What can I do to keep myself safe? **Debatable:** • Is it worthwhile learning self defence to reduce risk of being harmed? • Will self defence strategies protect you in a real life situation?	Design a response to a situation. Performance and evaluation	B,C,D

Choices (Drugs including Alcohol) Term 3	9	Relationships	Choice Perspective	Identities and relationships	Choices will impact an individual's perspective and relationships and future identity and relationships.	Factual: • What are the risks to a person physically, emotionally and socially in using illegal drugs or excessive alcohol? Conceptual: • Why do people begin to take banned drugs? Why do they continue even when they negatively affect their health and wellbeing? Debatable: • All drugs are dangerous and should be banned.	IDU-with science. Research Task- Presentation	A
Sport Education in Physical Education Program Term 4	9	Relationships	Interaction Function	Fairness and development	Functioning collaboratively as a group can improve the fairness of games in relation to roles and responsibilities of players.	Factual: • What are the roles required in administering different sports? Conceptual: • How do we organise a round robin to ensure everyone gets equal play? • How do we adjust our plan when something goes wrong? Debatable: • People should just do roles they feel confident in rather than learning new roles and responsibilities.		Non-Assessed
Choices (STIs and Partysafe)	9	Communication	Choice Interaction	Identities and relationships	Knowledge can assist in choosing behaviours that will have positive	Factual: • What are the choices young people are faced with as they	IDU-with Science-research	A

					outcomes	move into an active social life? • What are the negative impacts that may occur through incorrect decisions? <u>Conceptual:</u> • What effect does social media have on the youth of today? • How can a young person maximize their safety when attending social events? <u>Debatable:</u> • Should it be a crime for people to post defamatory comments about another person on social media?	task presentation	
Term 4								

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ASSESSMENT IN HEALTH AND EDUCATION

To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptors:

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Knowing and understanding)	The student: ● explains physical health education factual, procedural and conceptual knowledge ● applies physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations ● applies physical and health terminology effectively to communicate understanding.	Maximum 8
Criterion B (Planning for performance)	The student: ● designs, explains and justifies plans to improve physical performance and health ● analyses and evaluates the effectiveness of a plan based on the outcome.	Maximum 8
Criterion C (Applying and performing)	The student: ● demonstrates and applies a range of skills and techniques effectively ● demonstrates and applies a range of strategies and movement concepts ● analyses and applies information to perform effectively.	Maximum 8
Criterion D (Reflecting and improving performance)	The student: ● explains and demonstrates strategies to enhance interpersonal skills ● develops goals and applies strategies to enhance performance ● analyses and evaluates performance.	Maximum 8

YEAR 9 ARTS (ART, DANCE, DRAMA, MEDIA, MUSIC AND VISUAL COMMUNICATION DESIGN)

RATIONALE

In the Victorian Curriculum F–10, the Arts includes Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design.

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines.

The Arts present ideas that are dynamic and rich in tradition. Through engaging in The Arts students are entertained, challenged and provoked to respond to questions and assumptions about individual and community identity, taking into account different histories and cultures.

The Arts contributes to the development of confident and creative individuals and enriches Australian society. Students express, represent and communicate ideas in contemporary, traditional and emerging arts forms. In Dance, Drama and Music students explore the performing arts whilst in Media Arts, Visual Arts and Visual Communication Design students explore the world of visual representation and expression.

The significant contributions of Aboriginal and Torres Strait Islander peoples to Australia's arts heritage and contemporary arts practices are explored across the Arts, and students are encouraged to respect and value these unique and evolving traditions.

AIMS OF THE COURSE

The aims of MYP arts are to encourage and enable students to:
- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

SCOPE AND SEQUENCE

Subject Group - Arts								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Guiding questions	Assessment	Criteria
Art **Me, Myself and I (Portraiture)** (Week 1 - Week 19)	9	Identity	Representation Expression	Identities and relationships	Identity, personality, emotions and experiences can be expressed through physical and creative representations.	<u>Factual:</u> • What skills do we need to know to represent physical likeness? <u>Conceptual:</u> • How can we use visual language to communicate and express identity, emotions, culture or experiences? <u>Debatable:</u> • Can you represent self without a face?	Process journal Artwork	A,B,C,D
Dance **How can dance be used to communicate with others?** (Week 1 - Week 12)	9	Communication	Composition	Personal and cultural expression	Composition and artistry enhance the communication of an intention	<u>Factual:</u> • What physical skills are required to build movement vocabulary and choreography? <u>Conceptual:</u> • How can dance be used to communicate with others? <u>Debatable:</u> • Is film an appropriate medium to communicate a dance's intention?	Presentation Performance Creative writing task	A,B,C

Dance How can we better understand modern dance styles? (Week 13 - Week 20)	9	Aesthetics	Genre Innovation	Orientation in time and space	In order to create innovative perspectives one can challenge boundaries and interactions	<u>Factual:</u> • What are the elements of movement? <u>Conceptual:</u> • How can you manipulate the elements of movement to create choreography? <u>Debatable:</u> • Does modern jazz dance push boundaries and challenge perspectives?	Research Performance Evaluation	A,B,C
Drama How has drama changed over time? (Week 1 - Week 20)	9	Change	Interpretation Play	Personal and cultural expression	When we experiment, we can change our interpretation of meaning due to our point in time	<u>Factual:</u> • What are the similarities between Elizabethan Theatre, Commedia Dell'Arte and today's theatre? <u>Conceptual:</u> • How have the drama styles of Commedia Dell'Arte and Elizabethan Theatre changed over time? (How have the two styles influenced today's theatre? <u>Debatable:</u> • Should we be performing Commedia Dell'Arte and Elizabethan Theatre in it's true/intended form only?	Performance Evaluation Process journal Performance	B,C,D

Music Songwriting Songwriting (Week 1 - Week 20)	9	Communication	Composition Presentation Expression	Personal and cultural expression	Compositions can be presented to communicate personal expression	**Factual:** • What are the elements in Music used in songwriting? **Conceptual:** • What is the relationship between melody and harmony in composition? **Debatable:** • Lyrics or music - what is more important?	Composition, Performance	A,B,C,D
Music Theatre Music Theatre (Week 1 - Week 19)	9	Aesthetics	Genre Presentation	Orientation in time and space: eras, turning points, personal histories	Presentations differentiate depending on genre, style and context, which often influence understanding of aesthetics.	**Factual:** • What are the characteristics of each era of music? **Conceptual:** • How does a performance communicate people's common experiences? **Debatable:** • What is more important: the process or the product?	Presentation, Performance	A,B,C,D
Media Media and Society (Week 1 - Week 10)	9	Communication	Audience Interpretation	Scientific and technical innovation	Digital life can create a variety of visual styles and representations for audiences.	**Factual:** • What technical codes are used in DSLR photography? **Conceptual:** • How are codes and conventions used to create representations such as story and place? **Debatable:** • Can one photograph belong to more than one photography style?	Process journal Artwork (photographs)	A,B,C,D

Media **Film Production** (Week 11- Week 20)	9	Communication	Audience Interpretation	Scientific and technical innovation	Media technologies can be applied to create a variety of representations and meanings for an audience.	<u>Factual:</u> • What codes and conventions are used in film production? <u>Conceptual:</u> • In film editing how are codes and conventions used to create space and time? <u>Debatable:</u> • Can different audiences interpret the same meaning from the same film text?	Process journal Film	B,C
Visual Communication Design **Communication Design: Typography** (Week 1 - Week 20)	9	Communication	Audience Innovation	Personal and cultural expression	Audiences can be communicated with in innovative ways.	<u>Factual:</u> • What are the main characteristics of type? <u>Conceptual:</u> • How do designers communicate with the target audience? <u>Debatable:</u> • Could the world exist without words?	Process journal Presentation	A,B,C,D
Visual Communication Design **Industrial Design: Furniture**	9	Communication	Audience Innovation	Globalisation and sustainability	Embracing technology and science is critical to powering innovation for an audience.	<u>Factual:</u> • What are the conventions of isometric drawing? <u>Conceptual:</u> • How do designers embrace innovative technology? <u>Debatable:</u> • Does a designer have to be original to be innovative?	Technical drawings	A,B

*The units may not be taught in the order shown as above. In some cases, units may vary.

ARTS ASSESSMENT

To get the highest level of achievement for the criteria, you need to be able to achieve the following level descriptor.

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Knowing and understanding)	The student: ● demonstrates knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ● demonstrates understanding of the role of the art form in original or displaced contexts ● uses acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	Maximum 8
Criterion B (Developing skills)	The student: ● demonstrates the acquisition and development of the skills and techniques of the art form studied ● demonstrates the application of skills and techniques to create, perform and/or present art.	Maximum 8
Criterion C (Thinking creatively)	The student: ● develops a feasible, clear, imaginative and coherent artistic intention ● demonstrates a range and depth of creative-thinking behaviours ● demonstrates the exploration of ideas to shape artistic intention through to a point of realisation.	Maximum 8
Criterion D (Responding)	The student: ● constructs meaning and transfers learning to new settings ● creates an artistic response that intends to reflect or impact on the world around them ● critiques the artwork of self and others.	Maximum 8

YEAR 9 DESIGN (TECHNOLOGIES)

RATIONALE

In the Victorian Curriculum F–10, the Technologies includes Design and Technology and Digital Technologies.

The Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers with new technologies.

In Design and Technologies, students use design thinking and technologies to generate and produce designed solutions. In all Technologies, students use design thinking and information systems to analyse, design and develop a range of digital and consumable solutions.

AIMS OF THE COURSE

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its creativity as a skill
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- development of self-management skills
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

SCOPE AND SEQUENCE

Subject group - Technology							
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Guiding questions	Learning Outcome	Criteria
Food Technology Cakes for change (Week 2 - Week 10)	9	Creativity	Form	Personal and cultural expression	Creativity and form can express the need for local changes that impact people personally	Factual: • What tools and equipment are needed for cake decorating? • What are the global goals? • What are the ways in which individuals can make changes locally that impact globally? Conceptual: • How are research, creativity and design related? Debatable: • Do artists and designers influence social change on a local and global level?	Design Folio Decorated Cake	A,B,C
Food Technology Today's Food	9	Development	Evaluation Function Form	Globalisation and sustainability	Evaluating form and function can lead to the development of healthy decision-	Factual: • What are the major barriers to healthy eating?	Evaluation and analysis of a recipe that overcomes	D

Consumers (Week 10 – Week 18)					making for individuals and the environment	<u>Conceptual:</u> • How can the design cycle solve the health issues associated with popular trends? <u>Debatable:</u> • Is time the biggest barrier to home cooking in Australian life? • Is the individual most responsible for the healthy decision making in their lives?	barriers to home cooking	
Design Technology **Responsible textile use** (Week 1 - Week 18)	9	Communication	Sustainability	Globalisation and sustainability	Fashion products/ accessories can be created using sustainability practices	<u>Factual:</u> • Are accessories an important part of fashion? <u>Conceptual:</u> • Do accessories reflect the target audience? <u>Debatable:</u> • Is it important to be sustainable in the production of fashion/accessories?	Creation of a unique bag	A,B,C,D
Digital Technologies (Week 1 - Week	9 & 10	Development	Function, Innovation, Evaluation,	Fairness and Development	Through technical innovation, collaboration in the global community means products can	<u>Factual:</u> • What file formats are required to produce particular designs? <u>Conceptual:</u>	Folio and 3D products	A,B,C,D

18)					be designed and refined in short spaces of time for specific functions and aesthetics.	• What impact will the ability to produce items have on our consumer culture? <u>Debatable:</u> • Does this technology have a place outside education and other relevant sectors like science?		

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DESIGN ASSESSMENT

To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptors:

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Inquiring and analysing)	The student: ● explains and justifies the need for a solution to a problem for a specified client/target audience ● identifies and prioritises primary and secondary research needed to develop a solution to the problem ● analyses a range of existing products that inspire a solution to the problem ● develops a design brief, which summarises the analysis of relevant research.	Maximum 8
Criterion B (Developing ideas)	The student: ● develops design specifications, which clearly states the success criteria for the design of a solution ● develops a range of feasible design ideas, which can be correctly interpreted by others ● presents the chosen design and justify its selection ● develops accurate and detailed planning drawings/diagrams and outlines the requirements for the creation of the chosen solution	Maximum 8
Criterion C (Creating the solution)	The student: ● constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ● demonstrates excellent technical skills when making the solution ● follows the plan to create the solution, which functions as intended ● fully justifies changes made to the chosen design and plan when making the solution.	Maximum 8

Criterion D (Evaluating)	The student: ● describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ● critically evaluates the success of the solution against the design specification ● explains how the solution could be improved ● explains the impact of the solution on the client/target audience.	Maximum 8

design detailed and relevant testing methods, which generate data, to measure the success of the solution ii. critically evaluate the success of the solution against the design specification iii. explain how the solution could be improved iv. explain the impact of the solution on the client/target audience.