



**Warrawong High School
Course Learning and Assessment Overviews**

Year 10

Term 2 – Weeks 2 – 4

All student work can be submitted via:

- 1. Course Online Platform (Google Classroom or Microsoft Teams)**
- 2. Email to Course Teacher Contact**
- 3. Hand Deliver to Warrawong High School front office**
- 4. Post to:**

**Warrawong High School
127 Cowper Street,
Warrawong NSW 2502**

Course: 10 English

Google Classroom Code: dhundrq

Teacher Contact: 10.1: B. Truebody, 10.2: C. Napier, 10.3: M. Bloemer

| Topic: Understanding of Mice of Men | | | | |
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| Syllabus Outcomes: EN5-1A: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | <p>Learning Focus: Understanding 'Of Mice and Men'- Section 1</p> <p>Summary of learning: This week students will develop an understanding of the plot of the set text 'Of Mice and Men' through completing reflection activities, cloze passages, vocabulary exercises and comprehension questions.</p> | <p>Learning Focus: Understanding 'Of Mice and Men'- Section 2 and 3</p> <p>Summary of learning: This week students will extend their understanding of the text by responding to learning activities based on sections 2 and 3 of the novella 'Of Mice and Men'.</p> | <p>Learning Focus: Understanding 'Of Mice and Men'</p> <p>Summary of learning: This week students will extend their understanding of the text by responding to learning activities based on sections 4,5 and 6 of the novella 'Of Mice and Men'. Students take advantage of these short sections to construct their own summaries of section 5 and 6.</p> | <p>Activity Title: Exploring of Mice and Men</p> <p>Activity Expectation: Students are to:</p> <ol style="list-style-type: none"> 1. Complete the reflection questions 2. Read the information on 'The American Dream' 3. Complete the questions assessing their understanding of the 'American Dream' reading. |
| Overview | <p>Outline: Students to complete classwork worksheets, Activity 1-5, to develop their understanding of the plot of the text, the specific language used by Steinbach to shape meaning and the techniques the author used to engage his readers.</p> <p>Resources: Activity 1: Reflection of on your own understanding of the world around you. Activity 2: Comprehending the Plot Activity 3: Vocabulary Definition List 1 Activity 4: Understanding Section 1 Activity 5: Setting</p> | <p>Outline: Students to complete classwork worksheets, Activity 6-11, to extend the understanding and knowledge they gained about 'Of Mice and Men' in week 2.</p> <p>Resources: Activity 6- Vocabulary Definition List 2 Activity 7: Understanding Section 2 Activity 8: Imagery Activity 9: Vocabulary Definition List 3 Activity 10: Understanding Section 3 Activity 11: Point of View (Extension Activity)</p> | <p>Outline: Students to complete classwork worksheets Activity 12-14 to develop their understanding of the plot, the language and the techniques the author used to engage his readers. Students then complete the formative assessment activity entitled "Exploring of Mice and Men"</p> <p>Resources: Activity 12- Vocabulary Definition List 4 Activity 13: Final Summaries Activity 14: Pre/Post Table Formative Assessment: Exploring 'Of Mice and Men'</p> | <p>Due Date: 1/06/2020</p> <p>Syllabus outcomes being assessed: EN5-1A</p> |

Submittable Activities

Activity:

Activity 4: Understanding Section 1

This submittable task will establish your understanding of Section 1 of the text, the key characters and what is important to these characters. By successfully completing these questions, you will have demonstrated a detailed understanding of Section 1 of the text.

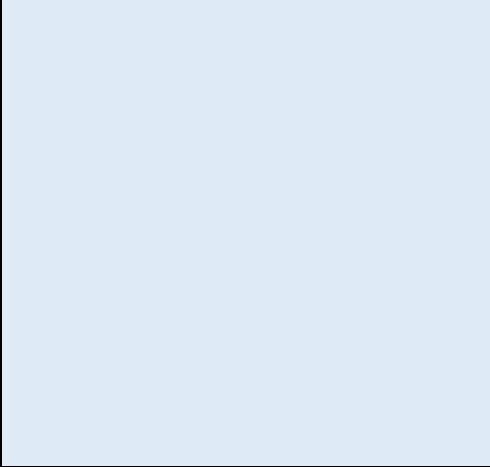
Due date: 12/05/2020

Activity:

Activity 7: Understanding Section 2
Activity 10: Understanding Section 3

This submittable task will establish your understanding of Section 1 of the text, the key characters and what is important to these characters. By successfully completing these questions, you will have demonstrated a detailed understanding of Section 1 of the text.

Due date: 19/05/2020



Course: 10.1 Mathematics

Google Classroom Code: pmlirta

Teacher Contact: Ms Crockett

| Topic: | | | | |
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| Syllabus Outcomes: MA5.3-6NA performs operations with surds and indices MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids MA5.1-4NA solves financial problems involving earning, spending and investing money MA5.2-4NA solves financial problems involving compound interest | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | Learning Focus: Extension to complete work issued in Term 1 – Week 10, Week 11 and Term 2 – Week 1 Summary of learning: To give students extra time and help to complete work issued last term | Learning Focus: Complete Assessable Task - Investigation Summary of learning: To give students extra time and help to complete Assessment Task 1 issued last term which has been reissued as Assessable Task - Investigation | Learning Focus: Formative assessment of understanding of measurement Summary of learning: Students understand how to: apply formulas to calculate perimeter, area, surface area and volume. | Activity Title: <ul style="list-style-type: none"> Ch 2 Indices and Surds Worksheet A Measurement Worksheet A & B Financial Maths Worksheets A & B Assessable Task - Investigation |
| Overview | Outline: Students to complete: <ul style="list-style-type: none"> Topic 1 (Ch 2) Surds and Indices: 2A Q1-13, 2B Q1-10, 2C Q1-10, Binomial Products (2*) 8A Q1-7, 8B Q1-10, 2D Q1-12, 2E Q1-13, Chapter Review MC Q1-6, SA Q1-4, ER Q1. Ch 2 Indices and Surds Worksheet A Topic 2 (Ch 1) Measurement – Pretest, 1A Q1-15, 1B Q1-13, 1C Q1-11, 1D Q1-9, 1E Q1-14, 1G Q1-15 Measurement Worksheet A & B | Outline: Students to complete Assessable Task – Investigation – Reissue of Assessment Task 1 available as a hardcopy or pdf download in Google Classroom. Resources: <ul style="list-style-type: none"> Assessable Task - Investigation | Outline: Students to complete Chapter 1 Measurement Worksheet A Chapter 1 Measurement Worksheet B Chapter 1 Measurement Worksheet C available as a hardcopy or pdf download in Google Classroom. Resources: <ul style="list-style-type: none"> Chapter 1 Measurement Worksheet A Chapter 1 Measurement Worksheet B Chapter 1 Measurement Worksheet C | <ul style="list-style-type: none"> Chapter 1 Measurement Worksheet A Chapter 1 Measurement Worksheet B Chapter 1 Measurement Worksheet C Activity Expectation: Complete each activity Due Date: Monday 25 May, 2020 Syllabus outcomes being assessed: |

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| | <ul style="list-style-type: none"> • Financial Maths Worksheet A & B • Topic 2 (Ch 1) Measurement 1F Q1-12, 1H Q1-11, 1I Q1-17, Chapter Review p62. <p>available as a hardcopy or pdf download in Google Classroom.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Year 10 5.3 Cambridge Textbook • Year 9 5.3 Cambridge Textbook • Ch 2 Indices and Surds Worksheet • Measurement Worksheets A & B • Financial Maths Worksheets A & B | | | <p>MA5.3-6NA, MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA5.2-12MG, MA5.3-14MG, MA5.1-4NA, MA5.2-4NA</p> |
| <p>Submittable Activities</p> | <p>Activity: (Used for report outcomes and comments)</p> <ul style="list-style-type: none"> • Completed Topic 1 (Ch 2) Surds and Indices • Completed Topic 2 (Ch 1) Measurement <p>Due date: Monday 25 May 2020</p> | | | |

| Topic: Investing Money | | | | |
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| Syllabus Outcomes: | | | | |
| MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts MA5.1-2WM selects and uses appropriate strategies to solve problems MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context MA5.1-4NA solves financial problems involving earning, spending and investing money | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | Learning Focus: <ul style="list-style-type: none"> Investing Money Summary of learning: <ul style="list-style-type: none"> To be able to use formula and tables to calculate simple and compound interest. | Learning Focus: <ul style="list-style-type: none"> Investing Money Summary of learning: <ul style="list-style-type: none"> To be able to use formula and tables to calculate simple and compound interest. To be able to graph simple and compound interest calculations. | Learning Focus: <ul style="list-style-type: none"> Investing Money Living within a budget Summary of learning: <ul style="list-style-type: none"> To be able to create a budget which includes a living scenario, accommodation, bills and expenses using Microsoft Excel. | Activity Title: Topic review (pages 33 – 35) Activity Expectation: Complete all questions from pages 33 -35. |
| Overview | Outline: Complete pages 1 – 22. Resources: <ul style="list-style-type: none"> Access Google Classroom. Email your teacher for assistance: Fatima.saad16@det.nsw.edu.au / Samantha.Bell24@det.nsw.edu.au | Outline: Complete pages 23 – 35. <ul style="list-style-type: none"> Pages 33 – 35 will be <i>be formally assessed and reported on.</i> Resources: <ul style="list-style-type: none"> Access Google Classroom. Email your teacher for assistance: Fatima.saad16@det.nsw.edu.au / Samantha.Bell24@det.nsw.edu.au | Outline: Complete pages 35 – 51. Resources: <ul style="list-style-type: none"> Access Google Classroom. Email your teacher for assistance: Fatima.saad16@det.nsw.edu.au / Samantha.Bell24@det.nsw.edu.au | Due Date: 18 th of May 2020. Syllabus outcomes being assessed: MA5.1-4NA, MA5.1-2WM Activity Title: Living on a budget Assessment task |
| Submittable Activities | Activity: Submit pictures of your work from pages 1-22 to the Google Classroom. Click on the classwork tab, Term 2 Week 2, then click on the Google document with your name as the title. Due date: Monday the 11 th of May 2020. | Activity: Submit pages 33 -35 (topic review: investing money). <i>This will be formally assessed and reported on.</i> Due Date: 18 th of May 2020 | Activity: Living on a budget assessment task (pages 35 – 51). <i>This will be formally assessed and reported on.</i> Due Date: Monday the 25 th of May 2020 | Activity expectation: Complete the assessment task and submit it to your teacher via email, or upload to Google |

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| | | | | Classroom under the "Living on a Budget" assessment task. |
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Due Date:
25th of May 2020

**Syllabus outcomes
being assessed:**

MA5.1-1WM

MA5.1-2WM

MA5.1-3WM

MA5.1-4NA

Course: 10.3 Mathematics

Google Classroom Code: cjlbp2

Teacher Contact: Mrs Maria PESTANA

Email: maria.pestana@det.nsw.edu.au

Ph: (02)42740707 Ext: 114 (Mathematics Faculty)

| Topic: Algebraic Expressions and Indices | | | | |
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| Syllabus Outcomes: MA5.2-6NA: simplifies algebraic fractions, and expands and factorises algebraic expressions | | | | |
| Week | 2 (4/5/20 – 8/5/20) | 3 (11/5/20 – 15/5/20) | 4 (18/5/20 – 22/5/20) | Assessable Activity |
| Learning Summary and Focus | <p>Learning Focus: Review what was learnt from 1st Learning Pack – Measurement</p> <p>Complete Practice Test</p> <p>Summary of Learning: Calculates Perimeter and Area of Plane shapes. Calculates Volume and Surface Area of Solids.</p> | <p>Learning Focus: Simplifying Algebraic Expressions</p> <p>Summary of learning: Is able to collect like terms. Is able to multiply and divide simple algebraic expressions.</p> | <p>Learning Focus: Expanding and factorising Algebraic Expressions</p> <p>Summary of learning: Is able to expand and simplify Algebraic Expressions Is able to factorise simple Algebraic Expressions</p> | <p>Activity Title: Chapter 2 Practice Test Yr 10 Algebra Revision & Study Notes</p> <p>Activity Expectation: Complete Chapter 2 Practice Test referring to 1st Learning Pack Complete Yr 10 Algebra Revision & Study Notes referring to 2nd Learning Pack.</p> |

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| Overview | <p>Outline: Work through the 2nd Learning Pack, reading all explanations and examples. Use the weekly breakdown and dates as a guide to pace your learning</p> <p>Resources: The 1st Learning Pack, the 2nd Learning Pack along with pens, pencils and calculator are all the resources you will need for continuation of this topic. The information contained in the 2nd Learning Pack is also available on Google classroom (see above) or via email upon request.</p> | | | <p>Due Date: If submitting online, you may submit each assessable activity as you complete it via one of the contact methods included above. Alternatively all activities must be submitted with your completed 2nd Learning Pack on Mon 25/5/20</p> <p>Syllabus outcomes being assessed: MA5.2-6NA</p> |
| Submittable Activities | <p>Activity: Completed 1st Learning Pack Chapter 2 Practice Test</p> | | <p>Activity: Completed 2nd Learning Pack Yr 10 Algebra Revision & Study Notes</p> | |

Course: 10 Science**Google Classroom Code: 5W5AW23****Teacher Contact:** 10.1 – *Mr. Gunner*, 10.2 – *Mr. Windsor*, 10.3 – *Mr. Walker*

| Topic: | | | | |
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| Syllabus Outcomes: SC5-16CW: Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available. SC5-17CW: Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | <p>Learning Focus: Atomic Theory & the Periodic Table</p> <p>Summary of learning:</p> <ul style="list-style-type: none"> - All matter has mass - All matter is made of Particles - Atoms are made of three particles – Protons, Neutrons, Electrons - Atoms classified into elements, dictated by protons. - Familiarisation with Periodic table | <p>Learning Focus: Naming and Bonding</p> <p>Summary of learning:</p> <ul style="list-style-type: none"> - Types of chemical bonds <ul style="list-style-type: none"> -Ionic -Covalent -Metallic - Naming Ionic compounds - Naming Covalent compounds | <p>Learning Focus: Chemical Reactions & Equations</p> <p>Summary of learning:</p> <ul style="list-style-type: none"> - write word equations - write balanced chemical equations | <p>Activity Title: Week 2-4 Quick Quiz</p> <p>Activity Expectation: Complete all questions as outlined.</p> <p>Due Date: 24/05/2020</p> <p>Syllabus outcomes being assessed:</p> |
| Overview | <p>Outline: Work through Chemistry booklet reading information and completing worksheets in order</p> <p>Resources: Year 10 Science Chemistry Booklet</p> | <p>Outline: Work through Chemistry booklet reading information and completing worksheets in order</p> <p>Resources: Year 10 Science Chemistry Booklet</p> | <p>Outline: Work through Chemistry booklet reading information and completing worksheets in order</p> <p>Resources: Year 10 Science Chemistry Booklet</p> | SC5-17CW |
| Submittable Activities | <p>Activity: Worksheet 3</p> <ol style="list-style-type: none"> 1. Use the information provided prior to complete the questions allocated. 2. Submit in hard copy when returning booklet or in google classroom. <p>Due date: 10/05/2020</p> | <p>Activity: Worksheet 10</p> <ol style="list-style-type: none"> 1. Use the information provided prior to complete the questions allocated. 2. Submit in hard copy when returning booklet or in google classroom. <p>Due date: 17/05/2020</p> | <p>Activity: Quick Quiz</p> <ol style="list-style-type: none"> 1. Follow the instructions to answer the questions. 2. Submit in hard copy when returning booklet or in google classroom by due date. <p>Due date: 24/05/2020</p> | |

Teacher Contact: Mr Oczos

| Topic: | | | | |
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| Syllabus Outcomes: Recognises features and characteristics of places and environments – GELS – 1 Investigates differences in human wellbeing GELS-6 | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | <p>Learning Focus: Human Wellbeing around the globe</p> <p>Summary of learning: Students will be able to define Human wellbeing and the factors required to measure it across the globe.</p> | <p>Learning Focus: The role that a nations GDP and industrial development plays on human wellbeing.</p> <p>Summary of learning: Students examine the role of a nations GDP in defining a persons wellbeing and respond to activities.</p> | <p>Learning Focus: The Human Development Index</p> <p>Summary of learning: An examination of the three dimensions of HDI and where and how nations are rated by this scale.</p> | <p>Activity Title:</p> <p>Activity Expectation:</p> <p>Due Date:</p> <p>Syllabus outcomes being assessed:</p> |
| Overview | <p>Outline: Students will read and complete the questions in regards to how fertility and mortality rates as well as gender and income influence our wellbeing.</p> <p>Resources: <i>Work book – Topic 4: Human Wellbeing – P.355 – 360</i></p> | <p>Outline: The Gross Domestic Product (GDP) of a nation is examined as a concept and the influences it has upon individual human wellbeing. Happiness as a concept is further examined.</p> <p>Resources: Workbook – Topic 4 – P363 – 366 Activities associated with this section</p> | <p>Outline: Students examine what the Human Development Index is, how it functions, how it is applied and which nations around the world fall into its various categories.</p> <p>Resources: Work book – Topic 4: Human Wellbeing P.366-370</p> | |
| Submittable Activities | <p>Activity: Students will need to respond to a question on the influence of gender on Human wellbeing across the globe in the google classroom. Alternatively, this question can be emailed to Mr Oczos.</p> <p>Due date: 8/5/20</p> | <p>Activity: Responding to questions throughout readings.</p> | <p>Activity: Responding to short answer questions.</p> | |

Teacher Contact: 10.1 – Mr Davis, 10.2 – Miss Allnutt, 10.3 – Mr McCarthy

| Topic: | | | | |
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| Syllabus Outcomes: | | | | |
| PD5-2 Researches and appraises the effectiveness of health information and support services available in the community. | | | | |
| PD5-8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity. | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | <p>Learning Focus: Understanding Mental Health in Australia,</p> <p>Summary of learning: Students will learn about the extent of mental health in Australia, the characteristics of resilience and strategies to manage stress.</p> | <p>Learning Focus: Importance of sleep and keeping active</p> <p>Summary of learning: Students will learn tips to improve sleep and ways to become more physically active</p> | <p>Learning Focus: Importance of relaxing and different strategies</p> <p>Summary of learning: Supportive relaxation techniques, literacy skills in completing an extended response question</p> | <p>Activity Title: Apps for Relaxation</p> <p>Activity Expectation: Review three apps for relaxation Assess the effectiveness of one App</p> |
| Overview | <p>Outline: Activity 1 - Read and Highlight Activity 2 – Read and complete questions Activity 3 – Read and complete questions</p> <p>Resources: (on Google classroom) Activity sheet 1 Activity sheet 2 Activity sheet 3</p> | <p>Outline: Activity 1 - Read and Research Activity 2 – Read and complete questions Activity 3 – Analyse current physical activity level, complete a workout plan</p> <p>Resources: (on Google classroom) Activity sheet 1 Activity sheet 2 Activity sheet 3 – workout plan</p> | <p>Outline: Activity 1 - Research Apps, review them, complete table Activity 2 – Select one App and complete extended response question</p> <p>Resources: (on Google classroom) Activity sheet 1 Activity sheet 2</p> | <p>Due Date: 25/5/20</p> <p>Syllabus outcomes being assessed: PD5-2</p> |
| Submittable Activities | | <p>Activity: Submit workout plan – on Google classroom is preferable</p> <p>Due date: 18/5/20</p> | <p>Activity: Activity 1 and Activity 2</p> <p>Due date: 25/5/20</p> | |

Teacher Contact: 9MS1 – Gander, 10MS1 – Windsor, 10MS2 – Gander

joseph.gander@det.nsw.edu.au

| Topic: | | | | |
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| Syllabus Outcomes: explains why aquaculture provides an economically sustainable source of food MAR5-4 | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | <p>Learning Focus: Growing Crustaceans</p> <p>Summary of learning: This module introduces students to the basic anatomy, physiology and behaviour of crustaceans. It also explores the growing of crustaceans for human food.</p> | <p>Learning Focus: Growing Crustaceans</p> <p>Summary of learning: This module introduces students to the basic anatomy, physiology and behaviour of crustaceans. It also explores the growing of crustaceans for human food.</p> | <p>Learning Focus: Growing Crustaceans</p> <p>Summary of learning: This module introduces students to the basic anatomy, physiology and behaviour of crustaceans. It also explores the growing of crustaceans for human food.</p> | <p>Activity Title: Growing Crustaceans – Questions and Activities</p> <p>Activity Expectation: Read Booklet and complete Growing Crustaceans – Questions and Activities</p> |
| Overview | <p>Outline: Read Booklet and complete Growing Crustaceans – Questions and Activities</p> <p>Resources: Module 28: Growing Crustaceans information booklet and online links</p> | <p>Outline: Read Booklet and complete Growing Crustaceans – Questions and Activities</p> <p>Resources: Module 28: Growing Crustaceans information booklet and online links</p> | <p>Outline: Read Booklet and complete Growing Crustaceans – Questions and Activities</p> <p>Resources: Module 28: Growing Crustaceans information booklet and online links</p> | <p>Due Date: 18/05/2020</p> <p>Syllabus outcomes being assessed: MAR5-4</p> |
| Submittable Activities | | | <p>Activity: Read Booklet and complete Growing Crustaceans – Questions and Activities</p> <p>Due date: 18/05/2020</p> | |

Course: 10 Child Studies

Google Classroom Code: jru6oce

Teacher Contact: Ms C Carvana (cristina.carvana2@det.nsw.edu.au)

| Topic: | | | | |
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| Syllabus Outcomes: | | | | |
| CS5-2 describes the factors that affect the health and wellbeing of the child | | | | |
| CS5-11 analyses and compares information from variety of sources to develop an understanding of child growth and health | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | <p>Learning Focus: Students explore the vocabulary pertinent to the topic.</p> <p>Summary of learning: Students will be learning to identify and define key vocabulary terms in the new unit-Health & Safety in Childhood.</p> | <p>Learning Focus: Infectious and Non-Infectious Diseases in Childhood</p> <p>Summary of learning: Students revise infectious and non-infectious childhood diseases and complete a literacy activity.</p> | <p>Learning Focus: National Immunisation Program</p> <p>Summary of learning: Students will increase their knowledge and understanding of immunisation for children and preventable illnesses</p> | <p>Activity Title: Immunisation Research</p> <p>Activity Expectation: Students complete the research questions at the end of the PowerPoint and submit to teacher by due date.</p> |
| Overview | <p>Outline: Students will read course information and research terms to create a glossary for the unit. They will select 10 of these words to create a find-a-word with this information.</p> <p>Resources: On Google Classroom OR Hard copy Week 2-Glossary worksheet Crossword template instructions.</p> | <p>Outline: Students will need to read information provided Or access internet/ library items to complete task.</p> <p>Resources: On Google Classroom OR Hard copy Week 3-Worksheets provided. Access additional internet/library material to help complete worksheet</p> | <p>Outline: Students read PowerPoint information attached and then respond to questions at the end of PowerPoint. This activity serves as the assessable task.</p> <p>Resources: On Google Classroom OR Hard copy Week 4-Worksheets provided</p> | <p>Students Due Date: 25/5/20</p> <p>Syllabus outcomes being assessed:</p> <p>CS5-2 CS5-11</p> |
| Submittable Activities | <p>Activity: Crossword- Students will submit the Crossword they have created with the vocabulary and definitions from Week 2.</p> <p>Due date: 8/5/20</p> | <p>Activity: Submit completed worksheets to Ms Carvana either via: Google Classroom or hard copy to office</p> <p>Due date: 18/5/20</p> | <p>Activity: Complete comprehension/research questions</p> <p>Due date: 25/5/20</p> | |

Course: 10 STEM

Google Classroom Code: srzqoww

Teacher Contact: Robyn Fallo

| Topic: | | | | |
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| Syllabus Outcomes: | | | | |
| WS7.1 Students process data and information by: c) accessing information from a range of sources, including using digital technologies | | | | |
| SC5-8WS: selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | <p>Learning Focus: What is a robot and how does a robot safely move within its surroundings?</p> <p>Summary of learning: Students develop their understanding of what is a robot?</p> | <p>Learning Focus: How can robotics emulate a human hand?</p> <p>Summary of learning: Students design an assistive device such as a robotic glove for someone who has limited hand use.</p> | <p>Learning Focus: Which sensors does my robot need?</p> <p>Summary of learning: Students will determine which sensors the robot will need.</p> | <p>Activity Title: Nil</p> <p>Activity Expectation: Nil</p> <p>Due Date: Nil</p> <p>Syllabus outcomes being assessed: Nil</p> |
| Overview | <p>Outline: Students will work through the booklet complete associated activities.</p> <p>Resources: Student Booklet https://www.wired.com/story/what-is-a-robot/ https://science.howstuffworks.com/robot6.htm https://www.pbslearningmedia.org/resource/eng06.sci.engin.design.kismet/kismet-the-social-robot/#.WtfDiohua70 https://www.scottautomation.com/products/automated-guided-vehicles/</p> | <p>Outline: Students will work through the booklet complete associated activities.</p> <p>Resources: Student Booklet http://enablingthefuture.org/2018/01/02/enabling-aden-yemen/ https://www.digitaltechnologieshub.edu.au/docs/default-source/default-document-library/cweng-posters-v3.pdf https://www.youtube.com/watch?v=hLxWBVZ25rk</p> | <p>Outline: Students will work through the booklet complete associated activities.</p> <p>Resources: https://www.nationalgeographic.org/game/challenge-robots/ https://www.electronicshub.org/different-types-sensors/ https://manual.eg.poly.edu/index.php/Prototyping_with_Microcontrollers_and_Sensors https://create.arduino.cc/projecthub/projects/tags/robot https://www.robotshop.com/community/tutorials/show/how-to-make-a-robot-lesson-7-using-sensors https://www.youtube.com/watch?v=nL34zDTPkcs</p> | |

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| Submittable Activities | Activity: Due date: 11 th May 2020 | Activity: Due date: 18 th May 2020 | Activity: Due date: 25 th May 2020 | |
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Course: 10 PASS

Google Classroom Code: jjfzdi3

Teacher Contact: Sovrano

| Topic: | | | | |
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| Syllabus Outcomes: PASS 5-1 PASS 5-2 | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | Learning Focus: Nutrition and performance Summary of learning: Interview 2 people that participate in competition sport to determine their pre, during and post event diet. | Learning Focus: Nutrition and performance Summary of learning: Interview 3 people that participate in competition sport to determine their pre, during and post event diet. | Learning Focus: Nutrition and performance Summary of learning: Provide feedback to each athlete about how they could improve their diet and fluid intake. | Activity Title: Nutrition and performance Activity Expectation: Complete the table and feedback information |
| Overview | Outline: Resources: 10 PASS Week 2 – 4 Worksheet Internet | Outline: Resources: 10 PASS Week 2 – 4 Worksheet Internet | Outline: Resources: 10 PASS Week 2 – 4 Worksheet Internet | Due Date: 22.05.2020 Syllabus outcomes being assessed: |
| Submittable Activities | | Activity: Interview information Due date: 15.05.2020 | Activity: Feedback information Due date: 22.05.2020 | PASS 5-1 PASS 5-2 |

Course: 10 DANCE

Google Classroom Code: 2cdcuhy

Teacher Contact: Miss Simi

Topic: Dance Through the Ages / Time

Syllabus Outcomes:

5.3.1 describes and analyse dance as the communication of ideas within a context 5.3.3 applies understandings and experiences drawn from their own work and dance works of art

| Week | 2 | 3 | 4 | Assessable Activity |
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| Learning Summary and Focus | Learning Focus: Dance Through the Ages /Time Summary of learning: You will brainstorm things to already know as a base to your learning | Learning Focus: Ballet Summary of learning: You will be learning about the significance of ballet and terms associate with change. | Learning Focus: Ballet Changes / Transforms Summary of learning: You will be exploring the changes of ballet watching clips and commenting on observational changes. | Activity Title: Ballet Clip Observation Comparison Activity Expectation: Complete the activity by watching the YouTube links and answer the questions. |
| Overview | Outline: 1.Use brainstorm 2.Snapshot timeline Resources: 1.Brainstrom- <i>Worksheet</i> 2. SnapShot Timeline- <i>Worksheet</i> | Outline: 1. Close passage Resources: 1.Close passage - <i>Worksheet</i> | Outline: 1.Classical Ballet 2. Modern Ballet Resources: 1.Classical Ballet – <i>Worksheet and internet access YouTube</i> 2. Modern Ballet - <i>Worksheet and internet access YouTube</i> | Due Date: Week 4 Friday 22/5/20 Syllabus outcomes being assessed: 5.3.1, 5.3.3 |

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| Submittable Activities | | | Activity: Complete the activity by watching the YouTube links and answer the questions. Due date: Week 4 Friday 22/5/20 |
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Course: 10 Elective History

Google Classroom Code: adcsskw

Teacher Contact: Mr Vatovec – Thomas.vatovec@det.nsw.edu.au

| Topic: | | | | |
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| Syllabus Outcomes: | | | | |
| E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage | | | | |
| E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past | | | | |
| E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences. | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | Learning Focus: ‘Himmler and the Schutzstaffel’ (SS) and ‘Jewish resistance’. Summary of learning: Students will engage with the formation of the infamous SS, their role in the concentration and extermination camps as well as their leader. Following this, we will investigate Jewish resistance to the escalation of the Holocaust. | Learning Focus: Personality Study – Anne Frank Camp Daily life Summary of learning: Students to investigate what life was like in a camp or attempting to stay hidden from German authorities - in particular the SS. | Learning Focus: Holocaust Victims beyond the European Jewish population and Auschwitz research project Summary of learning: Students investigate the following groups and their persecution under the occupation of the Nazis; The Roma, communists, homosexuals, Jehovah’s witnesses, alcoholics and the disabled. Investigation of sterilisation by force and Euthanasia and the Auschwitz Report. | Activity Title: Auschwitz Research project Activity Expectation: Using instructions in activity booklet students are to utilise Source A/B/C/D/E/F/G/H and complete the research report in booklet. Must be emailed to Mr. Vatovec upon completion by 3pm 15/5. |
| Overview | Outline: Students will need to read ‘Himmler and the SS’ (15) and ‘Resistance’ (16). Resources: <ul style="list-style-type: none"> • Holocaust Booklet (digital resource also available in google classroom). | Outline: Students to read the information in booklets on Anne Frank (17) and The camps: Daily Life (18). Resources: | Outline: Students to read and complete the activities on <i>other</i> victims of the holocaust. Completion of the Auschwitz holocaust Resources: | Due Date: 22/5/2020 Syllabus outcomes being assessed: E.5.5, E5.9 |

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| | <ul style="list-style-type: none"> • Internet access – all links provided in the booklet – use digital copy to access websites if you're struggling. • All links, websites and videos also available in google classroom. • Zoom sessions | <ul style="list-style-type: none"> • Holocaust Booklet (digital resource also available in google classroom). • Internet access – all links provided in the booklet – use digital copy to access websites if you're struggling. • All links, websites and videos also available in google classroom. • Zoom sessions | <ul style="list-style-type: none"> • Holocaust Booklet (digital resource also available in google classroom). • Internet access – all links provided in the booklet – use digital copy to access websites if you're struggling. • All links, websites and videos also available in google classroom. • Zoom sessions • JewishVirtuallibray.org • Alphahistory.com • www.ushmm.org |
| Submittable Activities | <p>Activity: Students to engage with bi-weekly 'Zoom session' / Google classroom activities to discuss and go through work and all questions on Himmler and the SS + Jewish Resistance</p> <p>Due date: 8/5/2020</p> | <p>Activity: Students to engage with bi-weekly 'Zoom session' / Google classroom activities to discuss and go through work and all questions on Anne Frank and The Camps: Daily life</p> <p>Due date: 15/5/2020</p> | <p>Activity: Completion of activities on victims + Auschwitz research project.</p> <p>Due date: 22/5/2020</p> |

Course: 10 Visual Arts

Google Classroom Code: 5xp46tv

Teacher Contact: Ms Erin Harman

| Topic: | | | | |
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| <p>Syllabus Outcomes: 5.3 makes artworks informed by an understanding of how the frames affect meaning 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts 5.6 demonstrates developing technical accomplishment and refinement in making artworks</p> | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| <p>Learning Summary and Focus</p> | <p>Learning Focus:</p> <ul style="list-style-type: none"> • Diary entry • Research (world for ideas) • Artist research <p>Summary of learning: The learning intention for this week is to use the world as a source of ideas and concepts to plan a composition based on storytelling. Students will research artists and artworks who use mixed media techniques to become inspired (5.4)</p> | <p>Learning Focus:</p> <ul style="list-style-type: none"> • Composition and planning <p>Summary of learning: The learning intention for this week is to plan and create a composition, that uses the frames. Students will ensure that their composition tells a story using their diary entries and research and contains visual qualities (structural frame), culture (cultural frame) and emotion (subjective frame). (5.3)</p> | <p>Learning Focus:</p> <ul style="list-style-type: none"> • Mixed media grid and household mediums <p>Summary of learning: The learning intention for this week is to experiment using different techniques and mixed mediums. (5.6)</p> | <p>Activity Title: Frames checklist</p> <p>Activity Expectation: Using a mind map or a list, students present their ideas and concepts for their mixed media artwork. Students complete the frames checklist by applying the structural, cultural and subjective frames. Describing their ideas and creating a draft/sketch of what their composition will look like. What you hand in should describe and represent your ideas for your mixed media artwork.</p> <p>Due Date: Friday, 15th of May</p> |
| <p>Overview</p> | <p>Outline: <u>Planning sheet</u> Students will create a number of diary entries based on their time in isolation. Students will research any interesting factual information from the internet or television based on the</p> | <p>Outline: Assessable tasks <u>Mind mapping sheet</u> Determine important keywords from your diary entries and research. <u>Planning scaffold</u> Follow the scaffold to map out different meanings, using the frames. <u>A4 Paper</u></p> | <p>Outline: <u>Mixed media grid Household mediums</u> Plan what mediums you can use from home to experiment with. Look at the list on the worksheet, follow the instructions and refer to the example to create your own mixed media grid.</p> | |

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| | <p>pandemic Covid 19. <u>artist/inspiration worksheet</u></p> <p>Students will read the information on artists Jean-Michael Basquiat and David Bowers and answer the questions on their artmaking practice. Students will gather mixed media artwork examples and describe the visual elements.</p> <p>Resources: Planning.docx Inspiration and artists.docx Inspiration cut outs (pack)</p> | <p>Sketch, annotate and plan your composition and ideas for your artwork.</p> <p>Resources: Mindmapping.docx Frames checklist Draft/sketch of composition</p> | <p>Resources: Household mediums.docx Grid.docx</p> | <p>Syllabus outcomes being assessed: 5.3 - makes artworks informed by an understanding of how the frames affect meaning.</p> |
| <p>Submittable Activities</p> | <p>Activity: Submit your diary entries (five days) and one A4 page of research in point form. (10 points) Submit the inspiration and artists worksheet. Answer the 10 questions on the two artists and provide 5 examples of mixed media artworks and describe the visual elements.. Submit the activities via the google classroom assignment, email them to erin.harman2@det.nsw.edu.au. Or submit them with the pack. Due date: Friday 8th of May</p> | <p>Activity: The frames checklist task is assessable and will be marked out of 15. Submit the list or mind map. Submit the frames checklist. Submit one draft sketch of your composition This task should illustrate and explain your ideas for your mixed media artwork, annotate if you like. Submit the activities via the google classroom assignment, email them to erin.harman2@det.nsw.edu.au. Or submit them with the pack. Due date: Friday, 15th May</p> | <p>Activity: Mixed media Grid. Take photographs of your work and submit, via the google classroom assignment, email to erin.harman2@det.nsw.edu.au. Or submit with the pack. Due date: Friday 22nd May</p> | |

Course: 10 Photography and Digital Media

Google Classroom Code: thcdd7v

Teacher Contact: Ms Rath- samantha.rath4@det.nsw.edu.au

| Topic: | | | | |
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| Syllabus Outcomes: 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works. | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | Learning Focus: Exploring Realism in Photography Editing Realism images using Pixlr Summary of learning: Students complete a research and practical task exploring realism in photography. Using an online editing tool Pixlr, students edit 3 images from the previous realism task | Learning Focus: Introduction to Postmodernism in Photography Summary of learning: Students gain knowledge regarding the stages of photography and some key term associated with Postmodernist photography | Learning Focus: Creating a Postmodern image using Pixlr Summary of learning: Students gain experience using an online editing program and developing a postmodern photograph | Activity Title: Postmodern images created using Pixlr Activity Expectation: Students follow the step by step tutorial sheet to create a Postmodern photograph. Students submit the original and edited image via google classroom |
| Overview | Outline: This week students will complete the task from week 1, the Exploring Realism worksheet. This week student will edit three images taken in week 2 using the online editing tool pixlr. Student will write a brief explanation of their edited images. Resources: Exploring realism worksheet | Outline: Student read through, highlight key information and answer set questions and activities explained in the Postmodernism introduction worksheet. Resources: Postmodernism introduction worksheet. | Outline: Students follow the step by step tutorial sheet to create a Postmodern photograph Resources: Postmodern Photo Practical Activity ONE Step by Step worksheet | Due Date: Friday 22 May 2020 Syllabus outcomes being assessed: 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning |

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| | Realism Photos edited using Pixlr worksheet | | |
| Submittable Activities | Activity: Realism Photos edited using Pixlr Due date: Friday 8 th May 2020 | | Activity: Assessable Activity Postmodern images created using Pixlr Due date: Friday 22 May 2020 |

Course: 10 Food Technology

Google Classroom Code: 15r274f

Teacher Contact: Ms Evitt

| Topic: | | | | |
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| Syllabus Outcomes: 5.6.1 Examines the relationship between food, technology and society | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | Learning Focus: Revision of Food Safety & Hygiene Summary of learning: Prevention of Food Spoilage & Contamination | Learning Focus: Packaging Developments Summary of learning: Packaging Types & Usage | Learning Focus: Summary of learning: Packaging Types & Usage | Activity Title: Packaging Materials p 8 Activity Expectation: Find 6 foods in your kitchen & list packaging materials. Understand labelling requirements p 9 using the textbook. |
| Overview | Outline: Read through pages 1 to 4 and use Chapter 3 from the text book to assist you in answering the questions Resources: Student work booklet & Textbook Chapter 3. All work refers to the textbook in this 3-week period | Outline: Read through pages 5 to 10 and complete the work/activities. Student work booklet & Textbook Chapter 3. All work refers to the textbook in this 3-week period Resources: | Outline: Student work booklet & Textbook Chapter 3. All work refers to the textbook in this 3-week period Resources: Student work booklet & Textbook Chapter 3. All work refers to the textbook in this 3-week period | Due Date: 24.5.2020 Syllabus outcomes being assessed: 5.6.1 |

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| | | Student work booklet & Textbook Chapter 3. All work refers to the textbook in this 3-week period | |
| Submittable Activities | Activity: There is only 1 assessable piece in this 3-week period- Pages 8 & 9 Due date: | Activity: There is only 1 assessable piece in this 3-week period- Pages 8 & 9 | Activity: There is only 1 assessable piece in this 3-week period- Pages 8 & 9 |

Course: 10 MUSIC

Google Classroom Code: mlp6sne

Teacher Contact: Mr Harrison

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| Topic: | | | | |
| Syllabus Outcomes: | | | | |
| 5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study | | | | |
| 5.10 Demonstrates an understanding of the influence and impact of technology on music | | | | |
| Week | 2 | 3 | 4 | Assessable Activity |
| Learning Summary and Focus | Learning Focus: Music Research Summary of learning: Historical understanding if the impact of Music Technology | Learning Focus: Recording apps Summary of Learning: Students will develop skills in using simple free apps enabling them to record their own songs written in term 1. | Learning Focus: Recording structured music Summary of Learning: Students will continue to develop skills in using simple free apps enabling them to record their own songs written in term 1. | Activity Title: Music Technology Activity Expectation: Record ONE verse and ONE chorus of your song written in term 1 Due Date: Friday 22nd May Syllabus outcomes being assessed: 5.4, 5.10 |
| Overview | Outline: Read and complete the handout activity Resources: Booklet: 24 Inventions that Changed Music | Outline: Experiment with recording sounds and the various feature in the apps Resources: | Outline: Recording musical ideas of your song into one of the chosen apps Resources: | |

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| | | BandLab, Walkband, or Garageband (for ios) | Band Lab, Walkband, Garageband (ios) or Audacity (laptop) |
| Submittable Activities | <p>Activity: Read the booklet '24 Inventions that Changed Music' and complete the writing/research activity on the last page</p> <p>Due date: MONDAY 11th MAY</p> | <p>Activity: : Download Band Lab, Walkband onto your chosen device. Iphones already have Garageband. Begin experimenting with recording sounds such as strumming chord patterns or using the built in virtual instruments. Laptops may use AUDACITY</p> <p>Due Date:</p> | <p>Activity: Record a simple backing for your song in one of the apps. You must record your voice singing one verse and one chorus.</p> <p>ONLINE SUPPORT WILL BE AVAILABLE THROUGH GOOGLE CLASSROOM</p> <p>Due Date: FRIDAY 22nd MAY</p> |