



Warrawong High School
Course Learning and Assessment Overviews

Year 11

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: 11 Advanced English

Google Classroom Code: mwevuf

Teacher Contact: B. Truebody

Topic:				
Syllabus Outcomes: EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments				
Week	2	3- 4.5	End of week 4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Understanding context</p> <p>Summary of learning: This week students will develop an understanding of the literary term 'context' and what elements are instrumental to the formation of the text Othello.</p>	<p>Learning Focus: Comprehending Othello</p> <p>Summary of learning: This week students will extend their understanding of the text by answering questions about the plot of the text..</p>	<p>Learning Focus: Reflecting upon Othello</p> <p>Summary of learning: At the end of week 4 students will solidify their understanding of the text by responding to 6 reflection questions and submitting for feedback.</p>	<p>Activity Title: Exploring Othello</p> <p>Activity Expectation: Students are to:</p> <ol style="list-style-type: none"> 1. Complete the reflection questions <p>Due Date: 1/06/2020</p>
Overview	<p>Outline:</p> <ol style="list-style-type: none"> 1. Students read information provided and respond to questions. 2. Students complete a webquest to solidify their understanding of Shakespeare. The questions provided guide their research. <p>Resources:</p> <p>Activity 1: Context (pages 3,4 5)</p> <p>Activity 2: Webquest (page 6)</p> <p>Activity 3: 'Othello context pe-teaching' on youtube: Mindmap page</p> <p>Activity 4: Mindmap (page 8)</p>	<p>Outline:</p> <p>Students access the webpage Royal Shakespeare Company: Othello (URL provided below) and answer the question on page 10-11</p> <p>Resources: https://www.rsc.org.uk/shakespeare-learning-zone/othello/story/scene-by-scene#</p>	<p>Outline:</p> <p>Students reflect upon their detailed knowledge of the text and consider each prompt. Students are to form and justify an opinion response to each of the 6 prompts.</p> <p>Resources: Formative assessment worksheets page 12/14</p>	<p>Syllabus outcomes being assessed: EA11-5</p>
Submittable Activities			<p>Activity: Responses to questions on Page 10 and 11.</p> <p>Due date: mid-week 4</p>	

Topic: Module B: Close Study of Text (The Simple Gift)

Syllabus Outcomes:

EN11-1A responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-3B analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4B applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

Week	2	3	4	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: Poetic Revision & The Simple Gift Context Summary of learning: Students to develop their understanding of poetic devices as well as their background knowledge on context of 'The Simple Gift.'</p>	<p>Learning Focus: Make connections between context and text Summary of learning: Students to develop their understanding of how to connect context to a text through close examination of poems.</p>	<p>Learning Focus: Close analysis of poems Summary of learning: Students demonstrate their understanding of how to connect context to a text through their own annotation and close analysis of poems.</p>	<p>Activity Title: Creative Writing Activity Expectation: Student to compose and edit an imaginative piece of writing based on a prescribed text. Due Date: Friday, 22nd May, 2020.</p>
<p>Overview</p>	<p>Outline: 1. Students to complete poetry revision by reading and complete the activity in the English Techniques PowerPoint. 2. Students then complete a range of comprehension activities on four contextual issues based on 'The Simple Gift'. Resources:</p> <ul style="list-style-type: none"> • The Simple Gift (text) • English Techniques PowerPoint • Dealing with Grief PowerPoint • Homelessness Infographic & Questions • Relationships & Belonging article & questions • Inequality in Australia Mindmap & questions 	<p>Outline:</p> <ul style="list-style-type: none"> • Students to complete Representation of Contextual Issues Table on how issues are represented in 'The Simple Gift'. • Students to examine teacher model annotation of a poem on belonging/isolation to inform their understanding of analysis and TQE writing structure. • Students to complete a cloze activity & questions on a scaffolded annotation of poem on homelessness. <p>Resources:</p> <ul style="list-style-type: none"> • The Simple Gift (text) • Representation of Contextual Issues Table • Wentworth High Belonging Deconstruction • The Hobo Hour Homelessness Cloze Deconstruction 	<p>Outline:</p> <ul style="list-style-type: none"> • Based on the contextual issues of grief and inequality select two different poems from 'The Simple Gift' and annotate them using the scaffolded table provided in the Annotation Activity. <p>Resources:</p> <ul style="list-style-type: none"> • The Simple Gift (text) • Annotation Activity 	<p>Syllabus outcomes being assessed: EN11-3B</p>

Submittable Activities		Activity: Completed Representation of Contextual Issues Table Due date: Friday, 15 th May, 2020.	Activity: Completed Annotation Activity Due date: Friday, 22 nd May, 2020.	
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Topic: Texts, Culture and Value				
Syllabus Outcomes: EE11-2 – analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Close analysis of Bram Stoker’s Dracula, its cultural value and its various reimaginings and appropriations.</p> <p>Summary of learning: Student develops understanding of the novel’s context, its language and construction, characterisation which reflect its contemporary contextual cultural values. Student then considers why the novel’s cultural values are maintained and/or appropriated in more recent cultures.</p>	<p>Learning Focus: Close analysis of Bram Stoker’s Dracula, its cultural value and its various reimaginings and appropriations</p> <p>Summary of learning: Student develops understanding of the novel’s context, its language and construction, characterisation which reflect its contemporary contextual cultural values. Student then considers why the novel’s cultural values are maintained and/or appropriated in more recent cultures.</p>	<p>Learning Focus: Close analysis of Bram Stoker’s Dracula, its cultural value and its various reimaginings and appropriations</p> <p>Summary of learning: Student develops understanding of the novel’s context, its language and construction, characterisation which reflect its contemporary contextual cultural values. Student then considers why the novel’s cultural values are maintained and/or appropriated in more recent cultures.</p>	<p>Activity Title: Imaginative response & reflection</p> <p>Activity Expectation: 1.Student to complete a 1200 word ‘lost chapter’ of Dracula, that reflects the Gothic style, contextual cultural influences, the format of the novel (eg epistolary style) as well as consideration of language and characterisation 2. Students submits a maximum 300 word reflection of their creative writing.</p> <p>See Week 4 Submittable Activity.</p> <p>Due Date: 22/5/20</p> <p>Syllabus outcomes being assessed: EE11-2 – analyses and experiments with language forms, features and structures of complex texts, evaluating</p>
Overview	<p>Outline:</p> <ol style="list-style-type: none"> 1. Student works on their assessment task, issued Thursday, week 4, term 1 2020 <p>Resources:</p> <ul style="list-style-type: none"> • Text Dracula • Various notes and handouts • Assessment task hand out • Reflection handout (found in Google class) <ol style="list-style-type: none"> 2. Student views pilot episode of Buffy Vampire Slayer.(Copy available on request or placed in Google class) <ul style="list-style-type: none"> • Associated work found in Google class. 	<p>Outline:</p> <ol style="list-style-type: none"> 1. Student works on their assessment task, issued Thursday, week 4, term 1 2020 <p>Resources:</p> <ul style="list-style-type: none"> • Text Dracula • Various notes and handouts • Assessment task hand out • Reflection handout (found in Google class) <ol style="list-style-type: none"> 2. Student views pilot episode of Buffy Vampire Slayer.(Copy available on request or placed in Google class) <ul style="list-style-type: none"> • Associated work found in Google class. 	<p>Outline:</p> <ol style="list-style-type: none"> 1. Student works on their assessment task, issued Thursday, week 4, term 1,2020 which is submittable Friday, 22/5/20 <p>Resources:</p> <ul style="list-style-type: none"> • Text Dracula • Various notes & handouts • Assessment task hand out • Reflection handout (found in Google class) <ol style="list-style-type: none"> 2. Student views pilot episode of Buffy Vampire Slayer.(Copy available on request or placed in Google class) <ul style="list-style-type: none"> • Associated work found in Google class. 	

Submittable Activities			<p>Activity Title: Imaginative response & reflection</p> <p>Activity Expectation: 1. Student to complete a 1200 word 'lost chapter' of Dracula, that reflects the Gothic style, contextual cultural influences, the format of the novel (eg epistolary style) as well as consideration of language and characterisation 2. Students submits a maximum 300 word reflection of their creative writing.</p> <p>Due Date: 22/5/20</p> <p>Syllabus outcomes being assessed: EE11-2 – analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts</p>	their effects on meaning in familiar and new contexts
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Course: 11 English Studies

Google Classroom Code: xddeb2b

Teacher Contact: 11STU1: Daenell, 11STU2: Mihalopoulos

Topic:				
Syllabus Outcomes:				
ES11-5 Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts.				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Understanding Language and Content</p> <p>Summary of learning: This week students will develop an understanding of the Module requirements of 'On the Road' and the language used to shape meaning within the area of study.</p>	<p>Learning Focus: Exploring the creative voice</p> <p>Summary of learning: This week students will extend their understanding of the module by exploring how meaning is shaped in texts that represent the 'On the Road' module.</p>	<p>Learning Focus: Creating a creative voice</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: Imaginative Information Report</p> <p>Activity Expectation: Students are to:</p> <ol style="list-style-type: none"> 1. Creating an imaginative destination and all the data needed to plan a holiday to that place. Creating fact sheets, itinerary. 2. Writing 3 posts to put on facebook. <p>Due Date: 1/06/2020</p> <p>Syllabus outcomes being assessed: ES11-5</p>
Overview	<p>Outline: Students to complete classwork worksheets Activity 1 and 2 to develop their understanding of the module and language.</p> <p>Resources: Activity 1 Resource 4 – Unpacking the Rubric.</p> <p>Activity 2 Building the field - Metalanguage + Cloze activity using travel Vocab</p>	<p>Outline: Students to complete classwork worksheets Activity 3 and 4 to extend their week 1 understanding.</p> <p>Resources: Activity 3 Two Short Stories written about experiences of holidays by authors who reflect on how their lives have been influenced by the ritual of travel. "Are we there yet Dad?" by Paul Dyer "Endless Horizons" by Kate Llewellyn</p> <p>Activity 4 Analysis of Travel Writing What is a Journey? - Resource 5 Building the field – Resource 6</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 5 Students are presented with varied examples of travel writing and analyse the purpose of the texts. "In the Dry Season" by Henry Lawson "Chitimba" by Judy Tierney (I have a lot of other resources we could use if we want ie "In a wet Season", "Grounded In Binh", "Big World").</p>	
Submittable Activities			Activity 6 Imaginative Information Report	

Topic: Topic: Module C: Texts and Society (Introduction to Module Rubric and Context)

Syllabus Outcomes:

A student:

EAL11-1A - responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EAL11- 2 - uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL11-7 - understands and assesses the diverse ways texts can represent personal and public worlds.

Week	2	3	4	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: Understanding the Rubric</p> <p>Summary of learning: Students to develop their contextual vocabulary and understand the learning expectation of Module C: Texts and Society.</p>	<p>Learning Focus: Contextual Understanding of A Streetcar Named Desire</p> <p>Summary of learning: Students develop a contextual understanding of the ideas, attitudes, norms and belief systems of post WW2 America.</p>	<p>Learning Focus: Close analysis of a Scene</p> <p>Summary of learning: Students develop understanding of how to analyse a scene using contextual knowledge and vocabulary from the rubric.</p>	<p>Activity Title: Grammar and Punctuation – Written Scene Analysis</p> <p>Activity Expectation: Student to read and edit the punctuation and grammar of the written scene analysis. They are to provide feedback for improvement using the Feedback Hamburger.</p>
<p>Overview</p>	<p>Outline: Students to complete classwork assignment titled “Understanding the Rubric” located in Google Classroom. Students can access google docs to download and complete to develop their understanding of the rubric.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Module C: Texts and Society • Instruction Video – Understanding the Rubric • Synonym Close Passage • Vocabulary Meaning – Tier 1 and Tier 2 language. 	<p>Outline: Students to read the article using Google Translate and Instruction Video to support their understanding of context.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Instruction Video – What is a Script? • Article: A Historical Context of Streetcar Named Desire • Google Translate • Instruction Video – Context • KWL Chart 	<p>Outline: Students to watch Instruction Video – Scene Analysis 1. Students read WAGOLL paragraph 1. Students to edit and provide feedback using success criteria for paragraph 2.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Instruction Video – Scene Analysis 1 • WAGOLL – Written Scene Analysis • Grammar and Punctuation – Written Scene Analysis • Success Criteria • Feedback Hamburger 	<p>Due Date: Monday, 1st June, 2020</p> <p>Syllabus outcomes being assessed: EAL11- 2</p>
<p>Submittable Activities</p>	<p>Activity: Rubric Questions - Google Form</p> <p>Due date: Monday, 18th May, 2020</p>	<p>Activity: KWL Chart</p> <p>Due date: Monday, 25th May, 2020</p>		

Course: 11 Mathematics Extension 1

Google Classroom Code: rfickec

Teacher Contact: Ms Collins (janelle.collins@det.nsw.edu.au)

Note: Online resources to support your learning - Khan Academy, PurpleMath, YouTube-Eddie Woo videos, Maths is Fun, desmos, Edrolo

Topic:				
Syllabus Outcomes: ME11-2 manipulates algebraic expressions and graphical functions to solve problems ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs				
Week		3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Solving quadratic inequalities using the graph of the parabola. Revising solving quadratic equations and simplifying algebraic fractions using algebraic techniques. Summary of learning: Students will apply their knowledge and developing skills to solve problems involving quadratic equations and simplifying algebraic fractions.	Learning Focus: Introduction to Permutations and Combinations; basic counting techniques, The pigeonhole principle and Factorial notation. Summary of learning: Students will develop their understanding of the terminology of the new topic and, become familiar with counting techniques, the pigeonhole principle and factorial notation	Learning Focus: Continue work on Permutations (ordered selections) and Combinations (unordered selections) identifying different ways in which to apply knowledge and skills to everyday problems involving probability. Summary of learning: Students will demonstrate a clear understanding of Permutations and Combinations by completing set exercises with real world problems.	Activity Title: Practice Test: Solving quadratic equations, quadratic inequalities and simplifying algebraic fractions. Activity Expectation: Complete the test using your work in these topics as a reference. Turn in on google classroom, email or hard copy to school. Graphing software may be used to check accuracy of graphs produced by students. Due Date: Monday 15/5/20 Syllabus outcomes being assessed: ME11-2, ME11-6, ME11-7
Overview	Outline: Students must complete work in Exercise 4.10 on Quadratic inequalities. They will review algebraic techniques relating to solving quadratic equations and simplifying algebraic fractions. All work will be available on google classroom. Paper copies could be made available if requested. Contact Ms Collins at school or on google classroom. Resources:	Outline: Completion of set work for this topic is necessary. Submission of work for review and feedback by due date. Resources: Maths in Focus – Mathematics Extension 1 Textbook	Outline: Working through examples for the work will be useful to develop interpretation skills and understanding of the work presented. Completion of activities and exercises is required. Resources: Maths in Focus – Mathematics Extension 1 Textbook Chapter 3	Activity Title:

	<p>Maths in Focus – Mathematics Extension 1 Textbook Chapter 4 Ex 4.10 Practice Test Algebraic fractions</p>	<p>Chapter 3 Permutations and Combinations</p>	<p>Permutations and Combinations</p> <ul style="list-style-type: none"> • 	<p>Worksheet on Permutation and Combinations in Chapter 3</p> <p>Activity Expectation: Students will use knowledge and skills developed to demonstrate an understanding of properties of permutations and combinations.</p> <p>Due Date: Friday 22/5/20</p> <p>Syllabus outcomes being assessed: ME11-5 ME11-7</p>
<p>Submittable Activities</p>	<p>Activity: Chapter 4 Exercise 4.10 . Due date: 15/5/20</p>	<p>Activity: Chapter 3 Ex 3:01, 3,02 and Ex 3:03 Due date: 18/5/20</p>	<p>Activity: Chapter 3 Ex 3:04 – Ex 3:05 Due date: 22/5/20</p>	

Topic:				
<p>Syllabus Outcomes: MS11-2 represents information in symbolic, graphical and tabular form MS11-5 models relevant financial situations using appropriate tools MS11-6 makes predictions about everyday situations based on simple mathematical models MS11-7 develops and carries out simple statistical processes to answer questions posed MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations</p>				
Week	2	3	4	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: Extension to complete work issued in Term 1 – Week 10, Week 11 and Term 2 – Week 1</p> <p>Summary of learning: To give students extra time and help to complete work issued last term</p>	<p>Learning Focus: Topic Test A – Ch 12 Budgeting and Household expenses and continuation of Topic 4 (Ch 7) Classifying and representing data</p> <p>Summary of learning: Formative assessment using an open-book test and continuation of coursework.</p>	<p>Learning Focus: Topic Test A – Ch 9 Interest and depreciation and continuation of Topic 4 (Ch 7) Classifying and representing data</p> <p>Summary of learning: Formative assessment using an open-book test and continuation of coursework.</p>	<p>Activity Title:</p> <ul style="list-style-type: none"> • Topic Test A – Ch 12 Budgeting and Household expenses • Topic Test A – Ch 9 Interest and depreciation <p>Activity Expectation: Complete each activity.</p> <p>Due Date: Monday 25 May, 2020</p>
<p>Overview</p>	<p>Outline: Students to complete all Level 1, 2 and 3 questions showing necessary working:</p> <ul style="list-style-type: none"> • Topic 2 (Ch 12) Budgeting and Household expenses. • Topic 3 (Ch 9) Interest & Depreciation • Topic 3 (Ch 9) Interest & Depreciation Spreadsheet questions: 9A Q6, 9D Q8 • Topic 4 (Ch 7) Classifying and representing data 7A & 7B <p>available as a hardcopy or pdf download in Google Classroom.</p> <p>Resources:</p>	<p>Outline:</p> <ul style="list-style-type: none"> • Students to complete Topic Test using any necessary resources. • Topic 4 (Ch 7) Classifying and representing data: 7C & 7D <p>available as a hardcopy or pdf download in Google Classroom.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Topic Test A – Ch 12 Budgeting and Household expenses • Mathematics notebook • Cambridge Ch 12 • Cambridge Ch 7 	<ul style="list-style-type: none"> • Students to complete Topic Test using any necessary resources. • Topic 4 (Ch 7) Classifying and representing data: 7E & 7F <p>available as a hardcopy or pdf download in Google Classroom.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Topic Test A – Ch 9 Interest and depreciation • Mathematics notebook • Cambridge Ch 9 • Cambridge Ch 7 	<p>Syllabus outcomes being assessed:</p> <p>MS11-2, MS11-5, MS11-6, MS11-9, MS11-10</p>

	<ul style="list-style-type: none"> • Cambridge Ch 12 Budgeting and Household expenses. • Cambridge Ch 9 Interest & Depreciation • Microsoft Excel or Google Sheets 		
Submittable Activities	<p>Activity: (Used for report outcomes and comments)</p> <ul style="list-style-type: none"> • Completed Topic 2 (Ch 12) Budgeting and Household expenses. • Completed (Ch 9) Interest & Depreciation • Completed (Ch 9) Interest & Depreciation Spreadsheet questions: 9A Q6, 9D Q8 • Completed (Ch 7) Classifying and representing data: 7A & 7B <p>Due date: Monday 25 May 2020</p>		<p>Activity: (Used for report outcomes and comments)</p> <ul style="list-style-type: none"> • Completed (Ch 7) Classifying and representing data: 7A, 7B, 7C, 7D, 7E, 7F <p>Due date: Monday 25 May 2020</p>

Course: 11 MSTDC Mathematics Standard

Google Classroom Code: u2ry7nz

Teacher Contact: Mrs Maria PESTANA

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

Ph: (02)42740707Ext: 114

Topic 9: Interest and Depreciation

Topics 7 & 10: Data Analysis

Syllabus Outcomes:

MS11 – 5: models relevant financial situations using appropriate tools.

MS11 – 2: represents information in symbolic, graphical and tabular form

MS11 – 7: develops and carries out simple statistical processes to answer questions posed.

Week	2 (4/5/20 – 8/5/20)	3 (11/5/20 – 15/5/20)	4 (18/5/20 – 22/5/20)	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: Develops skills in calculating and graphing simple interest including 'straight line' depreciation.</p> <p>Summary of learning: Is able to work with percentages and can calculate interest, percentage change and depreciation using 'straight line method'.</p>	<p>Learning Focus: Develops skills in planning and management of data collection along with the classification and representation of data in tables and graphs.</p> <p>Summary of learning: Distinguishes between types of data and the methods by which it is collected. Uses various techniques to organise and display the data. Performs calculations with reference to the data collected.</p>	<p>Learning Focus: Develop skills in calculating summary statistics for single data sets and their use in the interpretation of data.</p> <p>Summary of learning: Calculates measures of central tendency and spread for varying data sets. Finds outliers. Analyses the shape of distributions. Compares distributions</p>	<p>Activity Title: Complete Chp 9 Topic Test (end of week 2) Complete Chp 7 Topic Test (end of week 3)</p> <p>Activity Expectation: Complete Exercises from Chp 9 and Chp 7 along with respective review exercises in preparation for topic tests. Complete topic tests</p>

Overview	<p>Outline:</p> <p>Complete and review Chp 9: (Interest and Depreciation). Exercises 9A – 9E (LEVEL 1 questions only)</p> <p>Use Review Exercise as revision in preparation for Topic Test.</p> <p>Complete Topic Test. (ASSESSABLE TASK)</p> <p>Resources: This Learning Pack, pens, pencils and calculator are all the resources you will need for this topic. The information contained in this Learning Pack is also available on Google classroom (see above) or via email upon request.</p>	<p>Outline:</p> <p>Complete and review Chp 7: (Classifying and Representing Data). Exercises 7A – 7I (LEVEL 1 questions only)</p> <p>Use Review Exercise as revision in preparation for Topic Test.</p> <p>Complete Topic Test. (ASSESSABLE TASK)</p> <p>Resources: This Learning Pack, pens, pencils and calculator are all the resources you will need for this topic. The information contained in this Learning Pack is also available on Google classroom (see above) or via email upon request.</p>	<p>Outline:</p> <p>Complete Exercises from Chp 10: (Exploring and Describing Data) Exercises 10A – 10F (LEVEL 1 questions only) plus Review Exercise (pgs 343 – 374)</p> <p>Resources: This Learning Pack, pens, pencils and calculator are all the resources you will need for this topic. The information contained in this 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.</p> <p>Alternatively all activities must be submitted with your completed chapters by Mon 25/5/20</p> <p>Syllabus outcomes being assessed: MS11 – 5 MS11 – 2 MS11 – 7</p>
Submittable Activities	<p>Activity:</p> <p>Completed Chp 9 Chapter 9 Topic Test</p>	<p>Activity:</p> <p>Completed Chp 7 Chapter 7 Topic Test</p>	<p>Activity:</p> <p>Completed Chp 10</p>	

Course: 11ITMM – Multimedia

Microsoft Teams – 2020 Yr11 Multimedia

Teacher Contact: Mr McKee (email: robert.s.mckee@det.nsw.edu.au)

Topic:				
Syllabus Outcomes: P2.1, P4.1, P5.1 and P6.1				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Complete previous work on Interactive Tutorial and Work Health & Safety</p> <p>Summary of learning: Develop knowledge and skills about Multimedia development.</p>	<p>Learning Focus: Multimedia Content questions from worksheet.</p> <p>Summary of learning: Develop knowledge and skills about Multimedia Content.</p>	<p>Learning Focus: Multimedia Content questions from worksheet.</p> <p>Summary of learning: Develop knowledge and skills about Multimedia Content.</p>	<p>Activity Title: Interactive Tutorial and Folio and WHS</p> <p>Activity Expectation: Complete and works as outlined</p> <p>Due Date: 8th May 2020</p>
Overview	<p>Outline: Complete and submit previously issued Assessment Task (Now a Formative assessment Task) An interactive Tutorial – Including Tutorial and Folio.</p> <p>Resources: Previously issued worksheets. Also available on class Team.</p>	<p>Outline: Begin work on answering questions on Multimedia Content.</p> <p>Resources: Worksheet of questions on Multimedia Content.</p>	<p>Outline: Finish work on answering questions on Multimedia Content.</p> <p>Resources: Worksheet of questions on Multimedia Content.</p>	<p>Syllabus outcomes being assessed: P2.1, P4.1, P5.1 and P6.1</p> <p>Activity Title: Multimedia Content questions.</p> <p>Activity Expectation: Complete and submit all questions as outlined</p> <p>Due Date: 22nd May 2020</p> <p>Syllabus outcomes being assessed: P2.1, P4.1, P5.1 and P6.1</p>
Submittable Activities	<p>Activity: Interactive Tutorial and Folio and WHS Task should be submitted to the class Team through Assignments as digital versions.</p> <p>Due date: 8th May 2020</p>		<p>Activity: All completed work should be submitted to the class Team through Assignments as a word document.</p> <p>Due date: 22nd May 2020</p>	

Topic: Classifying and representing data - Interest and depreciation				
Syllabus Outcomes: MS11-2, MS11-5, MS11-6, MS11-9, MS11-10, MS11-7				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Understanding classifying and representing data topic</p> <p>Summary of learning: Catch up on all work from the past 3 weeks.</p>	<p>Learning Focus: Students will develop their study techniques and their knowledge and understanding of the Interest and depreciation topic.</p> <p>Summary of learning: Students will gain a deeper understanding of the Interest and depreciation topic through creating study notes based on the work they have completed. Students will improve their exam techniques and demonstrate understanding of the topic.</p>	<p>Learning Focus: Students will develop their study techniques and their knowledge and understanding of the classifying and representing data topic.</p> <p>Summary of learning: Students will gain a deeper understanding of the classifying and representing data topic through creating study notes based on the work they have completed. Students will improve their exam techniques and demonstrate understanding of the topic.</p>	<p>Activity Title 1: Interest and depreciation topic test 9A Interest and depreciation.</p> <p>Activity Expectation: Complete the test and submit answers with all working out.</p> <p>Due Date: Friday 15th of May</p> <p>Syllabus outcomes being assessed: MS11-2, MS11-5, MS11-6,</p> <p>Activity Title 2: Topic test 7A classifying and representing data.</p> <p>Activity Expectation: Complete the test and submit answers with all working out.</p> <p>Due Date: Friday 22nd of May</p> <p>Syllabus outcomes being assessed: MS11-9, MS11-7 -10,</p>
Overview	<p>Outline: Students must complete the Chapter that was assigned over the last 3 weeks.</p> <p>Resources: Chapter 7 classifying and representing data work booklet provided as a hard copy and uploaded to google classroom.</p> <ul style="list-style-type: none"> • Exercise 7A: Data Collection (page 252) <ul style="list-style-type: none"> o Level 1 Questions 1-9 o Level 2 Questions 10-12 • Exercise 7B: Classification of Data (page 257) 	<p>Outline: Students must use their notes and activities in conjunction with the textbook resources to create study notes, complete the chapter summary and their topic test 9A Interest and depreciation topic.</p> <p>Resources: Chapter 9 classifying and representing data Test A provided as a hard copy and uploaded to google classroom. Students are to complete the Test.</p>	<p>Outline: Students must complete the test provided using their study notes, textbook resources and their workbook.</p> <p>Resources: Chapter 4 right Angled Triangles Test A provided as a hard copy and uploaded to google classroom. Students are to complete the Test.</p>	

	<ul style="list-style-type: none"> o Level 1 Questions 1-6 o Level 2 Questions 10-12 <ul style="list-style-type: none"> • Exercise 7C: Dot Plots and Stem and Leaf Plots (page 262) o Level 1 Questions 1-3 o Level 2 Questions 4-5 <ul style="list-style-type: none"> • Exercise 7D: Grouped Frequency Tables (page 266) o Level 1 Questions 1-3 o Level 2 Questions 4-5 <ul style="list-style-type: none"> • Exercise 7E: Cumulative Frequency (page 269) o Level 1 Questions 1-3 o Level 2 Questions 4 <ul style="list-style-type: none"> • Exercise 7F: Frequency and Cumulative Frequency Graphs (page 272) o Level 1 Questions 1-4 o Level 2 Questions 5-6 <ul style="list-style-type: none"> • Exercise 7G: Pareto Charts (page 277) o Level 1 Questions 1-2 <ul style="list-style-type: none"> • Exercise 7H: Motor Vehicle Statistics (page 281) o Level 1 Questions 1-3 o Level 2 Questions 4-6 			
Submittable Activities	<p>Activity: Chapter 7 exercises listed above from the Cambridge textbook need to be submitted in google classroom or as a hard copy to the school. Due date: Friday 1st May</p>	<p>Assessable Activity: Topic test 9A Interest and depreciation. Due Date: Friday 15th of May</p>	<p>Assessable Activity: Topic test 7A classifying and representing data. Due Date: Friday 22nd of May</p>	

Course: 11 Mathematics Advanced

Google Classroom Code: 7qsc2r4

Teacher Contact: Ms Collins (janelle.collins@det.nsw.edu.au)

Note: Online resources to support your learning - Khan Academy, PurpleMath, YouTube-Eddie Woo videos, Maths is Fun, desmos

Topic:				
Syllabus Outcomes: MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts MA11-9 provides reasoning to support conclusions which are appropriate to the context				
Week		3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Introduction to functions including function notation and properties of functions. Graphing linear functions,</p> <p>Summary of learning: Students will revise Odd and Even functions by completing a checkpoint test to determine understanding of the topic. They will develop their understanding of functions including notation, graphing, using the discriminant and axes of symmetry for graphing quadratic functions as well as revising linear function work.</p>	<p>Learning Focus: Introduction to the properties of a parabola, including axis of symmetry and the discriminant, as well as cubic functions.</p> <p>Summary of learning: Students will develop their understanding of the properties of parabolas to successfully graph them. They will work with cubic functions to graph them and identify their properties.</p>	<p>Learning Focus: Continue work on the parabola and cubic functions. Introduction to polynomial functions.</p> <p>Summary of learning: Students will find quadratic and cubic equations using their properties and formulae. They will develop their knowledge of polynomial functions.</p>	<p>Activity Title: Checkpoint Test: Odd and Even Functions</p> <p>Activity Expectation: Complete the test using your work in this topic as a reference. Turn in on google classroom, email or hard copy to school.</p> <p>Due Date: Monday 11/5/20</p> <p>Syllabus outcomes being assessed: MA11-1, MA11-9</p>
Overview	<p>Outline: Students must complete work set up to and including Exercise 3:07 of the Functions topic, Chapter 3 and submit work for review and feedback. This work was set in the last 3 weeks of school. Completion and submission of the Checkpoint Test on Odd and Even Functions is necessary.</p> <p>Resources:</p> <ul style="list-style-type: none"> Functions - Chapter 3 handed out at school, on google classroom and available in last work pack sent out in Term 1. 	<p>Outline: Completion of set work for the Function Topic is expected. Submission of work for review and feedback is necessary. If internet is available, students can use online graphing tools like desmos.com or geogebra to assist them to investigate graphing for this topic.</p> <p>Resources: Functions - Maths in Focus Textbook Chapter 3</p>	<p>Outline: Working through examples for the work will be useful to develop interpretation skills and understanding of the work presented. Completion of activities and exercises is required.</p> <p>Resources: Functions - Maths in Focus Textbook Chapter 3</p> <ul style="list-style-type: none"> 	<p>Activity Title: Transforming Cubic Functions Investigation on page 140 of Functions Topic in Chapter 3</p> <p>Activity Expectation: Students will use the textbook exercise</p>

	<ul style="list-style-type: none"> Checkpoint Test available in this pack and will be available on google classroom. 			to develop an understanding of properties of cubic functions using technology to graph given functions.
Submittable Activities	Activity: Chapter 3 Ex 3:03 – Ex 3:07 . Due date: 15/5/20	Activity: Chapter 3 Ex 3:08 – Ex 3:10 . Due date: 18/5/20	Activity: Chapter 3 Ex 3:11 – Ex 3:13 . Due date: 22/5/20	Due Date: Friday 22/5/20 Syllabus outcomes being assessed: MA11-8. MA11-9

Course: 11MatSTD – Standard Mathematics

Microsoft Teams – 11MatSTD

Teacher Contact: Mr McKee (email: robert.s.mckee@det.nsw.edu.au)

Topic:				
Syllabus Outcomes: MS11-7				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Complete previous work on Classifying and Representing Data. Chapter 7</p> <p>Summary of learning: Develop knowledge and skills about Classifying and Representing Data.</p>	<p>Learning Focus: Complete previous work on Classifying and Representing Data. Chapter 7</p> <p>Summary of learning: Develop knowledge and skills about Classifying and Representing Data.</p>	<p>Learning Focus: Complete all questions from the Textbook exercise 3A as instructed.</p> <p>Summary of learning: Develop knowledge and skills about Algebraic expressions.</p>	<p>Activity Title: Exercises 7A, 7B, 7C, 7D, 7E, and 7F</p> <p>Activity Expectation: Complete and submit all exercises as outlined</p> <p>Due Date: 8th May 2020</p> <p>Syllabus outcomes being assessed: MS11–7</p>
Overview	<p>Outline: Catch-up on any missed work from Term 1 From Chapter 7– Classifying and Representing Data.</p> <p>Resources: Previously issued worksheets on Classifying and Representing Data. Also available on class Team.</p>	<p>Outline: Catch-up on any missed work from Term 2, week 1 From Chapter 7– Classifying and Representing Data.</p> <p>Resources: Previously issued worksheets on Classifying and Representing Data. Also available on class Team.</p>	<p>Outline: Answer the following questions</p> <p>Resources: Previously issued worksheets on Classifying and Representing Data. Also available on class Team.</p>	<p>Activity Title: Exercises 7G, 7H and 7I.</p> <p>Activity Expectation: Complete and submit all exercises as outlined</p> <p>Due Date: 15th May 2020</p> <p>Syllabus outcomes being assessed: MS11–7</p> <p>Activity Title: Chapter summary Questions.</p>
Submittable Activities	<p>Activity: All completed work should be submitted to the class Team through Assignments as Scanned or Photographed files. Or Submitted on paper to the school.</p> <p>Due date: 8th May 2020</p>	<p>Activity: All completed work should be submitted to the class Team through Assignments as Scanned or Photographed files. Or Submitted on paper to the school.</p> <p>Due date: 15th May 2020</p>	<p>Activity: All completed work should be submitted to the class Team through Assignments as Scanned or Photographed files. Or Submitted on paper to the school.</p> <p>Due date: 22nd May 2020</p>	<p>Activity Expectation: Complete and submit all questions as outlined</p> <p>Due Date: 22nd May 2020</p> <p>Syllabus outcomes being assessed: MS11–7</p>

Course: 11 Investigating Science

Microsoft Teams Code: 493qtog

Teacher Contact: Mr Marc Gunner marc.gunner2@det.nsw.edu.au

Topic:				
Syllabus Outcomes: INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information INS11/12-3 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media INS11-9 examines the use of inferences and generalisations in scientific investigations				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Inferences and Conclusions - Reactions of Calcium Carbonate Summary of learning: 1. Make inferences and conclusions about calcium carbonate reactions 2. Understand how secondary-sourced data adds to primary data 3. Analyse data in Excel 4. Understand data outliers 5. Understand correlation between variables	Learning Focus: How secondary-sourced data adds to primary data Summary of learning: 1. Analyse primary data in excel 2. Understand how secondary sources can add to primary investigation data	Learning Focus: The usefulness of secondary-sourced research before undertaking primary investigations. Summary of learning: 1. Understand the role of secondary-sourced research in scientific investigations	Activity Title: NIL Activity Expectation: NIL Due Date: NIL Syllabus outcomes being assessed: NIL
Overview	Outline: 1. Watch Reactions of Calcium Carbonate – Prac Video 2. Watch Reactions of Calcium Carbonate – Excel Video 3. Complete Reactions of Calcium Carbonate Video Worksheet Resources:	Outline: 1. Read “How do glow stick glow” information sheet 2. Watch “Temperature and Reaction Rate Prac Video” 3. Read “Effect of Temperature on Reaction Rate” information sheet 4. Complete “Temperature and Reaction Rate” worksheet 5. Read through Inquiry Question 2 PowerPoint 6. Make summary notes for Inquiry Question 2 PowerPoint Resources: 1. How do glow stick glow information sheet	Outline: 1. Watch Edrolo: Research to inform investigations 2. Complete worksheet: Usefulness of Secondary Sourced Research Resources: 1. Edrolo 2. Usefulness of Secondary Sourced Research worksheet	

	<p>1. Reactions of Calcium Carbonate video (2x) and worksheet (MS Teams or hardcopy)</p> <p>2. Microsoft Excel (available through student portal – Microsoft Office 365)</p>	<p>2. Temperature and Reaction Rate Prac Video</p> <p>3. Effect of Temperature on Reaction Rate information sheet</p> <p>4. Temperature and Reaction Rate worksheet</p> <p>5. Inquiry Question 2 PowerPoint</p> <p>5. Microsoft Excel (available through student portal – Microsoft Office 365)</p>	
Submittable Activities	<p>Activity: Reactions of Calcium Carbonate Report (typed Word document after following instructions in the video worksheet).</p> <p>Due date: Friday Week 2 – 8 May</p>	<p>Activity: 1. Effect of Temperature of Reaction Rate report (typed Word document after following instructions in worksheet).</p> <p>2. Inquiry Question 2 Summary Notes</p> <p>Due date: Friday Week 3 – 15 May</p>	<p>Activity: 1. Usefulness of Secondary Sourced Research answers (typed Word document after following instructions in worksheet).</p> <p>Due date: Friday Week 4 – 22 May</p>

Topic:				
Syllabus Outcomes: designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-2 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-4 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11/12-6 describes and explains events in terms of Newton’s Laws of Motion, the law of conservation of momentum and the law of conservation of energy PH11-9				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Section 2: Forces, Acceleration and Energy – Summary and Revision Summary of learning: Review and consolidate understanding of Section 2 – Forces, Acceleration and Energy	Learning Focus: Analyse quantitatively and predict, using the law of conservation of momentum ($\Sigma m\vec{v}_{\text{before}} = \Sigma m\vec{v}_{\text{after}}$) and, where appropriate, conservation of kinetic energy ($\Sigma \frac{1}{2}mv_{\text{before}}^2 = \Sigma \frac{1}{2}mv_{\text{after}}^2$), the results of interactions in elastic collisions Summary of learning: Develop an understanding of the law of conservation of momentum	Learning Focus: conduct an investigation to describe and analyse one-dimensional (collinear) and two-dimensional interactions of objects in simple closed systems Summary of learning: Understand the law of conservation of momentum in relation to one-dimensional interactions of objects in simple closed systems	Activity Title: NIL Activity Expectation: NIL Due Date: NIL Syllabus outcomes being assessed: NIL
Overview	Outline: 1. Read over inquiry question notes 2. Complete summary activities Resources: 1. Module 2 – Dynamics Student workbook 2. Edrolo	Outline: 1. Read over inquiry question notes 2. Complete summary activities Resources: 1. Module 2 – Dynamics Student workbook 2. Edrolo	Outline: 1. Watch online practical 2. Complete results and discussion activities Resources: 1. Module 2 – Dynamics Student workbook 2. Edrolo	
Submittable Activities	Activity: Complete chapter review questions in student workbook. Section 2 – Forces, Acceleration and Energy Due date: Friday Week 2 – 8 May	Activity: Complete inquiry question summary activities 6.1 Due date: Friday Week 3 – 15 May	Activity: Complete results and discussion activities Due date: Friday Week 4 – 22 May	

Topic: Infectious Disease				
Syllabus Outcomes: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media BIO11/12-4 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes BIO11/12-6 communicates scientific understanding using suitable language and terminology for a specific audience or purpose BIO11/12-7 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms BIO11-9				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Unicellular, colonial and multicellular organisms. Summary of learning: 1. Students will compare the differences between unicellular, colonial and multicellular organisms 2. Students will investigate the structure and function of tissues, organs and systems and relate those functions to cell differentiation and specialisation	Learning Focus: Structural organisation of organelles, cells, tissues, organs, systems and organisms Summary of learning: 1. Students will justify the hierarchical structural organisation of organelles, cells, tissues, organs, systems and organisms 2. Investigate the structure of protists through the examination of a variety of materials	Learning Focus: Gas exchange structures in animals and plants Summary of learning: 1. Students will investigate the function of structures in a plant 2. Students will investigate the gas exchange structures in animals and plants	Activity Title: NIL Activity Expectation: NIL Due Date: NIL Syllabus outcomes being assessed: NIL
Overview	Outline: Students will read through the information provided and complete associated activities Resources: <ul style="list-style-type: none"> • Work booklet information and worksheets • Edrolo 	Outline: Students will read through the information provided and complete associated activities Resources: <ul style="list-style-type: none"> • Work booklet information and worksheets • Edrolo 	Outline: Students will read through the information provided and complete associated activities Resources: <ul style="list-style-type: none"> • Work booklet information and worksheets • Edrolo 	
Submittable Activities	Activity: Completed worksheets on Page 7, 8, 10 and 11. Complete Edrolo Theory Lesson 1 - 3 Due date: Friday 8 th May 2020	Activity: Completed worksheets on Page 19, 20, and 21. Complete Edrolo Theory Lesson 4 - 6 Due date: Friday 15 th May 2020	Activity: Completed worksheets on Page 22, 23, 24 and 25. Complete Edrolo Theory Lesson 7 - 9 Due date: Friday 22 nd May 2020	

Course: 11 BUSINESS

Google Classroom Code: jwvkmyp

Teacher Contact: MASCETTI

Topic:				
Syllabus Outcomes: P2 P4 P5 P6 P7 P8 P9 P10				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: NATURE OF MANAGEMENT Summary of learning: PROVIDE DEFINITION OF AND CHARACTERISTICS OF EFFECTIVE MANAGEMENT	Learning Focus: Nature of Management Summary of learning: Skills of Management	Learning Focus: OBJECTIVES OF MANAGEMENT Summary of learning: PROVIDE DEFINITION OF AND CHARACTERISTICS OF OBJECTIVES	Activity Title: Due Date: END OF WK 4 TERM 4 Syllabus outcomes being assessed
Overview	Outline: Complete all work in provided booklets and own paper. Resources: Business in Action Preliminary	Outline: Complete all work in provided booklets and own paper. Resources: Business in Action Preliminary	Outline: Complete all work in provided booklets and own paper. Resources: Business in Action Preliminary	
Submittable Activities	Activity: Questions at the end of each section. Due date: 8 May, 2020	Activity: Questions at the end of each section. Due date: 15 MAY 2020	Activity: Questions at the end of each chapter. Due date: 22 MAY, 2020	

Topic:				
Syllabus Outcomes: WST2, WST5, WST6				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Communication Skills</p> <p>Summary of learning: Investigate Communication skills required in the Workplace with focus on the Communication Process.</p>	<p>Learning Focus: Communication Skills</p> <p>Summary of learning: Investigate Communication skills required in the Workplace with focus on non-verbal communication and global symbols of communication.</p>	<p>Learning Focus: Employer expectations</p> <p>Summary of learning: Demonstrate understanding of expectations placed on workers by employers in the workplace.</p>	<p>Activity Title: Workplace Behaviour Case Studies.</p> <p>Activity Expectation: Submit a minimum of 2 Workplace Behaviour Case Studies.</p> <p>Due Date: Friday May 22</p> <p>Syllabus outcomes being assessed:WST2 examines different types of work and skills for employment WST5 communicates and uses technology effectively WST6 applies self-management and teamwork skills</p>
Overview	<p>Outline: Access hard copy of booklet or digital version via Google Classroom. Read document and answer questions on pages 1 and 2 labelled 'the Communication Process'.</p> <p>Resources: Task posted on Google Classroom Hard copy of booklet.</p>	<p>Outline: Access hard copy of booklet or digital version via Google Classroom. Read document and answer questions on pages 3 labelled 'Non-Verbal Communication/Body Language' and on page 4 labelled 'Symbols in Communication'.</p> <p>Resources: Task posted on Google Classroom Hard copy of booklet.</p>	<p>Outline: Access hard copy of booklet, or digital version via Google Classroom. Read pages 1 to 4 with heading of 'Employer Expectations'. Complete and submit at least 2 of the 6 'Workplace Behaviour Case Studies' found on pages 5 to 8.</p> <p>Resources: Task posted on Google Classroom Hard copy of booklet.</p>	
Submittable Activities	<p>Activity: Online : Complete answers on a word document and turn in on Google Classroom Hard Copy : Complete answers on worksheet and return to school.</p> <p>Due date: Friday May 8</p>	<p>Activity: Online : Complete answers on a word document and turn in on Google Classroom Hard Copy : Complete answers on worksheet and return to school.</p> <p>Due date: Friday May 15</p>	<p>Activity: Online : Complete answers on a word document and turn in on Google Classroom Hard Copy : Complete answers on worksheet and return to school.</p> <p>Due date: Friday May 22</p>	

Course: 11 Ancient History

Google Classroom Code: e3sqxyl

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

Topic:				
Syllabus Outcomes: AH11-1 describes contemporary methods and issues involved in the investigation of ancient history AH11-2 explains historical features, events and developments of the ancient world and how they shaped the past AH11-3 describes the different perspectives of individuals and groups and their role in events and developments AH11-4 assesses the significance of historical features, people, places, events and developments in the ancient world AH11-5 analyses relevant historical sources and issues in the investigation of the ancient past				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Roman Empire in the First Century Summary of learning: Students will learn about the key features of the Roman Republic political system to understand how it functioned and some of the important persons involved in the events of this topic.	Learning Focus: Geographical and Historical context of Masada Summary of learning: Students will gain an understanding of where Masada is in relation to the Roman Empire and some primary sources from the time.	Learning Focus: Overview of the siege of Masada Summary of learning: Students to get an idea of what the Fortress of Masada physically looked like, why it was constructed where it was and a general idea of a new concept ' Historiography '	Activity Title: Historiography Writing task Activity Expectation: Students to complete a 1.5 page response on their understanding of Historiography and how it's changed over time. The question and format will be available in the google classroom. Due Date: 22/5/2 Syllabus outcomes being assessed: AH11-3
Overview	Outline: Using your Masada Booklet, students will answer the THREE questions on page 3 in regards to 1. Key political features of the Republican system , 2. the events of 44 – 27BC (formation of the Empire) and 3. The ' Golden Reign of Augustus. Resources: 1. https://www.ancient.eu/Roman_Republic/ 2. https://www.ancient.eu/augustus/ https://www.history.com/topics/ancient-history/emperor-augustus Masada Booklet	Outline: Using your booklet and google classroom for 'lectures' and activities, students will read pages 4/5. Complete the table on page 6 after visiting the provided websites and completing your readings. Resources: https://www.360cities.net/image/masada3-israel https://www.youtube.com/watch?v=-RZO1hLAjCU http://www.zionism-israel.com/dic/Massada.htm Masada Booklet	Outline: Using pages 8 and 9 of the booklet as well as your google classroom engagement activities and zoom sessions, complete the tables on the 'Herodian fortress (page 8) and Historiography (page 9) Resources: https://www.jewishvirtuallibrary.org/masada-desert-fortress Masada Booklet	
Submittable Activities	Activity: Students to complete page 3 in their Masada booklets and complete the summary / engagement questions in the google classroom. Students to attend the TWO Zoom sessions we will hold each week. Check google classroom for the time / date of each session. Due date: 8/8/20	Activity: Complete the strengths and weaknesses of the Masada fortress (based on your visual observations and readings) table on page 6 of booklet. Detailed analysis of your observations required. Engage with the google classroom discussions and zoom sessions Due date: 15/8/20	Activity: Complete google classroom engagement activities and the 'Herodian Fortress' table – page 9. Complete the Ancient Historiography comparison to our own, modern understanding of what makes good 'History'. Due date: 22/8/20	

Course: 11 Geography

Google Classroom Code: bsm4ej2

Teacher Contact: Mr Mendygral

Topic: Senior Geography Project				
Syllabus Outcomes: P7 formulates a plan for active geographical enquiry P8 selects, organises and analyses relevant geographical information from a variety of sources P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical enquiries. P10 applies mathematical ideas and techniques to analyse geographical data P11 applies geographical understanding and methods ethically and effectively to a research project P12 communicates Geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms.				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Introduction to the Senior Geography Project Summary of learning: Students will identify an area of interest and complete a summary	Learning Focus: Develop an Individual Investigation Plan Summary of learning: Students will identify their aims and hypotheses of their Senior Geography Project, and create an action plan.	Learning Focus: Reading and gathering relevant information. Summary of learning: Students will gather information relevant to their area of investigation.	
Overview	Outline: Students will read through the information provided - Senior Geography Project - patterns of crime in a local community, as well as attached documents. Resources: Project outline Shellharbour Community Strategic Plan Shellharbour Safety Strategy Wollongong Community Strategic Plan Wollongong Safety Strategy Stage 1 - Getting started proforma	Outline: Students will use the project outline, 'Getting started' proforma and the accompanying documents to develop an action plan. Resources: Project outline Shellharbour Community Strategic Plan Shellharbour Safety Strategy Wollongong Community Strategic Plan Wollongong Safety Strategy Stage 1 - Getting started proforma Stage 2 - Devise a plan of investigation	Outline: Students will make notes on the documents provided and conduct their own research into their area of investigation Resources: Project outline Shellharbour Community Strategic Plan Shellharbour Safety Strategy Wollongong Community Strategic Plan Wollongong Safety Strategy Stage 1 - Getting started proforma Stage 2 - Devise a plan of investigation	
Submittable Activities	Activity: Complete the Stage 1 - Getting started proforma Due Fri Wk2 8/5/2020	Activity: Complete the Stage 2 - Devise a plan of investigation proforma Due Fri Wk 3 15/5/2020		

Topic: Individuals and Groups				
Syllabus Outcomes: P2.1accounts for the roles and relationships that individuals adopt within groups P3.2analyses the significance of gender in defining roles and relationships				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Group formation. Summary of learning: Students will be learning to identify types of groups in society and explain their reasons for formation.	Learning Focus: Roles in groups. Summary of learning: Students will be learning to account for the roles people adopt in groups while exploring the concepts of norms, conformity and cohesiveness.	Learning Focus: Gender stereotypes Summary of learning: Students will be learning to understand the role that personal and social factors have on roles in groups. They will also analyse the significance of gender in defining roles and relationships.	Activity Title: Term 2 Week 4 Assessable activities Activity Expectation: Students will answer question 'Discuss how the terms norms, conformity and group cohesiveness are portrays in the Elevator clip and ONE or more examples of your choice. Due Date: 26 th May. Syllabus outcomes being assessed: P2.1
Overview	Outline: Students will create a visual collage, justify two groups they belong to in the community and test their new knowledge in Activity 3. Resources: <ul style="list-style-type: none"> • PowerPoint- Types of groups • Term 2 Week 2 Activities 	Outline: Students will watch an episode of Celebrity Apprentice to determine the roles adopted by individuals. Students will read information and watch clips to understand the terms norm, conformity and group cohesiveness. Resources: <ul style="list-style-type: none"> • Term 2 Week 3 Activities 	Outline: Students will read information, watch clip attached to google classroom/workbook and select their own examples to complete activities labelled 'Term 2 Week 4 activities'. Resources: <ul style="list-style-type: none"> • Term 2 Week 4 Activities 	
Submittable Activities	Activity: Students will submit their visual collage from Activity 1 and questions labelled 'Term 2 Week 2 Submittable activities'. Due date: Monday 11 th May.	Activity: Students will submit their reflection labelled 'Term 2 Week 3 submittable activities' on the Elevator clip. Due date: Monday 18 th May.		

Course: 11 SLR

Google Classroom Code: sugchsw

Teacher Contact: Mr McCarthy, Mr Davis

Topic:				
Syllabus Outcomes: 1. applies the rules and conventions that relate to participation in a range of physical activities 11.4 investigates and interprets the patterns of participation in sport and physical activity in Australia				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Social perspectives of games and sport – Play games and sport Summary of learning: Reflect on the nature of sport in Australian society	Learning Focus: ASSESSMENT ITEM Social perspectives of games and sport – Amateur vs Professional and Sponsorship and sport	Learning Focus: Social perspectives of games and sport – Drugs in sport	Activity Title: Pages 18 - 20 Activity Expectation: Questions completed Due Date: 18th May Syllabus outcomes being assessed: 1.1 & 1.4
Overview	Outline: Utilising the worksheets provided complete Pages 6 and 8 Resources: Google classroom, Google and worksheet	Outline: Utilising the worksheet and your google classroom complete pages 18 and 20. Resources: Google classroom, Google and worksheet	Outline: Utilising the worksheet and your google classroom complete pages 22 and 23. Resources: Google classroom, Google and worksheet	
Submittable Activities		Activity: Pages 18 & 20 Uploaded to the classroom or handed in to school Due date: 18th May		

Course: 11 MUSIC

Google Classroom Code: ijlatk

Teacher Contact: Mr Harrison

Topic:				
Syllabus Outcomes:				
P3: improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied				
P4: recognises and identifies the concepts of music and discusses their use in a variety of musical styles				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Jazz Music Aural skills</p> <p>Summary of learning: Historical and understanding of concepts of Jazz</p>	<p>Learning Focus: Jazz Music chord progressions</p> <p>Summary of Learning: Improvisation of Jazz melodies over ii, V, I progression</p>	<p>Learning Focus: Jazz melodic improvisation/performance</p> <p>Summary of Learning: Demonstrate simple improvisation over ii, V, I progression</p>	<p>Activity Title: Jazz Music Improvisation/Performance</p> <p>Activity Expectation: Record and submit a video of one of your ii, V, I melodic improvisations</p> <p>Due Date: Friday 22nd May</p> <p>Syllabus outcomes being assessed: P3, P4</p>
Overview	<p>Outline: Jazz Music timeline and Jazz styles handouts</p> <p>Aural Skills activity</p> <p>Resources: Jazz handouts and Aural skill booklet</p>	<p>Outline: Improvisation using the videos on Google Classroom</p> <p>Resources: Google Classroom Videos/Tutorials Aural Skills booklet</p>	<p>Outline: Record a melodic improvisation over one of the chosen ii, V, I progressions</p> <p>Resources: Instrument and Google Classroom</p>	
Submittable Activities	<p>Activity 1: Read the Jazz music timeline AND Jazz Style periods on Google Classroom or paper copy.</p> <p>Complete ONE listening activity in the back of the Aural Skill booklet</p> <p>Due date: MONDAY 11th MAY</p>	<p>Activity 1: Watch the video tutorials on Google Classroom on ii, V, I chord progressions and improvisation</p> <p>Activity 2: Complete one additional Aural skills activity</p> <p>Due Date:</p>	<p>Activity: Record one of your improvisations over one of the chosen ii, V, I jazz chord progression</p> <p>Due Date: FRIDAY 22nd MAY</p>	

Course: 11 Hospitality

Google Classroom Code: 4erijur

Teacher Contact: Ms Evitt

Topic:				
Syllabus Outcomes: Use Hygienic Practices for Food Safety				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Using the Textbook placed on Google Classroom Or in your Learning Pack-Unit 1 Use Hygienic practices for food safety- Read P 4-6 complete the activities 1 & 2: Summary of learning: Key Terms & Learning Definitions & Hand Washing Procedures</p>	<p>Learning Focus: Using the Textbook placed on Google Classroom Or in your Learning Pack-Unit 1 Use Hygienic practices for food safety- Read P 5-10 complete the activities 3 & 4: Summary of learning: Cleaning Vs Sanitising Activity Hygiene Legislation & Regulations</p>	<p>Learning Focus: Undertake Cluster 2 Assessment Task by reading and answering the questions on the Task. Summary of learning: Follow the directions of the Assessment Task as listed and complete the questions.</p>	<p>Activity Title: Hygiene & safety Legislation P 7 to 10</p> <p>Activity Expectation: Complete with the assistance of the Textbook Unit 1 Use Hygienic Practices for Food Safety Due Date: 24.5.2020</p> <p>Syllabus outcomes being assessed: Use Hygienic Practices for Food Safety.</p>
Overview	<p>Outline: Read the Textbook notes and complete the activities Resources: Worksheets and textbook chapter Use Hygienic practices for food safety</p>	<p>Outline: Read the Textbook notes and complete the activities 3 & 4 Resources: Worksheets and textbook chapter Use Hygienic practices for food safety</p>	<p>Outline: This Cluster 2 Task will be worked on also in face to Face teaching lessons. Resources: Cluster 2 Assessment Worksheet.</p>	
Submittable Activities	<p>Activity: Complete Activities 1 & 2 Due date: 24.5.2020</p>	<p>Activity: Complete Activities 3 & 4 Due date: 24.5.2020</p>	<p>Activity: Commence Cluster 2 Assessment Due date: To be Continued in Class</p>	

Topic: Materials				
Syllabus Outcomes: P3.1 sketches, produces and interprets drawings in the production of projects P3.2 applies research and problem-solving skills P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Glossary, Parts of a Tree Summary of learning: Students to develop knowledge of timber terms and parts of a tree	Learning Focus: Softwood and Hardwood, Properties of Wood, Timber Types Research, Summary of learning: Students to develop knowledge of timber types and properties of wood	Learning Focus: Timber Conversion, Timber Marketing and Manufacture, Drawing Exercise Summary of learning: Students to develop knowledge of timber conversion and marketing and complete a drawing exercise	Activity Title: Task 6 - Timber Research Activity Expectation: Complete the timber research of various timbers showing qualities and properties
Overview	Outline: Complete the activities and questions using the provided information or research on the internet Resources: Google Classroom / Activity Pack Word / Google Docs Internet Research on phone or laptop	Outline: Complete the activities and questions using the provided information or research on the internet Resources: Google Classroom / Activity Pack Word / Google Docs Internet Research on phone or laptop	Outline: Complete the activities and questions using the provided information or research on the internet Resources: Google Classroom / Activity Pack Word / Google Docs Internet Research on phone or laptop Paper, pencil, ruler	Due Date: End of Week 2 - 8/5/20 Or End of Week 4 - 22/5/20 Syllabus outcomes being assessed:
Submittable Activities	Activity: Task 1, 2 and 3 Due date: Submit competed work all at once - End of Week 4 - 22/5/20 or Task by Task End of Week 2 - 8/5/20	Activity: Task 4, 5 and 6 (6 is assessable) Due date: Submit competed work all at once - End of Week 4 - 22/5/20 or Task by Task End of Week 3 - 15/5/20	Activity: Task 7, 8 and 9 Due date: Submit competed work all at once - End of Week 4 - 22/5/20 or Task by Task End of Week 4 - 22/5/20	P 4.3

Course: 11 VET Construction

Google Classroom Code: j24z62h

Teacher Contact: Damien Beattie (damien.beattie@det.nsw.edu.au)

Topic: Materials				
VET Competencies: CPCCCM1015A - Carry out measurements and calculations				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Perimeter</p> <p>Summary of learning: Students to develop knowledge of maths terms, measurement and calculations</p>	<p>Learning Focus: Softwood and Hardwood, Properties of Wood, Timber Types Research,</p> <p>Summary of learning: Students to develop knowledge of timber types and properties of wood</p>	<p>Learning Focus: Timber Conversion, Timber Marketing and Manufacture, Drawing Exercise</p> <p>Summary of learning: Students to develop knowledge of timber conversion and marketing and complete a drawing exercise</p>	<p>Due to the nature of the Vocational Education and Training in schools there is not an assessable task that will be marked.</p> <p>However, all work is considered to be important content for learning and must be submitted for reporting purposes as well as broadening content knowledge for future tasks and exams in the below competency.</p>
Overview	<p>Outline: Complete the activities and questions using the provided information</p> <p>Resources: Google Classroom / Activity Pack Word / Google Docs Calculator/phone</p>	<p>Outline: Complete the activities and questions using the provided information</p> <p>Resources: Google Classroom / Activity Pack Word / Google Docs Calculator/phone</p>	<p>Outline: Complete the activities and questions using the provided information</p> <p>Resources: Google Classroom / Activity Pack Word / Google Docs Calculator/phone</p>	<p>CPCCCM1015A - Carry out measurements and calculations</p>
Submittable Activities	<p>Activity: Task 1, 2 and 3</p> <p>Due date: Submit completed work all at once - End of Week 4 - 22/5/20 or Task by Task End of Week 2 - 8/5/20</p>	<p>Activity: Task 4, 5 and 6</p> <p>Due date: Submit completed work all at once - End of Week 4 - 22/5/20 or Task by Task End of Week 3 - 15/5/20</p>	<p>Activity: Task 7, 8 and 9</p> <p>Due date: Submit completed work all at once - End of Week 4 - 22/5/20 or Task by Task End of Week 4 - 22/5/20</p>	<p>Due Date: End of Week 4 - 22/5/20</p>

Course: 11 Visual Design

Google Classroom Code: wheffcj

Teacher Contact: Miss Erin Harman

Topic:				
Syllabus Outcomes:				
CH1 - generates in their critical and historical practice ways to interpret and explain design.				
CH3 - distinguishes between different points of view, using the frames in their critical and historical investigations.				
DM4 - generates images and ideas as representations/simulations.				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus:</p> <ul style="list-style-type: none"> Introduction to sculpture and designing a space/environment. <p>Summary of learning:</p> <p>The learning intention for this week is to gather and read information and explain techniques on sculptural design, exterior spaces and art elements. (CH1)</p>	<p>Learning Focus:</p> <ul style="list-style-type: none"> Revision on the frames. Artist research on sculptural design. <p>Summary of learning:</p> <p>The learning intention for this week is to identify and define the four frames. Interpret and explain ocean inspired sculptures and how design and art elements visually communicate the artists ideas and concepts. (CH1)</p>	<p>Learning Focus:</p> <ul style="list-style-type: none"> Inspiration for designing an environment. Completing a design brief and mood board How to apply the frames and art elements to your design. <p>Summary of learning:</p> <p>The learning intention for this week is to find inspiration for designing an environment. Read and prepare a design brief and mood board. Associate the four frames to the brief to create different meanings in your designs. (DM4) and (CH3)</p>	<p>Activity Title:</p> <p>Mood board and checklist</p> <p>Activity Expectation:</p> <p>Prepare your mood board with as much detail as possible. Answer all the checklist questions and explain how you have linked the frames and art elements to your design. /20</p> <p>Due Date:</p> <p>29th of May</p>
Overview	<p>Outline:</p> <p><u>Sculpture</u> Read the information provided and answer all the questions and label the diagrams on the different techniques used in sculptural design.</p> <p><u>Exterior design and art elements</u> Read the information on exterior design and art elements. Read the cloze passage, which will present you with an understanding of how art elements can communicate different meanings, therefore helping you to apply this</p>	<p>Outline:</p> <p><u>Mind maps (4)</u> Students revise and annotate the four frames using the mind maps in the frames word document.</p> <p><u>Artist research</u> Students read the information provided and interpret the sea sculptures created by artists Vanessa Barragao and Courtney Mattison.</p> <p>Resources:</p> <p>TheFrames.docx Artist research.docx</p>	<p>Outline:</p> <p>THIS TASK IS ASSESSABLE /20</p> <p><u>Mood board and design checklist</u> Students start to plan their exterior area (aquaponics area) by preparing a mood board. Use the checklist and articulate how you will use the frames and art elements in your design.</p> <p><u>Inspiration</u> Students research and provide examples for inspiration, interpreting the visual qualities of two examples.</p> <p>Resources:</p>	<p>Syllabus outcomes being assessed: DM4 generates images and ideas as representations/simulations. CH3 distinguishes between different points of view, using the frames in their critical and historical investigations.</p>

	<p>knowledge, when planning your own exterior designs.</p> <p>Resources: Sculpture.docx Exterior design and art elements.docx</p>		<p>Design brief.docx Design Process.docx Design Checklist.docx Inspiration.docx Cutouts.docx</p>	
<p>Submittable Activities</p>	<p>Activity: Submit the research task and answer the 4 questions. Submit the cloze passage on the exterior and art elements task. Submit the activities via the google classroom assignment, email them to erin.harman2@det.nsw.edu.au. Or submit them with the pack.</p> <p>Due date: Friday, 8th of May</p>	<p>Activity: Submit the 4 frame mind maps. The mind map should contain the definition of the frame and the words that relate to the frame also. Submit the artist research, answering the ten questions and complete the brainstorming list- 20 things that relate to the sea. Submit these activities via the google classroom assignment, email them to erin.harman2@det.nsw.edu.au. Or submit them with the pack.</p> <p>Due date: Friday, 15th of May</p>	<p>Activity: Submit the inspiration word doc, find 10 inspirational works that will help you to design the aquaponics area. Interpret 2 of your examples by answering the list of art elements.(point form) THE FOLOWING TASK IS ASSESSABLE MARK OUT OF 20. Submit the mood board (mind map, inspiration, sketches) answer all the questions in the design checklist by explaining how you will apply the frames and art elements to your concept and design. Submit the activities via the google classroom assignment, email them to erin.harman2@det.nsw.edu.au. Or submit them with the pack.</p> <p>Due date: Friday, 29th of May</p>	

Topic: Term 2 Exploring a contemporary practice.

Syllabus Outcomes:

Identify syllabus outcomes that are being addressed through this 3 week program.

Week	2	3	4	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: Case study three: Postmodern Frame Yasumasa Morimura</p> <p>Self-portrait pencil drawing using symbolism</p> <p>Summary of learning: Gain further knowledge of the Postmodern frame, whilst studying an artists practice in detail. Gain further experience drawing a portrait using shading techniques and use symbolism to express a narrative</p>	<p>Learning Focus: Complete the Case study three: Postmodern Frame Yasumasa Morimura</p> <p>Still life pencil drawing</p> <p>Summary of learning: Gain further knowledge of the Postmodern frame, whilst studying an artists practice in detail. Gain experience drawing using a still life setting to explore composition, drawing techniques and creating narrative through the use of symbols.</p>	<p>Learning Focus: Introduction to Visual Arts Exam and one section one question.</p> <p>Paper collage of object</p> <p>Summary of learning: Gain knowledge of the Visual Arts HSC exam and practice completing a section one exam question. Gain experience creating a collage using a still life object and focus on colour, texture and composition</p>	<p>Activity Title: Three artworks completed over the three weeks</p> <ol style="list-style-type: none"> 1. Self-portrait pencil drawing using symbolism 2. Still life pencil drawing 3. Paper collage of object <p>Activity Expectation:</p>
<p>Overview</p>	<p>Outline: Work on the Case study three: Postmodern Frame Yasumasa Morimura</p> <p>Complete one pencil self-portrait drawing</p> <p>Resources: Postmodern case study booklet provided in Term one package and also located on google classroom google doc. Students can type directly onto and submit</p> <p>Pencil self portrait drawing worksheet.</p>	<p>Outline: Complete the Case study three: Postmodern Frame Yasumasa Morimura</p> <p>Complete one still life pencil drawing</p> <p>Resources: Postmodern case study booklet provided in Term one package and also located on google classroom google doc. Students can type directly onto and submit Still Life pencil drawing worksheet</p>	<p>Outline: Explore the Visual Arts HSC exam resources. Students complete one exam question. Complete one still life object collage</p> <p>Resources: Visual Art Exam explanation booklet. Section 1 exam question 1. Still life collage Worksheet</p>	<p>Complete each activity, take a photo and submit on google classroom. Keep the physical artwork for the assessment task 1 and 2</p> <p>Due Date: 22nd May 2020</p> <p>Syllabus outcomes being assessed: P1: explores the conventions of practice in artmaking</p>

Submittable Activities		Activity: Postmodern Case study Due date: Friday 15 th May 2020	Activity: <ol style="list-style-type: none">1. Self-portrait pencil drawing using symbolism2. Still life pencil drawing3. Still life object collage Due date: Friday 22 nd May 2020	P2: explores the roles and relationships between the concepts of artist, artwork, world and audience P4: investigates subject matter and forms as representations in artmaking
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