



Warrawong High School
Course Learning and Assessment Overviews

Year 9

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

Topic: Close Study of novel Of Mice and Men, focusing on Representations of Conflict.

Syllabus Outcomes: A student

EN5-1A: uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts. As well, a student recognises and uses appropriate metalanguage in discussing a range of language forms, features and structures.

EN5-2A: thinks imaginatively, creatively, interpretively and critically about information, ideas, and arguments to respond to and compose texts. In particular, a student critically analyses the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts, and how these affect responses to texts.

Week	2	3	4	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: Understanding the Concept of Conflict & the Context of Of Mice & Men.</p> <p>Summary of learning: students will develop understanding of the concept CONFLICT, being our novel unit focus. As well, students will learn the (contextual) historical and social background of novel.</p>	<p>Learning Focus: Applying learned knowledge from week 1 as students read the novel Of Mice & Men</p> <p>Summary of learning: As students read the novella, they will learn to understand the role of jargon as well as various language devices that shape meaning to develop plot, themes and character.</p>	<p>Learning Focus: Learning and understanding how knowledge, values and perspectives can be represented through characters, situations and concerns in texts.</p> <p>Summary of learning: As students read the novella, they analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts, and through describing language forms, features and structures of the novella.</p>	
<p>Overview</p>	<p>Outline: Students will complete classwork and included exercises for week 2B, titled</p> <ul style="list-style-type: none"> • What is conflict • Different types of conflict • Title considerations • Predicting plot • Contextual background <p>Resources: All resources are included in Of Mice and Men Work Booklet, found in the Activity Pack and Google Classroom</p> <ul style="list-style-type: none"> • Definition of Conflict • Mind map of different conflict types 	<p>Outline: Students will complete classwork for week 3A by</p> <ul style="list-style-type: none"> • Reading the jargon glossary which will help you to understand unusual words and phrases in the story. • As you are reading, keep a RECORD of the 5 types of conflict that you come across. • Read the Glossary of Literary Terms at the end of the booklet • Read the novella Of Mice & Men (you may begin to answer the questions here if you wish) 	<p>Outline: Students will complete classwork for week 4B by</p> <ul style="list-style-type: none"> • Continuing to read the novella Of Mice & Men • Answering the questions for Sections 1 -6 • Continuing to keep a RECORD of the 5 types of conflict that you come across. <p>Resources: All resources -except the novella – are included in Of Mice and Men Work Booklet, found in the Activity Pack and Google Classroom</p> <ul style="list-style-type: none"> • Questions for sections 1-6 	

	<ul style="list-style-type: none"> • Notes on ideas associated with mice and men • Book cover (on title page) to consider predicting story • Depression pictogram to explain background context 	<p>Resources: All resources-except the novella- are included in Of Mice and Men Work Booklet, found in the Activity Pack and Google Classroom</p> <ul style="list-style-type: none"> • Jargon Glossary • Conflict Mind map • Glossary of Literary Terms • <u>Of Mice and Men</u> novella (short story) will be found in the Activity Pack and in Google classroom 	<ul style="list-style-type: none"> • Conflict Mind map • <u>Of Mice and Men</u> novella (short story) will be found in the Activity Pack and in Google classroom 	
<p>Submittable Activities</p>			<p>A Student designs a new, original DVD movie cover for the novella, Of Mice and Men..</p> <p>Due date: Monday, 25th May</p>	

Course: 9.1 Mathematics

Google Classroom Code: 43gmptp

Teacher Contact: Mrs Maria PESTANA

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

Ph: (02)42740707Ext: 114

Topic: Algebraic Expressions, Equations and Inequalities.				
Syllabus Outcomes: MA5.2-8NA: solves linear equations, linear inequalities and linear simultaneous equations, using algebraic techniques				
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 – algebraic expressions, equations and inequations.</p> <p>Complete Algebra Revision 1 and Algebra Revision 2 (if not done so already)</p> <p>Summary of Learning: Simplifying algebraic expressions and solving linear equations and inequations.</p>	<p>Learning Focus: Solving simultaneous equations by substitution and elimination</p> <p>Summary of learning: Understand what simultaneous equations are.</p> <p>Understand how to use substitution or elimination to form a single equation.</p> <p>Solve the equation and hence solve the simultaneous equations.</p>	<p>Learning Focus: Changing worded problems into simultaneous equations. Solving the simultaneous equations.</p> <p>Summary of learning: Interpret questions mathematically.</p> <p>Form simultaneous equations.</p> <p>Solve the simultaneous equation and relate solution back to original problem.</p>	<p>Activity Title: Algebra Revision 1 Algebra Revision 2 Algebra Revision 3</p> <p>Activity Expectation: Complete Algebra Revision 1 and Algebra Revision 2 referring to work completed in 1st Learning Pack.</p> <p>Complete Algebra Revision 3 referring to work completed in 1st and 2nd Learning Pack.</p>
	<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.</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: MA5.2-8NA:</p>

	The information contained in the 2 nd Learning Pack is also available on Google classroom (see above) or via email upon request.			
Submittable Activities	Activity: Completed 1 st Learning Pack Algebra Revision 1 Algebra Revision 2		Activity: Completed 2 nd Learning Pack Algebra Revision 3	

Course: 9.2 Mathematics

Google Classroom Code: vtb3wol

Teacher Contact: Samantha Bell (Samantha.bell24@det.nsw.edu.au)

Topic: Financial Mathematics and Expressions and Equations

Syllabus Outcomes:

Financial Mathematics: MA4-5NA, MA4-6NA, MA5.1-4N

Expressions and equations: MA4-8NA, MA4-10NA, MA5.2-8NA

Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Understanding Financial mathematics, their names and classifications.</p> <p>Summary of learning: Catch up on all work from the past 3 weeks.</p>	<p>Learning Focus: Students will complete the Financial Mathematics chapter summary.</p> <p>Summary of learning: Students will gain a deeper understanding of financial mathematics and practice answering exam style questions showing all working out.</p>	<p>Learning Focus: Students will revise and explore expressions and equations.</p> <p>Summary of learning: Students will revise the basic expressions and equation processes and gain a deeper knowledge of these processes as the exercise continues.</p>	<p>Activity Title: Financial Mathematics</p> <p>Activity Expectation: Complete the activity and submit your answers</p> <p>Due Date: Friday 15th of May (Week 3)</p> <p>Syllabus outcomes being assessed:</p>
Overview	<p>Outline: Students must complete the worksheets that were assigned over the last 3 weeks.</p> <p>Resources: Financial Mathematics Chapter 2 Cambridge Textbook provided as a hard copy and uploaded to google classroom. The exercises that need to be completed are: 2D 2E</p>	<p>Outline: Students must use their knowledge and understanding of chapter 2 Financial Mathematics to complete the chapter summary to the best of their ability.</p> <p>Resources: Financial Mathematics Chapter 2 Cambridge Textbook Chapter summary provided as a hard copy and uploaded to google classroom.</p>	<p>Outline: Students must read the information provided, write out the key points and then complete questions 1-10 in activity 3A based on the examples provided.</p> <p>Resources: Financial Mathematics Chapter 2 Cambridge Textbook Chapter summary provided as a hard copy and uploaded to google classroom.</p>	<p>MA4-5NA MA4-6NA</p>

	2F 2G 2H	Students are to complete the chapter summary.	
Submittable Activities	Activity: All set work from the previous 3 weeks. Due date: Friday 8th May	Activity: <ul style="list-style-type: none"> The chapter summary is a submittable task and Question 2 in the extended responses is an assessable task. Due date: Friday 15th May	

Course: 9.3 Mathematics

Microsoft Teams – 9Mat3

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

Topic:				
Syllabus Outcomes: MA4–5NA, MA4–8NA				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Complete previous work on Financial Mathematics.</p> <p>Summary of learning: Develop knowledge and skills about Financial Mathematics.</p>	<p>Learning Focus: Complete the Chapter summary on page 90-92.</p> <p>Summary of learning: Develop knowledge and skills about Financial Mathematics.</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 2D, 2E, 2F, 2G and 2H</p> <p>Activity Expectation: Complete and submit all exercises as outlined</p> <p>Due Date: 8th May 2020</p>
Overview	<p>Outline: Catch-up on any missed work from Term 1 and Term 2, week 1 on Chapter 2 – Financial Mathematics.</p> <p>Resources: Previously issued worksheets on Financial Mathematics. Also available on class Team.</p>	<p>Outline: Answer the following questions</p> <ul style="list-style-type: none"> • Multiple choice questions 1-10 • Short response questions 1-12 • Extended response questions 1-2. <p>Resources: Copy of summary questions from Textbook. Also available on class Team.</p>	<p>Outline: Complete Exercise 3A as outlined. Read the overview for each part and work through each Example to see how to complete the questions.</p> <p>Resources: Copy of exercises from Textbook. Also available on class Team.</p>	<p>Syllabus outcomes being assessed: MA4–5NA</p> <p>Activity Title: Summary Questions, especially Extended Q2.</p> <p>Activity Expectation: Complete and submit all exercises as outlined</p> <p>Due Date: 15th May 2020</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. 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. 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. Due date: 22nd May 2020</p>	<p>Syllabus outcomes being assessed: MA4-5NA</p> <p>Activity Title: Exercise 3A.</p> <p>Activity Expectation: Complete and submit all exercises as outlined</p> <p>Due Date: 22nd May 2020</p>

Syllabus outcomes being assessed: MA4-8NA

Course: 9 Science

Google Classroom Code: fhxxmm5

Teacher Contact: 9.1 – Walker, 9.2 – Windsor, 9.3 – Fallo

Topic:				
<p>Syllabus Outcomes: SC5-14LW analyses interactions between components and processes within biological systems SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p>				
Week	2	3	4	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: Understanding how multicellular organisms respond to changes and maintain function.</p> <p>Summary of learning: Students develop their metalanguage and understand how multicellular organisms' function and respond to change.</p>	<p>Learning Focus: Internal systems of multicellular organisms</p> <p>Summary of learning: Students describe how the functions of internal systems of multicellular organisms provide cells with the requirements for life</p>	<p>Learning Focus: Infectious and non-infectious disease and the needs of society</p> <p>Summary of learning: Students outline the response of the human body to infectious and non-infectious diseases and how society can influence the focus of scientific research.</p>	<p>Activity Title: 'Say No to drugs' infographic</p> <p>Activity Expectation: Students to develop an information document, eg, pamphlet, poster or newspaper article</p>
<p>Overview</p>	<p>Outline: Students will read the textbook information provided and complete associated activities labelled 'Term 2, week 2 activities'.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Work booklet information and worksheets on Google classroom • Clips on Google classroom • Google docs or classwork booklet. 	<p>Outline: Students will read the textbook information provided and complete associated activities labelled 'Term 2, week 3 activities'.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Work booklet information and worksheets on Google classroom • Clips on Google classroom • Google docs or classwork booklet. 	<p>Outline: Students will read the textbook information provided and complete associated activities labelled 'Term 2, week 4 activities'.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Work booklet information and worksheets on Google classroom • Clips on Google classroom • Google docs or classwork booklet. 	<p>Due Date: 25th May</p> <p>Syllabus outcomes being assessed: SC5 – 14LW SC5 – 7WS</p>

Submittable Activities	Activity: Brainstorm ideas for the infographic Due date: Monday 11 th May 2020	Activity: Why is it important to have a healthy diet? Due date: Monday 18 th May 2020		
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Course: 9 GEOGRAPHY

Google Classroom Code:

Teacher Contact: 9.1 – Mascetti, 9.2 – Prescott, 9.3 – Oczos/Vatovec

Topic:				
Syllabus Outcomes:				
GE5-1; GE5-2; GE5-3; GE5-4 GE5-5; GE5-6; GE5-7; GE5-8				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: EXAMINATION OF THE EXENT OF URBANISATION IN VARIOUS REGIONS OF THE WORLD. Summary of learning: PROVIDE DEFINITION OF AND CHARACTERISTICS OF URBANISATION	Learning Focus: Extent, Causes and Impact of Urbanisation in Australia Summary of learning: Movement of People in Australia	Learning Focus: EXAMINATION OF THE EXENT OF URBANISATION IN VARIOUS REGIONS OF THE WORLD. Summary of learning: PROVIDE DEFINITION OF AND CHARACTERISTICS OF URBANISATION	Activity Title: Scaffold of Urbanisation Definition and Causes Due Date: End of Week 4
Overview	Outline: Complete all work in provided booklets and own paper. Resources: GeoActive 2 pages 156-181	Outline: Complete all work in provided booklets and own paper. Resources: GeoActive 2 pages 156-170	Outline: Complete all work in provided booklets and own paper. Resources: GeoActive 2 pages 170-179	END OF WK 4 TERM 4 Syllabus outcomes being assessed GE5-1; GE5-2; GE5-3; GE5-4 GE5-5; GE5-6; GE5-7; GE5-8
Submittable Activities	Activity: Where Do Most Australians Live Where have Australian lived in the past? Due date: End of Week 2 Term 2	Activity: What is Urbanisation? Is Australian an urbanised country? Why are people on the move in Australia? Due date: End of Week 3 Term 2	Activity: Why are people on the move in China? How urbanised are the United States and Australia Due date: Week4 Term 2	

Course: 9 PDHPE

Google Classroom Code: v2dj6qn

Teacher Contact: 9.1 – McCarthy, 9.2 – Simi, 9.3 – Davis

Topic:				
Syllabus Outcomes:				
PD5-2 - researches and appraises the effectiveness of health information and support services available in the community				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: NEW UNIT – LOOKING GOOD FEELING GREAT Vocabulary and Healthy eating</p> <p>Summary of learning: Become aware of the vocabulary relevant to this new unit of work. Understand the components of a balanced/healthy diet</p>	<p>Learning Focus: Advertising and food choice</p> <p>Summary of learning: After this activity you will be able to accurately assess advertisements to make informed decisions</p>	<p>Learning Focus: Nutritional/Exercise recommendations.</p> <p>Summary of learning: Understanding of the Nutritional and exercise recommendations for adolescents to maintain healthy bodies. Comparison to themselves.</p>	<p>Activity Title: Advertising and Food choice</p> <p>Activity Expectation: Submit Questions from Week 3 – Advertisement analysis</p> <p>Due Date: 18th May</p>
Overview	<p>Outline: Read and complete the worksheets</p> <p>Resources: Worksheets, Access to a recipe</p>	<p>Outline: Complete the activity using any 3 advertisements (newspaper, TV, Magazine, Online etc)</p> <p>Resources: Online advertisements, Newspaper advertisements, TV ads, Posters etc...</p>	<p>Outline: Complete Part 1 and 2 using the internet or attached information</p> <p>Resources: Daily nutrient requirements sheets, recommended serves and Australian physical activity guidelines.</p>	<p>Syllabus outcomes being assessed: PD5-2</p>
Submittable Activities	<p>Activity: Submit your completed recipe</p>	<p>Activity: Advertising and Food choice Complete the worksheet – utilising 3 advertisements</p>	<p>Activity: PART 2 – submit completed questions form part 2 – comparison of your diet to the recommendations</p>	

Due date:
Monday 18th May

Course: 9 PASS

Google Classroom Code: jprwv6a

Teacher Contact: Sovrano

Topic:				
Syllabus Outcomes:				
PASS 5-1				
PASS 5-2				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Training principles</p> <p>Summary of learning: Define each training principle Use training principles to improve cardiorespiratory endurance</p>	<p>Learning Focus: Training principles</p> <p>Summary of learning: Use training principles to improve strength</p>	<p>Learning Focus: Training principles</p> <p>Summary of learning: Use training principles to improve flexibility</p>	<p>Activity Title: Developing physical fitness</p> <p>Activity Expectation: Complete all of the tables</p>
Overview	<p>Outline: Answer and complete the tables</p> <p>Resources: 9 PASS Week 2 – 4 Worksheet Internet</p>	<p>Outline: Answer and complete the table</p> <p>Resources: 9 PASS Week 2 – 4 Worksheet Internet</p>	<p>Outline: Answer and complete the table</p> <p>Resources: 9 PASS Week 2 – 4 Worksheet Internet</p>	<p>Due Date: 22.05.2020</p> <p>Syllabus outcomes being assessed: PASS 5-1 PASS 5-2</p>
Submittable Activities	<p>Activity: Training principle description table Improving cardiorespiratory endurance table</p> <p>Due date: 08.05.2020</p>	<p>Activity: Improving strength table</p> <p>Due date: 15.05.2020</p>	<p>Activity: Improving flexibility table</p> <p>Due date: 22.05.2020</p>	

Course: IT Timber Yr 9

Google Classroom Code: mtmgevl

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

Topic: Materials				
Syllabus Outcomes: <ul style="list-style-type: none"> selects, justifies and uses a range of relevant and associated materials for specific applications IND5-4 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects IND5-5 applies and transfers skills, processes and materials to a variety of contexts and projects IND5-7 				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Parts of a Tree, Properties of Wood Summary of learning: Students to develop knowledge of trees and properties of wood	Learning Focus: Timber Types Research, Timber Conversion Summary of learning: Students to develop knowledge of timber types and timber conversion	Learning Focus: Timber Marketing and Manufacture, Drawing Exercise Summary of learning: Students to develop knowledge of timber marketing and complete a drawing exercise	Activity Title: Task 3 - Properties of Wood Activity Expectation: Complete the definitions and questions using the information provided Due Date: End of Week 2 - 8/5/20 Or End of Week 4 - 22/5/20
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	Syllabus outcomes being assessed: IND5-4

Submittable Activities	Activity: Task 1, 2 and 3 (3 is assessable)	Activity: Task 4 and 5	Activity: Task 6 and 7
	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	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	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

Course: 9 Hospitality

Google Classroom Code: 9.1 – vwq4hnl or 9.2 – 4jdep5e

Teacher Contact: 9.1 & 9.2 – Ms Ella

Topic: Food in Australia				
Syllabus Outcomes:				
FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities				
FT5-7 justifies food choices by analysing the factors that influence eating habits				
FT5-12 examines the relationship between food, technology and society				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Page to complete between 4 - 8 Student booklet is used for ALL weeks. It is found in Google Classroom or Booklet Package.</p> <p>Summary of learning: for this week</p> <ul style="list-style-type: none"> glossary and putting 3 words in a sentence. Mind map Reading a passage and answering questions Aborigines and their food Page 7 & 8 ASSESSMENT page 8 	<p>Learning Focus: Pages between 9 & 12 Student booklet is used for ALL weeks. It is found in Google Classroom or Booklet Package.</p> <p>Summary of learning: for this week</p> <ul style="list-style-type: none"> Research 3 flags <ul style="list-style-type: none"> Australian Aboriginal Torres Strait Islander Aboriginal Nutrition – word bank – page 10 Native food in Australia – find a word – page 11 Colonial eating – cloze passage – page 12 	<p>Learning Focus: Pages between 13 – 15 Student booklet is used for ALL weeks. It is found in Google Classroom or Booklet Package.</p> <p>Summary of learning: for this week</p> <ul style="list-style-type: none"> Traditional use of bush foods – cloze passage If you have access to computer click on arrow and a drop box will appear, select the correct answer If you DON'T have access to computer circle the correct answer Short answers page 16 Unit overview and your own opinion 	<p>Activity Title: Food in Australia</p> <p>Activity Expectation: Completing all pages commencing at page 4 and up to page 16</p> <p>Due Date: Friday 29th May 2020</p> <p>Syllabus outcomes being assessed:</p>

Overview	Outline: Complete UNIT 2 – Food in Australia booklet during the next 3 weeks. Resources: <ul style="list-style-type: none"> • Dictionary for glossary • Computer • Booklet 	Outline: Complete UNIT 2 – Food in Australia booklet during the next 3 weeks. Resources: <ul style="list-style-type: none"> • Coloured pencils • Computer • Booklet 	Outline: Complete UNIT 2 – Food in Australia booklet during the next 3 weeks. Resources: <ul style="list-style-type: none"> • Computer • Booklet • A coloured pen to circle correct answer for cloze passage on pages 13 – 15 	<ul style="list-style-type: none"> • FT5-6 • FT5-7 • FT5-12
Submittable Activities	Activity: Food in Australia Complete pages as 4 – 8 Make sure all pages are completed Due date: Friday 15th May 2020	Activity: Food in Australia Complete pages as 9 – 12 Make sure all pages are completed Due date: Friday 22nd May 2020	Activity: Food in Australia Complete pages as 13 – 16 Make sure all pages are completed Due date: 29th May 2020	

Course: 9 Photography

Google Classroom Code: u3dchqc

Teacher Contact: 9 Pho Ms Erin Harman

Topic:				
Syllabus Outcomes:				
5.2 - makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience.				
5.8 - uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works.				
5.10 - constructs different critical and historical accounts of photographic and digital works.				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: <ul style="list-style-type: none"> • Different viewpoints in Photography • Composition techniques in Photography Summary of learning: The intention of this activity is for students to explore the photographic practice of Max Dupain. Students will present and Identify different viewpoints and compositional techniques in photography.	Learning Focus: Max Dupain – Modernism in Photography Summary of learning: The intention of this activity is for Students to interpret the work of Max Dupain by using the CFW scaffold and glossary.	Learning Focus: Practical Task: Photoshoot inspired by Max Dupain and Olive Cotton and applying a modernist style. Summary of learning: The intention of this activity is for students to plan, experiment and compose two photographic works that are inspired by the works of Max Dupain and previously studied photographer Olive Cotton.	Activity Title: Max Dupain Activity Expectation: Complete the scaffold (maxdupain.docx) worksheet. Answering the CFW tables – Artist, artwork, audience, world. Information is provided on the PowerPoint. Complete the definitions in the

<p>Overview</p>	<p>Outline: Students will define the different viewpoints and compositional techniques. Complete the cloze passage. Photograph each technique and identify what meaning/feelings are communicated when applying these. (5.10)</p> <p>Resources: PowerPoint – Viewpoints.pptx Worksheet – composition.docx</p>	<p>Outline: Students will form sentences using the information provided (PowerPoint) on the Artist, Artwork, World and Audience (CFW.) They will complete the Max Dupain scaffold and glossary worksheet. (5.8)</p> <p>Resources: Max Dupain.Docx Max Dupain.pptx</p>	<p>Outline: Students will plan 2 photographic works using the planning worksheet. They will experiment with different techniques previously learnt and implement their plans to compose 2 photographs.</p> <p>Resources: Planning.Docx Mobile phone or camera Desk light or some form of lighting (mobile phone flash light) Objects from the home environment</p>	<p>glossary provided.</p> <p>Due Date: 15th May</p> <p>Syllabus outcomes being assessed: 5.8 - uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works.</p>
<p>Submittable Activities</p>	<p>Activity: Submit the worksheet ‘Composition’ - answer the questions and complete the cloze passage. Complete the mini photo tasks. Due date: Friday 8th May</p>	<p>Activity: Submit the Max Dupain scaffold – fill in the CFW boxes- Artist, artwork, audience and world and glossary. Due date: Friday 15th May</p>	<p>Activity: Submit planning worksheet and 2 photographs based on modernism in photography and inspiration from Max Dupain and Olive Cotton. Due date: Friday 22nd May</p>	

Course: 9 Visual Arts

Google Classroom Code: mx25cp2

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

Topic: Box Me In				
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				
5.9 demonstrates how the frames provide different interpretations of art				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Box me in Part 1: Symbolic Me Summary of learning: Investigate the structural frame to write about and create artworks	Learning Focus: Box me in Part 2: Fears and Phobias Summary of learning: Investigate the subjective frame to about write and create artworks	Learning Focus: Box me in Part 3: Interest and Talents Summary of learning: Investigate making an artwork using the world as a source of inspiration	Activity Title: Box me in Part 2: Fears and Phobias Activity Expectation:
Overview	Outline: Box me in Part 1: Symbolic Me, complete practical and written response activities Resources: Box Me in Introduction worksheet Box Me in Part 1 worksheet Located in Google classroom - classwork – assignment title Week 2 Box me in part 1 or in the paper packs	Outline: Box me in Part 2: Fears and Phobia, complete practical and written response activities Resources: Box Me in Part 2 worksheet Located in Google classroom - classwork – assignment title Week 3 Box me in part 2 or in the paper packs	Outline: Box me in Part 3: Interest and Talents, complete practical and written response activities Resources: Box Me in Part 3 worksheet Located in Google classroom - classwork – assignment title Week 4 Box me in part 3 or in the paper packs	Read through the worksheet and answer the questions. Complete the practical activities and take a photo of your artwork to submit If you are completing a paper copy of the work take a photo of each

	Artmaking materials: paper, lead pencil, colour markers, coloured pencils and others.	Artmaking materials: paper, lead pencil, colour markers, coloured pencils and others.	Artmaking materials: paper, lead pencil, colour markers, coloured pencils and others.	page and if possible, turn them in on google classwork under the assignment title Week 2 Box me in part 2
Submittable Activities	<p>Activity: Box Me In - Part 1 Read through the worksheet and answer the questions. Complete the practical activities and take a photo of your artwork to submit. – keep your original artwork to use later in the term. If you are completing a paper copy of the work take a photo of each page and if possible, turn them in on google classwork under the assignment title Week 2 Box me in part 1 Due date: 16th May 2020</p>	<p>Activity: Box Me In - Part 2 Read through the worksheet and answer the questions. Complete the practical activities and take a photo of your artwork to submit – keep your original artwork to use later in the term. If you are completing a paper copy of the work take a photo of each page and if possible, turn them in on google classwork under the assignment title Week 2 Box me in part 2 Due date: 24th May 2020</p>	<p>Activity: Box Me In - Part 3 Read through the worksheet and answer the questions. Complete the practical activities and take a photo of your artwork to submit – keep your original artwork to use later in the term. If you are completing a paper copy of the work take a photo of each page and if possible, turn them in on google classwork under the assignment title Week 2 Box me in part 3 Due date: 31st May 2020</p>	<p>Due date: 24th May 2020</p> <p>Syllabus outcomes being assessed: 5.3</p>

Course: 9 Child Studies

Google Classroom Code: omt7s6e

Teacher Contact: Amanda Allnutt- Amanda.allnutt1@det.nsw.edu.au

Topic: A New life				
Syllabus Outcomes: CS5-2 describes the factors that affect the health and wellbeing of the child CS5-3 analyses the evolution of childhood experiences and parenting roles over time				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Vocabulary</p> <p>Summary of learning: Students will be learning to identify and define key vocabulary terms in the new unit- A New life.</p>	<p>Learning Focus: Celebrations of Pregnancy.</p> <p>Summary of learning: Students will discuss the popularity of gender reveals whilst creating their own individual reveal.</p>	<p>Learning Focus: Complications during Pregnancy.</p> <p>Summary of learning: Students will develop their knowledge and understanding of the complications that can occur during pregnancy.</p>	<p>Activity Title: Complications in Pregnancy.</p> <p>Activity Expectation: Students will select one Pregnancy complication in Pregnancy and answer a series of questions.</p>
Overview	<p>Outline: Students will read course information and research terms to create a glossary for the unit. They will select 8 of these words to create a crossword with this information.</p> <p>Resources: Glossary worksheet Crossword template instructions. Term 2 Week 2 Activities</p>	<p>Outline: Students will read a research article on the popularity of gender reveals in today's society prior to making their own reveal in 1 of the following ways; make a real cupcake, a playdough cupcake or draw a cupcake as a design. Students will then discuss how their gender reveal 'cupcake' would be used.</p>	<p>Outline: Students will research one complication during pregnancy and present their information in a form of their choice- (E-g, PowerPoint, word, video, podcast, poster etc).</p> <p>Resources: Term 2 Week 4 Activities</p>	<p>Activity pack- See labelled worksheet 'Complication in pregnancy'</p> <p>Online Pack- See Week 4 Activity.</p> <p>Due Date: Tuesday 26th May- Week 5.</p>

		Resources: Term 2 Week 3 Activities		Syllabus outcomes being assessed: CS5-2
Submittable Activities	Activity: Crossword- Students will submit the Crossword they have created with the vocabulary and definitions from Week 2. Due date: 11th May	Activity: Students will submit a photo of their creation or their completed design template and their reflection worksheet. Due date: 18th May		

Course: 9 STEM

Google Classroom Code: w6lv635

Teacher Contact: Robyn Fallo

Topic:				
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	Learning Focus: Scratch coding Summary of learning: Students work through online tutorials to learn the process of coding a game in Scratch.	Learning Focus: Scratch coding Summary of learning: Students work through online tutorials to learn the process of coding a game in Scratch.	Learning Focus: Scratch coding Summary of learning: Students work through online tutorials to learn the process of coding a game in Scratch.	Activity Title: Nil Activity Expectation: Nil Due Date: Nil
Overview	Outline: Students will work through the tutorials online to gain an understanding of scratch coding Resources: https://scratch.mit.edu/ideas	Outline: Students will work through the tutorials online to gain an understanding of scratch coding Resources: https://scratch.mit.edu/ideas https://scratch.mit.edu/projects/editor/?tutorial=getStarted	Outline: Students will work through the tutorials online to gain an understanding of scratch coding Resources: https://scratch.mit.edu/ideas https://scratch.mit.edu/projects/editor/?tutorial=getStarted	Syllabus outcomes being assessed: Nil

	https://scratch.mit.edu/projects/editor/?tutorial=getStarted			
Submittable Activities	Activity: Scratch activities Due date: 11th May 2020	Activity: Scratch activities Due date: 18th May 2020	Activity: Scratch activities Due date: 25th May 2020	

Course: 9 History Elective

Google Classroom Code: rrnieq4

Teacher Contact: Mr Mendygral

Topic: The Ancient Americas - Mesopotamia and the Aztecs				
Syllabus Outcomes: HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities. HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past.				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Aztec farming and food Summary of learning: Students will be identifying the different farming practices as well as the main food stuffs.	Learning Focus: Aztec clothing Summary of learning: Students will be identifying key features of Aztec clothing.	Learning Focus: Aztec Lifestyle summary Summary of learning: Students will be identifying and summarising key features of the Aztec lifestyle.	Activity Title: Aztec Lifestyle Puzzle Activity Expectation: Students will develop their own word

Overview	Outline: Students will read 'Working the land' and 'Aztec Food' text and complete the associated activities titled Aztecs Part 1 Resources: 'Working the land' information 'Aztec food' information Question Sheet	Outline: Students will read 'What did Aztecs wear' text and complete the associated activities titled Aztecs Part 2 Resources: What did the Aztecs wear PDF Question Sheet	Outline: Students will read 'Aztec Lifestyle notes and complete the Puzzle activities titled Aztecs Part 3 Resources: Aztec Lifestyle notes PDF Question Sheet Aztec Lifestyle puzzle sheet Puzzle proforma	search based on answers they have found for the Aztec lifestyle summary. Due Date: 22/5/20 Syllabus outcomes being assessed: HTE5-4, HTE5-9
Submittable Activities	Activity: Complete the comprehension questions 1a-Working the land Due Thur Wk 2 7/5/20 1b-Aztec food Due Thur Wk 2 7/5/20	Activity: Complete the comprehension questions 2a-Aztec Clothing Due Thur Wk 3 14/5/20	Activity: Complete the Aztec Lifestyle Puzzle Activity (Assessable Activity) Due Fri Wk 4 22/5/20	

Course: 9 COMMERCE

Google Classroom Code:

Teacher Contact: MASCETTI

Topic:				
Syllabus Outcomes:				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: INCOME AND SAVING Summary of learning: EXAMINING TYPES OF INCOME	Learning Focus: BORROWING MONEY Summary of learning: TYPES AND REASONS FOR BORROWING	Learning Focus: MANAGING MONEY AND INSURANCE Summary of learning: CONSEQUENCES OF POOR MANAGEMENT INSURANCE	Activity Title: INSURANCE AND MANAGING MONEY Activity Expectation:

Overview	Outline: Definition of income Types of Income Comparison of income and factors of production Resources: New Concept in Commerce	Outline: REASONS FOR BORROWING ADVANTAGES AND DISADVANTAGES FOR BORROWING Resources: New Concept in Commerce 46-47	Outline: TYPES OF INSURANCE; REASONS FOR INSURANCE; EXAMINATION OF CREDIT CARD ADVANTAGES AND DISADVANTAGES. Resources: New Concept in Commerce 48-49	Summarise the TYPES OF INSURANCE. Due Date: 22 MAY, 2020 Syllabus outcomes being assessed
Submittable Activities	Activity: Write out the glossary of terms with the definitions. Complete the questions on page 41. Prepare a poster of types of income, the factors of production from which they derive. Investigate the incomes that are earned from different occupations. Due date: 8 May 2020	Activity: For each paragraph, write out two of the most important sentences. Copy the table "REASONS FOR and REASONS AGAINST" borrowing money. Complete the questions page 47. Due date: 15 May 2020	Activity: Read the pages and for each paragraph, summarise the most important sentences. Complete questions page 51. Due date: 22 May 2020	

Course: 9 Marine Studies

Google Classroom Code: zggo5am

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

[\(joseph.gander@det.nsw.edu.au\)](mailto:joseph.gander@det.nsw.edu.au)

Topic:				
Syllabus Outcomes: explains why aquaculture provides an economically sustainable source of food MAR5-4				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Growing Crustaceans Summary of learning:	Learning Focus: Growing Crustaceans Summary of learning:	Learning Focus: Growing Crustaceans Summary of learning:	Activity Title: Growing Crustaceans – Questions and Activities

	This module introduces students to the basic anatomy, physiology and behaviour of crustaceans. It also explores the growing of crustaceans for human food.	This module introduces students to the basic anatomy, physiology and behaviour of crustaceans. It also explores the growing of crustaceans for human food.	This module introduces students to the basic anatomy, physiology and behaviour of crustaceans. It also explores the growing of crustaceans for human food.	Activity Expectation: Read Booklet and complete Growing Crustaceans – Questions and Activities
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>	