



**Year 9**

**Teaching and Learning plans**

**Assessment calendar**

**Term 2, 2023**

# Yr 9 Assessment Calendar Term 2, 2023

Week/date	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 Or 17-21 April			Design and Technology (textiles) task distributed		
Week 2 Or 24-28 April	Health & Physical Education task distributed				
		ANZAC day			
Week 3 or 1-5 May	Labour Day			Drama exam	
Week 4 Or 8-12 May	Social Science Excursion				
Week 5 Or 15-19 May	English task distributed				
	Japanese exam			Japanese task distributed	
	Design and Tech (food) task distributed				
Week 6 Or 22-26 May	Religious Education task distributed French task distributed Business task distributed Science task distributed				
	Digital Technologies exam		Athletics field events	Design and Tech (food) practical task due Music exam	
Week 7 Or 29 May – 2 June	Japanese task due		Digital Technologies task distributed		
Week 8 Or 5-9 June	Religious Education task due Health & Physical Education task due Social Science task due Deadly Maths exam English task due Visual Art task due				
	Design and Tech 9.2 (food) written task due		Design and Tech 9.1/9.1A (food) written task due	French task due Design and Tech (textiles) written task due Drama task due Music task due	Maths exam 1
Week 9 Or 12-16 June	Science task due				
	Design and Tech (textiles) practical task due Maths exam 2 Business task due	Digital Technologies task due		Athletics carnival	Show holiday

## 9 Business – Term 2, 2023

Mrs Lacey, Mr Avery

Week	Lessons
1	<u>What is work?</u> <ul style="list-style-type: none"> <li>• Understand the importance of work and why people work</li> <li>• Recognise the different industries people work in</li> </ul>
2	<u>Types of Employment</u> <ul style="list-style-type: none"> <li>• Recognise the different types of employment</li> <li>• Understand the ways of earning an income</li> <li>• Comprehend the necessity of taxation and superannuation</li> </ul>
3	<u>Roles and responsibilities of employees</u> <ul style="list-style-type: none"> <li>• Investigate, identify and explain the roles and responsibilities of employers</li> </ul> <u>Roles and responsibilities of employers</u> Investigate, identify and explain the roles and responsibilities of employers
4	<u>Earning Income</u> <ul style="list-style-type: none"> <li>• Understand the concept of personal finance</li> <li>• Comprehend spending and saving habits</li> </ul> Understand the need for income
5	<u>Budgeting</u> <ul style="list-style-type: none"> <li>• Comprehend what a budget is</li> <li>• Understand the need for budgeting</li> </ul>
6	<ul style="list-style-type: none"> <li>• Organise and construct a monthly budget</li> <li>• Organise and construct a yearly budget</li> <li>• Make decisions on spending/purchases</li> </ul> <u>Assessment Distributed Week 6</u>
7	<u>Assignment</u> Students will construct a budget for making a major financial purchase.
8	In class assignment work process will involve: <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Teacher guidance</li> <li>• Teacher explanation</li> <li>• Individual discussion</li> <li>• Individual guidance</li> <li>• Conferencing</li> </ul>
9	<b>Assignment Due:</b> Monday 12 June

## 9 Deadly Mathematics Term 2 2023

Ms. Sloper

Week	Mon 2 Wed 7 Thu 6 & 7
1	<p>identify the sample space for single-stage events and assign probabilities to the outcomes of these events.            predict relative frequencies for single stage events.            conduct repeated chance experiments and run simulations with a significant number of trials using digital tools.            compare predictions about outcomes with observed results, explaining the differences.</p> <p><b>Construct and use</b> Venn diagrams (Ex 9B Q1, 2, 4, 5, 9)  <b>Construct and use</b> two-way tables (Ex 9B Q3, 6, 10)</p>
2 ANZAC Day Tuesday	<p>recognise that complementary events have a combined probability of one.            use this relationship to calculate probabilities in applied contexts.            determine all possible combinations for 2 events using two-way tables.</p>
3 PH Monday	<p>determine all possible combinations for 2 events using tree diagrams.            determine all possible combinations for 2 events using Venn diagrams.            use two-way tables, tree diagrams and Venn diagrams to determine probabilities of specific outcomes in practical situations.</p>
4	<p>introduce Pythagoras theorem vocabulary.            demonstrate Pythagoras theorem geometrically.            introduce Pythagorean triples.            use Pythagoras' theorem to solve problems involving the side lengths of right-angled triangles.</p>
5	<p>introduce the idea of enlargement.            introduce the idea of scale factor.            use shapes in the co-ordinate plane to demonstrate the concepts of enlargement and scale factor.            use real-life examples to demonstrate the concepts of enlargement and scale factor.</p>
6	<p>introduce the vocabulary of the sides of right-angled triangles (opposite, adjacent, hypotenuse).            compare the shape of 3-4-5 and 6-8-10 right-angled triangles.            introduce the trigonometric ratios sine, cosine, and tangent.            use trigonometry to determine the length of opposite sides in a right-angled triangle.</p>
7	<p>use trigonometry to determine the length of adjacent sides in a right-angled triangle.            use trigonometry to determine the angles in a right-angled triangle.</p>
8	<p>review content in preparation for mini-exam.            mini-exam <b>Thursday June 8 period 6.</b></p>
9 Th Athletics Fr SFD	<p>design real-life posters from the fields of probability and trigonometry.</p>

**YEAR 9.1 and 9.1A, Design and Technologies – Term 2, 2023**  
**Mrs Pacey/Mr Williams**

Week	Monday (L2)	Wednesday (L7)	Thursday (L6/7)
1	<p><b>17 April</b> Examine the role of a Food Technologist/Food Designer.</p> <p>Consider and investigate the factors that impact on their work (social, ethical, and sustainable).</p>	<p><b>19 April</b> Consider the technologies used by Food Technologists/Designers. CAD, CAM and 3D food printing.</p>	<p><b>20 April</b> Prepare a traditional Aussie Meat Pie. Cook a meat pie using puff pastry for lid and base.</p>
2	<p><b>24 April</b> Examine the role of Aussie Meat Pie food components and populate worksheet. Consider the base/top, filling, flavours, techniques, and changes to make.</p>	<p><b>26 April</b> Investigate Asian ingredients used in traditional Asian cooking. Look at etiquette, regions, ingredients, and flavours.</p>	<p><b>27 April</b> Prepare a Butter Chicken Pie. Cook a Butter Chicken Pie using shortcrust for a base and lid.</p>
3	<p><b>1 May</b> <b>Labour Day</b></p>	<p><b>3 May</b> Apply sequence of steps to a production plan for the French Chicken Pie. Understand filling, flavour, browning and thickening ingredients.</p>	<p><b>4 May</b> Prepare a French Chicken Pie. Cook a French Chicken Pie using puff pastry for a lid and shortcrust as a base.</p>
4	<p><b>8 May</b> Research an Asian region and ingredients to include in an Asian Aussie Pie recipe.</p>	<p><b>10 May</b> Examine the role of Butter Chicken and French Chicken Pies food components and populate worksheet. <b>Checkpoint</b></p>	<p><b>11 May</b> Asian sensory cooking and testing. Conduct sensory evaluations for different spices used in Asian cooking.</p>
5	<p><b>15 May</b> <b>Assessment Task Distributed</b> 1. Create a design brief from the context and task requirements.</p>	<p><b>17 May</b> 2. Establish 3x success criteria from the design brief. Explain what success will look like.</p>	<p><b>18 May</b> Experiment to understand the role of each component in pie design. Conduct sensory evaluations and testing.</p>
6	<p><b>22 May</b> 3. Apply a sequence of steps to create a production plan for the design solution.</p>	<p><b>24 May</b> Research and make props for pie presentation photo in assessment day cooking.</p>	<p><b>25 May</b> <b>4. Practical Cooking Assessment Due</b> Follow the production plan to produce a design solution to meet the design brief.</p>
7	<p><b>29 May</b> 5. Evaluate the design solution against the success criteria. 6. Evaluate the processes to better meet the design brief and success criteria.</p>	<p><b>31 May</b> Four P's of marketing. Explore how marketing a product can lead to success in launching a product.</p>	<p><b>1 June</b> Learning cooking day experience.</p>
8	<p><b>5 June</b> 7. Communicate the design solution by creating a poster to market the design solution.</p>	<p><b>7 June</b> 8. Evaluate the features of technology in mass production of the design solution. <b>Written Assessment Due.</b></p>	<p><b>8 June</b> Learning cooking day experience</p>
9	<p><b>12 June</b> Fun interactive learning game.</p>	<p><b>14 June</b> End of term kitchen cleaning.</p>	<p><b>15 June</b> <b>Athletics Carnival</b></p>

**YEAR 9.2, Design and Technologies – Term 2, 2023**  
**Mrs Pacey**

Week	Monday (L6/7)	Thursday (1/2)
1	<p><b>17 April</b> Examine the role of a Food Technologist/Food Designer.</p> <p>Consider and investigate the factors that impact on their work (social, ethical, and sustainable). Consider the technologies used by Food Technologists/Designers. CAD, CAM and 3D food printing.</p>	<p><b>20 April</b> Prepare a traditional Aussie Meat Pie. Cook a meat pie using puff pastry for lid and base.</p>
2	<p><b>24 April</b> Examine the role of Aussie Meat Pie food components and populate worksheet. Consider the base/top, filling, flavours, techniques, and changes to make. Investigate Asian ingredients used in traditional Asian cooking. Look at etiquette, regions, ingredients, and flavours.</p>	<p><b>27 April</b> Prepare a Butter Chicken Pie. Cook a Butter Chicken Pie using shortcrust for a base and lid.</p>
3	<p><b>1 May</b> <b>Labour Day</b></p>	<p><b>4 May</b> Prepare a French Chicken Pie. Cook a French Chicken Pie using puff pastry for a lid and shortcrust as a base.</p>
4	<p><b>8 May</b> Research an Asian region and ingredients to include in an Asian Aussie Pie recipe. Examine the role of Butter Chicken and French Chicken Pies food components and populate worksheet.</p>	<p><b>11 May</b> Asian sensory cooking and testing. Conduct sensory evaluations for different spices used in Asian cooking. <b>Checkpoint</b></p>
5	<p><b>15 May</b> <b>Assessment Task Distributed</b></p> <p>1. Create a design brief from the context and task requirements. 2. Establish 3x success criteria from the design brief. Explain what success will look like.</p>	<p><b>18 May</b> Experiment to understand the role of each component in pie design. Conduct sensory evaluations for lipids, flours, thickening and browning agents.</p>
6	<p><b>22 May</b> 3. Apply a sequence of steps to create a production plan for the design solution. Research and make props for pie presentation photo in assessment day cooking.</p>	<p><b>25 May</b> <b>4. Practical Cooking Assessment Due</b> Follow the production plan to produce a design solution to meet the design brief.</p>
7	<p><b>29 May</b> 5. Evaluate the design solution against the success criteria 6. Evaluate the processes to better meet the design brief and success criteria. Four P's of marketing. Explore how marketing a product can lead to success in launching a product.</p>	<p><b>1 June</b> Learning cooking day experience.</p>
8	<p><b>5 June</b> 7. Communicate the design solution by creating a poster to market the design solution. 8. Evaluate the features of technology in mass production of the design solution. <b>Written Assessment Due.</b></p>	<p><b>8 June</b> Learning cooking day experience.</p>
9	<p><b>12 June</b> Fun interactive learning game.</p>	<p><b>15 June</b> <b>Athletics Carnival</b></p>

**YEAR 9 Design Technologies - Textiles – Term 2 2023**  
*Mrs Withnall*

Week	Monday	Wednesday	Thursday (Double Lesson)
1	<b>17<sup>th</sup> April</b> Boxer Shorts Prototype construction. Buttonhole sample.	<b>19<sup>th</sup> April</b> Boxer Shorts Prototype construction. <b>Assessment Task 2 Distributed</b>	<b>20<sup>th</sup> April</b> Boxer Shorts Prototype construction.
2	<b>24<sup>th</sup> April</b> Boxer Shorts Prototype construction	<b>26<sup>th</sup> April</b> Boxer Shorts Prototype construction	<b>27<sup>th</sup> April</b> <b>Yr.9 TEXTILES &amp; Yr.10 FASHION EXCURSION</b>
3	<b>1<sup>st</sup> May</b> <b>LABOUR DAY</b>	<b>3<sup>rd</sup> May</b> Analyse current fashion trends. Sketch and refine a boxer short design to meet the design brief: Annotate with design features. Select a theme for your re-design and create a mood board for your design. Develop a production plan to manage the process.	<b>4<sup>th</sup> May</b> List the pattern adaptations required. Explore the processes you will need to use to complete the changes / design features. Adjusted paper patterns produced. Boxer Shorts Prototype construction completion. <b>Written Assessment Checkpoint #1</b>
4	<b>8<sup>th</sup> May</b> <b>GEOGRAPHY EXCURSION</b>  Mood Boards	<b>10<sup>th</sup> May</b> Designer Boxer Short Sewing  Layout of pattern on fabric and cutting out of pattern pieces. Cutting out of interfacing and application of this.	<b>11<sup>th</sup> May</b> Designer Boxer Short Sewing  Pinning of leg seams and sewing inside leg seam. Neatening of seams. Pinning, sewing and neatening of back seam.
5	<b>15<sup>th</sup> May</b> Designer Boxer Short Sewing  Application of fly front or frill to leg bottoms	<b>17<sup>th</sup> May</b> Designer Boxer Short Sewing  Buttonholes and embellishments/ pockets	<b>18<sup>th</sup> May</b> Designer Boxer Short Sewing buttonholes, buttons and embellishments/ pockets <b>Written Assessment Checkpoint #2</b>
6	<b>22<sup>nd</sup> May</b> Designer Boxer Short Sewing Front seams and neatening	<b>24<sup>th</sup> May</b> <b>ATHLETICS FIELD EVENTS P. 5 - 7</b>	<b>25<sup>th</sup> May</b> Designer Boxer Short Sewing Catch-up with any delayed sewing / Sewing of trims
7	<b>29<sup>th</sup> May</b> Designer Boxer Short Sewing Waist treatments	<b>31<sup>st</sup> May</b> Designer Boxer Short Sewing Waist treatments	<b>1<sup>st</sup> June</b> Designer Boxer Short Sewing Waist seams elastic or chord application <b>Written Assessment Checkpoint #3</b>
8	<b>5<sup>th</sup> June</b> Designer Boxer Short Sewing Hemming steps	<b>7<sup>th</sup> June</b> Designer Boxer Short Sewing Hemming completion	<b>8<sup>th</sup> June</b> Designer Boxer Short Sewing Neatening, trimming and pressing. <b>Assessment Task 2 - WRITTEN DUE</b>
9	<b>12<sup>th</sup> June</b> <b>Assessment Task 2 - PRACTICAL DUE</b>	<b>14<sup>th</sup> June</b> Evaluation of design and production of Boxer Shorts. Development of Garment Label and Swing Tag	<b>15<sup>th</sup> June</b> <b>ATHLETICS CARNIVAL</b>  <b>LAST DAY TERM 2</b>

## 09 Design & Digital Technology - Term 2

Mrs O'Neill

Week	Monday Period 2/Wednesday Period 7/Thursday Period 6 & 7
1	<p><u>Unit 1B: Introduction to electrical engineering and Arduino programming</u>            Identify key components of electrical engineering - Microcontroller, breadboard, LED, resistor, jumper wires.            Explore the software and hardware required to generate microelectronic prototypes.            Evaluate effective methods of constructing electrical circuit diagrams for pseudocode development.</p>
2	<p><u>Unit 1B: Exploring the programming interface and development of first program</u>            Explain the basics of code structure (integers, variables, assigning outputs, creating loops).            Create first code structure for outputs (compiling code and debugging).</p>
3	<p>Labour Day  <u>Unit 1B: Add ons for Microelectronic circuits - Sensors</u>            Explain the difference between constants and variables when constructing code.            Create prototypes with sensors.</p>
4	<p><u>Unit 1B: Creating a microelectronic prototype</u>            Create a traffic light system.            Construct an electrical circuit diagram.            Develop programming, using pseudocode.</p>
5	<p><u>Unit 1B: Creating a microelectronic prototype</u>            Create a traffic light system.            Construct an electrical circuit diagram.            Develop programming, using pseudocode.  <b>Formative Assessment: Practice Exam</b></p>
6	<p><u>Unit 1B: Creating a microelectronic prototype</u>            Identify the parts of a circuit.            Construct an electrical circuit diagram.            Edit programming, correcting errors.  <b>Assessment: Microelectronics Exam</b></p>
7	<p><u>Unit 1B: Assessment</u>            Design microelectronics solution.            Construct an electrical circuit diagram.            Develop programming, using pseudocode.  <b>Assessment: Microelectronics folio handout</b></p>
8	<p><u>Unit 1B: Assessment</u>            Test code and circuit diagram development.            Record and analyse results.            Develop anecdotal records of design process.  <b>Assessment: Microelectronics folio circuit design due</b></p>
9	<p><u>Unit 1B: Evaluation, revision and review</u>            Record and analyse results.            Develop anecdotal records of design process.            Evaluate work against developed criteria.  <b>Assessment: Microelectronics folio due</b></p>



## Year 9 Drama Term 2

### Mrs McCaul/Miss Thomas

Week	Lessons
1	<ul style="list-style-type: none"> <li>• Drama class expectation reminders: behaviour, procedures, One Note</li> <li>• Revise the elements of drama through games</li> <li>• Understanding and unpacking unit: <i>Comedy: Build a Clown</i></li> <li>• Discuss assessment – <b>Responding: Short Response Exam &amp; Performance: Clown Routine</b></li> <li>• Explore conventions of comedy through drama activities</li> </ul>
2	<ul style="list-style-type: none"> <li>• Identify conventions of comedy</li> <li>• Explore comedic videos and practise writing short responses.</li> <li>• Analyse and interpret comic conventions (slapstick, exaggeration, rule of three)</li> <li>• Explore comedy through practical activities.</li> <li>• Distribute <u>ASSESSMENT TASK SHEETS</u></li> </ul>
3	<ul style="list-style-type: none"> <li>• Revise sentence structure and paragraph writing</li> <li>• Practice writing short answer responses to stimulus (Mr Bean) analysing Elements of Drama and Conventions of Comedy</li> <li>• Model an exemplar of analytical short answer response.</li> <li>• <b>Complete Responding: Short Response Exam (Thursday double)</b></li> </ul>
4	<ul style="list-style-type: none"> <li>• Explore conventions of clowning (comedy – physical comedy, the clown is the master of failure, breaking the fourth wall, soundscape)</li> <li>• Investigate different types of clowns.</li> <li>• Explore conventions of comedy through practical activities (slapstick, repetition, exaggeration)</li> </ul>
5	<ul style="list-style-type: none"> <li>• Develop skill in creating a clown character (profile, gesture, body, walk, costume, goal)</li> <li>• Explore the skill of mime.</li> <li>• Explore character development through practical activities.</li> <li>• Explore elements of drama – relationship between characters and objects ( mime and gesture)</li> <li>• Distribute task – look at examples and choose assessment group (pairs)</li> </ul>
6	<ul style="list-style-type: none"> <li>• Brainstorm, plan and rehearse clown routine.</li> <li>• Refine and polish performance through rehearsal</li> <li>• Apply teacher feedback</li> </ul>
7	<ul style="list-style-type: none"> <li>• Brainstorm, plan and rehearse clown routine.</li> <li>• Refine and polish performance through rehearsal</li> <li>• Apply teacher feedback</li> </ul>
8	<ul style="list-style-type: none"> <li>• Final polishing of clown routine</li> <li>• <b>Thursday double lesson – perform clown performance in front of the class (videoed for evidence)</b></li> </ul>
9	<ul style="list-style-type: none"> <li>• Reflection on performance work</li> <li>• Explore Liar Liar – analysing conventions of comedy and elements of drama to create dramatic meaning</li> </ul>

## 9 English – Term 2

Mrs Eyles, Ms Thomas, Mrs Scanlan, Mrs Melvin

Week	Lessons
1	<p><u>Documentaries</u></p> <ul style="list-style-type: none"> <li>Recall knowledge about documentaries – what are they, purpose, types, examples.</li> <li>Define text type - documentaries</li> <li>Explore structure and features of documentaries</li> <li>Define and understand the concept of values, beliefs and attitudes and how these are represented</li> <li>Develop understanding of how to read documentaries focusing on: camera shot, camera angles, camera movements, narration, music, sound and lighting.</li> </ul>
2	<p><u>That Sugar Film - Viewing</u></p> <ul style="list-style-type: none"> <li>Explore the issue of sugar in diets through PMI</li> <li>Comprehend synopsis of documentary such as “That Sugar Film” (before viewing)</li> <li>View <i>That Sugar Film</i> and complete study guide activities</li> </ul>
3	<p><u>That Sugar Film – Analysis</u></p> <ul style="list-style-type: none"> <li>Investigate the relevance of the documentary <i>That Sugar Film</i>.</li> <li>Explain why the issue of too much sugar in our diets and the premise of <i>That Sugar Film</i> is interesting and/or important</li> <li>Analyse the perspective of the creators of <i>That Sugar Film</i></li> <li>Define and analyse narrative structure of documentary</li> <li>Define and analyse filmmaker’s style used in documentary</li> <li>Define and analyse technical elements used in the documentary to persuade the audience of certain perspectives, values, beliefs and and/or attitudes.</li> </ul>
4	<p><u>How to Analyse Documentaries</u></p> <ul style="list-style-type: none"> <li>Understand steps of analysis (comprehend, identify, interpret and explain)</li> <li>Practice analysis with the technical element (stills)</li> <li>Identify the purpose of analytical/persuasive writing.</li> <li>Identify and explain the elements of an analytical sentence</li> <li>Construct analytical sentences using analysis practise.</li> </ul> <p><u>Writing Persuasively</u> Construct elements of persuasive/analytical pitches (modelled, joint construction and independent construction)</p>
5 - 7	<p><u>Distribute Task 2 – Persuasive Pitch</u> Students select documentary for their persuasive pitch</p> <p><u>Analysing Persuasive Pitches</u></p> <ul style="list-style-type: none"> <li>Analyse the structural and language features of persuasive pitch exemplar</li> <li>Explore and experiment with persuasive appeals, persuasive language and persuasive devices</li> <li>Analyse the structural and language features of multimodal presentations</li> </ul> <p><u>Presenting Persuasively</u></p> <ul style="list-style-type: none"> <li>Practice presenting skills to persuade audience (teacher, peer and self-feedback)</li> </ul> <p><u>Planning and Preparation – Summative Assessment Task</u></p> <ul style="list-style-type: none"> <li>Construct persuasive pitch which persuades teenagers to watch a specific documentary</li> <li>Create multimodal element to enhance persuasive pitch</li> <li>Rehearse persuasive pitch</li> </ul>
8	<p><b>Task 2 due</b> – Persuasive Pitch</p>
9	<p>Students experiment with creating micro-documentaries</p>

Week	Monday P. 2      Thursday P. 6 + 7
1	<p>Comprehend, recall and use vocabulary used to describe meals and culinary traditions in France Grammar: comprehend and apply pattern of indefinite articles. EP grammar practice. Resources shared in OneNote (PPT, worksheets in OneNote, booklet work) <i>Education Perfect Unit 6 Part 1 (intermediate level) – Talking about food – likes and dislikes</i></p>
2	<p>Learn about traditional recipes/styles of cooking in different regions of France and create a short presentation about a region and its specialities. Describe and explain a recipe in a short film segment or a PPT - Share in OneNote. Cook a selected dish and bring to school for lunch.</p>
3	<p>Comprehend texts about shopping for food in France (importance of markets and appreciation for artisan produced food). Resource: 'Audrey va au marché' (video) – comprehension activities. <b>Formative Task: Education Perfect Unit 2 Part 2 (intermediate level) – Recipes and shopping for food</b></p>
4	<p>Comprehend (reading, listening) and create simple texts (speaking, writing) about food and health. Interpret (translate) nutritional and advice to evaluate own eating habits. Create a "Reaction Video" to a cooking recipe reel (Writing + Speaking)</p>
5	<p>Consolidating: recall, comprehend (reading, listening) and create texts (speaking, writing) about food and health. Describe and compare weekly shopping in different countries. Create a Presentation (PPT) to evaluate eating habits in a selected country and compare with your own food culture: describe, compare, evaluate against good nutritional guidelines. Grammar: comparatives, superlatives – Grammar practice in Education Perfect/worksheets</p>
6	<p><b>Work starts on Summative Assessment 4 - Extended Response: Part 1 Food blog</b> Students respond in writing to questions about their diet, food preferences/dislikes in preparation for interviews. Students commence working on their food blog (published in SWAY)</p>
7	<p>Students continue on their food blog. <b>Summative Assessment 4 - Extended Response: Part 1 - Submitted by Friday 2/06</b> SWAY BLOG shared with teacher.</p>
8	<p><b>Summative Assessment 4 - Extended Response: Part 2 Speaking assessment (small group interviews)</b> Students participate in speaking preparatory activities before interviews take place. <b>Interviews to be conducted between Monday 5/06 and Thursday 8/06.</b></p>
9	<p>Cultural activities : les chocolatiers et pâtisseries de France Research a famous French chocolatier/pâtissier and prepare a presentation about how chocolate is made / popular French patisseries.</p>

Week	Theory	Practical
1	<p>What is Alcohol?</p> <ul style="list-style-type: none"> <li>Define alcohol and understand how it functions as a depressant.</li> <li>Understand concepts related to alcohol consumption - standard drinks, Australian Recommendations and Blood Alcohol Concentration (BAC) levels.</li> <li>Summarise learning through Collin's Type 3 Writing</li> <li>Research this subtopic for chosen assessment task focus</li> </ul>	Invasion Games
2	<p>The Effects of Alcohol on the Brain</p> <ul style="list-style-type: none"> <li>Explore the effects of alcohol on the brain</li> <li>Explore the effects of alcohol on the teenage brain</li> <li>Investigate and identify different parts of the human brain</li> <li>Summarise learning through Collin's Type 3 Writing</li> <li>Research this subtopic for chosen assessment task focus</li> </ul>	<p>Invasion Games</p> <p><b>Distribute Assessment Task</b></p>
3	<p>The Effects of Alcohol</p> <ul style="list-style-type: none"> <li>Understand the concept of binge drinking</li> <li>Explore the short term and long-term effects of excessive consumption of alcohol</li> <li>Summarise learning through Collin's Type 3 Writing</li> <li>Explore the effects of drinking alcohol during pregnancy</li> <li>Research this subtopic for chosen assessment task focus</li> </ul>	Invasion Games
4	<p>Legal Consequences</p> <ul style="list-style-type: none"> <li>Investigate the legal consequences associated with drinking alcohol - drink driving and underage drinking.</li> <li>Summarise learning through Collin's Type 3 Writing</li> <li>Research this subtopic for chosen assessment task focus</li> </ul>	Invasion Games
5	<p>Strategies to Minimise Excessive Consumption</p> <ul style="list-style-type: none"> <li>Understand the River of Life strategy and apply knowledge to explore ways to reduce exposure to consumption of alcohol.</li> <li>Summarise learning through Collin's Type 3 Writing</li> <li>Research this subtopic for chosen assessment task focus</li> </ul>	Invasion Games
6	<p>Evaluation - Why Teenagers Should Avoid Alcohol</p> <ul style="list-style-type: none"> <li>Explain why teenagers should avoid the consumption of alcohol (apply learning from the previous four weeks)</li> <li>Research this subtopic for chosen assessment task focus</li> </ul>	Invasion Games
7	<p>Summative Assessment Task: Investigation Report</p> <ul style="list-style-type: none"> <li>Create a student report using Microsoft Sway to help teenagers make informed choices about drugs.</li> </ul>	
8	<p>Summative Assessment Task: Investigation Report</p> <ul style="list-style-type: none"> <li>Create a student report using Microsoft Sway to help teenagers make informed choices about drugs.</li> </ul> <p><b>Assessment Task Due Last Lesson</b></p>	
9	Invasion Games Tournament	

**Year 9 Japanese – Term 2 2023**  
**Mrs Willis**

Week	Tuesday P. 2    Wednesday P. 6    Friday P. 4 + 5
1	<p>Topic: My free time (iiTomo Ch 4)</p> <p>Organise assessment dates in planner</p> <p>Create a kirigami page of four seasons and organise the months into each season</p> <p>Know and understand dates of the month, 元気</p> <p>Recall Katakana to complete activities in booklet</p>
2	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>- Katakana use of small characters (e.g. ファン、フェスブック、フォーク、ウィリス、ウェブ、ウォッチ、ディズニーランド)</li> <li>- Hobbies, free time and quantifiers (p59, 60), time words</li> <li>- Kanji ひまな時、休み、毎日, waseigo</li> </ul>
3	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>- Negative tense and negative quantifiers -あまり、ぜんぜん(p62, 63)</li> <li>- Script - 買、楽、思</li> </ul> <p>Comprehend a summer holiday diary (p64, 65), Culture – Disneyland map</p>
4	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>- The grammar for inviting someone, but and can do</li> <li>- verbs to wear; describe and explain clothing items (Katakana chapter)</li> <li>- Kanji 来、お父さん、お母さん、子、family words (ちゃん)</li> </ul> <p>Create a conversation with a peers about hobbies and free time based on the reading of a script (p67)</p> <p>Comprehend written texts with questions (Activity Book Task 13)</p> <p>Formative task due: Homework Booklet</p>
5	<p><b>Assessment Part 1: Reading test Monday</b></p> <p>Topic: Describing characters</p> <p>Know and understand</p> <ul style="list-style-type: none"> <li>- Grammar –Subject は topic が adjective, adjective noun を verb, joining adj, neg adj (Education Perfect tasks)</li> <li>- Yurukyara and Kanji 目、耳、手、口、大好き、番</li> </ul> <p>Comprehend character descriptions (p76). <b>Distribute assessment task</b> to design a Yurukyara for Yeppoon (or hometown).</p>
6	<p>Create a description for your Yurukyara and submit for editing (memorise)</p>
7	<p><b>Assessment Part 2: Writing test Monday</b> (write Yurukyara description under test conditions)</p> <p>Topic: festivals and celebrations</p> <p>Know and understand:</p> <ul style="list-style-type: none"> <li>- Types of festivals in Japan, giving and receiving (p86, 87), it seems (Education Perfect)</li> <li>- Kanji 文か、花火</li> </ul> <p>Comprehend reading passage (choose form p82, 88, 90 and role play)</p>
8	<p>Comprehend a conversation text, and adapt to suit a festival context (stimulus provided)</p> <p>Practice with a pair, use props and costumes, and record (submit via Teams)</p>
9	<p>Play festival games</p> <p>Eat festival food</p>

**9 Mathematics Term 2 2023**  
**Ms Hernandez, Mrs Lacey, Mrs Doherty, Ms Willing**

Week	Monday/period 1 Tuesday/period 4 & 5 Friday/period 7
1	<p><b>Chance</b>  <b>Recall and review</b> probability content (Ex 9A 2, 3, 5, 7, 11, 13)  <b>Construct and use</b> Venn diagrams (Ex 9B Q1, 2, 4, 5, 9)  <b>Construct and use</b> two-way tables (Ex 9B Q3, 6, 10)</p>
2 ANZAC Day Tuesday	<p><b>Construct and use</b> tables to <b>determine</b> probabilities associated with multiple events (Ex 9D Q1, 2, 5, 7, 8, 10)  <b>Construct and use</b> tree diagrams (Ex 9E Q1-4, 7, 9)</p>
3 Public Holiday Monday	<p><b>Apply</b> experimental probability formula to <b>calculate</b> estimated probabilities and expected frequencies (Ex 9F Q1-6, 8, 11, 12)  <b>Recall</b> concepts and processes covered in Chapter 9  <b>Diagnostic test period 7 Friday</b></p>
4 Geography Ex- Monday	<p><b>Pythagoras' Theorem</b>  <b>Use</b> Pythagoras' Theorem to <b>calculate</b> the length of the hypotenuse (Ex 3A Q1-5, 9-11, 13, 15)  <b>Use</b> Pythagoras' Theorem to <b>calculate</b> the length of a shorter side (Ex 3B Q1, 3-7, 9)  <b>Apply</b> Pythagoras' Theorem to real-life situations (Ex 3C Q1-6)</p>
5	<p><b>Similarity</b>  <b>Use</b> the centre of enlargement and the scale factor to enlarge shapes (Ex 7F Q1, 2, 5-7, 9, 14)  <b>Use</b> similarity tests to <b>determine</b> whether two triangles are similar (Ex 7G Q1-4, 7, 8, 10)  <b>Apply</b> properties of similar triangles to <b>solve</b> problems (Ex 7H Q6-10)</p>
6	<p><b>Trigonometry</b>  <b>Use</b> the naming conventions of right-angled triangles (O, A and H) to <b>identify</b> trigonometric ratios (Ex 3E Q1, 3, 5-8)  <b>Use</b> trigonometric ratios to find the lengths of O and A sides in a right-angled triangle (Ex 3F Q1-7, 10)  <b>Solve</b> trigonometric equations to <b>determine</b> the value of the hypotenuse or the adjacent side (Ex 3G Q1-3, 5, 8, 9)</p>
7	<p><b>Use</b> trigonometric ratios to find angles in right-angled triangles (Ex 3H Q1, 4, 5, 7-12)  <b>Apply</b> trigonometry, including angles of elevation and depression, to real-life scenarios (Ex 3I Q1, 3-10, 12)  <b>Recall and review</b> content from Chance, Pythagoras' Theorem, Similarity and Trigonometry</p>
8	<p><b>Recall and review</b> content from Chance, Pythagoras' Theorem, Similarity and Trigonometry  <b>Examination Understanding and Fluency Friday June 9 period 7</b></p>
9 Th Athletics Fr SFD	<p><b>Examination Problem Solving and Reasoning Monday June 12 period 1</b>  Investigative task TBC</p>

## 9 Music – Term 2, 2023

Ms du Plessis

Week	Lessons
1	<ul style="list-style-type: none"> <li>Understand structure of Symphony Orchestras and explore timbres of instruments</li> <li>Reflect on excursion to Rockhampton Symphony Orchestra</li> <li>Instruments in focus: Percussion (i.e. auxiliary, drums, tuned)</li> <li>Interpret how music portrays an image – excerpts from <i>Carnival of the Animals</i></li> <li>Compose a short piece for percussion ensemble</li> </ul>
2	<ul style="list-style-type: none"> <li>Instruments in focus: Wind (i.e. flute, piccolo, clarinet, oboe, bassoon, saxophones) – examine sounds, music pieces, ensemble types</li> <li>Identify wind instruments in orchestra works</li> <li>Interpret how music portrays an image – excerpts from <i>Carnival of the Animals</i></li> <li>Music theory – notation, rhythm patterns and phrasing revision</li> </ul>
3	<ul style="list-style-type: none"> <li>Instruments in focus: Brass (i.e. trumpet, trombone, French horn, euphonium, tuba) – examine sounds, music pieces, ensemble types</li> <li>Interpret how music portrays an image – excerpts from “Fantasia 2000”</li> <li>Examine and analyse music works in preparations for exam: <i>Symphony No.9</i> by Dvorak, 1812 Overture</li> <li>Music theory – notation, dynamic markings, time signatures</li> </ul>
4	<ul style="list-style-type: none"> <li>Instruments in focus: String (i.e. violin, viola, cello, double bass, harp) – examine sounds, music pieces, ensemble types</li> <li>Interpret how music portrays an image – excerpts from <i>Carnival of the Animals</i></li> <li>Formative Task: Identify composition devices and apply them to a short string composition</li> <li>Music theory – notation, key signatures, tempo</li> </ul>
5	<ul style="list-style-type: none"> <li><u>Composition Task handed out</u></li> <li>Examine and analyse musical works in preparation for exam: <i>The Burning Bush</i> from “The Prince of Egypt”</li> <li>Identify how to write melodies for orchestral instruments</li> </ul>
6	<ul style="list-style-type: none"> <li><u>Exam Thursday (during double lesson)</u></li> <li>Continue to refine composition and composition statement</li> <li>Examine and analyse musical works in preparation for exam: <i>Journey of the Half Moon, In the Hall of the Mountain King</i></li> </ul>
7	<ul style="list-style-type: none"> <li><u>Composition Draft and Composition Statement Draft Due Thursday</u></li> <li>Examine conducting skills and apply knowledge by conducting a small ensemble</li> <li>Continue to refine composition and composition statement</li> </ul>
8	<ul style="list-style-type: none"> <li>Continue to refine composition and composition statement</li> <li><u>Composition Task and Composition Statement Due Thursday</u></li> </ul>
9	<ul style="list-style-type: none"> <li>Reflection of task and unit on OneNote</li> <li>Feedback on exam results and composition task</li> </ul>

## 9 Religious Education – Term 2 2023

Mrs Greinke, Mrs Curran, Mrs Doherty, Mrs Withnall

Week	3 Lessons
1	<p>Introduction – Standing on the Shoulders of Giants. Glossary of key terms.</p> <p>Research the meaning of Unit title. Construction of list of people who have worked for social Justice in our local and global community – identify the ‘God moments’ in these actions. Biographies and key religious figures.</p> <p>Examination of Jesus Changed My Life Song (Katy Nichole) – relate the message of this song to the great people that you have listed. Preparation for Research: Research techniques, Type 2 Writing + activity to create an autobiography of students' own life.</p>
2	<p>Research Techniques: Notetaking Skills + How to create research questions. Develop questions on Pope Francis from stimulus video clips. Develop research questions on three key religious figures.</p> <p>Note taking on Pope Francis activity. Mother Teresa activity. Martin Luther King Jnr. Activity. PEEL paragraphs.</p> <p>Develop a 3- way Venn Diagram to summarise the three significant people of faith: Pope Francis, Mother Theresa and Martin Luther King Jnr.</p>
3	<p>Rosa Parks and her story. Type 3 Writing skills.</p> <p>Compare and contrast biographies. “The story of Rosa Parks” Movie and comprehension activities.</p>
4	<p>The story of Rosa Parks Movie continued and activities. Type 3 Writing Activity. FCA's + PEEL paragraph + Checking for excellence. Research activity (response to movie), for completion of PEEL paragraph.</p>
5	<p><b>Formative Task:</b> Mahatma Gandhi and the Dalai Lama</p> <p>Research information and complete a Type 3 Writing Activity (PEEL paragraph). Use FCAs to provide feedback.</p>
6	<p><b>Assessment Task allocated.</b></p> <p>Task requirements and use of Assessment Task template. How to develop a hypothesis. Reference list – Harvard style.</p> <p>Investigation of how faith has influenced the lives of famous citizens.</p> <p>Research and note taking. Checkpoint #1 Three (3) individuals identified; research questions developed; notetaking template evident.</p>
7	<p>Refine hypothesis. Critique sources. Research and summarise research notes.</p> <p>Type 3 Writing: Draft 1</p> <p>Punctuation and use of capital letters (FCA's) Reference list evident. Correct use of in-text referencing Drafting/ Editing/ Peer review.</p>
8	<p>Ccheckpoint#2 Three (3) paragraphs completed in draft form; evidence of a reference list with correct use of in-text referencing. Submit one (1) paragraph for draft feedback. Type 5 Writing - Editing of assessment work to publishable quality.</p> <p>Checkpoint #3 - <b>Task due by last lesson of the week.</b></p>
9	<p>Reflection on students own Autobiographies.</p> <p>Consideration of the “Standing on the Shoulders of Giants,” to suggest ways in which their own personal biographies might be influenced by the role models investigated this Term.</p> <p>Investigate 3 things that have motivated you in relation to the lives studied. Determine ways of including actions into student's own lives. Think back to the song from week 1 – how might the messages of this song impact on these actions.</p>



Week	
1	<p><u>Review Atoms &amp; the Periodic Table</u> Understand the history of the atom as it relates to atomic structure Identify the position of metals, non-metals and metalloids on the periodic table Calculate with atomic number, atomic mass and subatomic particles Sketch electron shell diagrams</p>
2 (No Tues lessons – ANZAC day)	<p><u>Ions &amp; Ionic Formula</u> Identify anions and cations Construct ionic formula</p> <p><u>Chemical Reactions &amp; Equations</u> Explain the Law of Conservation of Mass Understand what occurs during a chemical reaction and symbolise chemical reactions <b>Practical Activity:</b> Conservation of Mass</p>
3 (No Mon lessons – Labour day)	<p>Interpret and analyse word equations Understand natural radioactivity as it relates to the decay of nuclei in atoms Construct balanced chemical equations</p>
4 (Year 9 Geo excursion – Mon)	<p>Construct balanced chemical equations</p> <p><u>Characteristics of Acids &amp; Bases</u> Recall the properties of acids &amp; bases Understand the pH scale <b>Diagnostic Test</b></p>
5	<p><u>Reaction Types</u> Understand the 3 main types of reactions: acid + base = neutralisation, acid + metal, acid + metal carbonate <b>Practical Activity:</b> Identifying acids &amp; bases using indicators</p>
6 & 7	<p><b><u>Student Experiment – Investigating Antacids</u></b></p> <ul style="list-style-type: none"> <li>- Literacy activity: Antacids (SQ4R)</li> <li>- Initial practical + write up</li> <li>- Modification of original experiment</li> <li>- Data for student experiment collected in a group</li> <li>- Completion of individual write up</li> </ul>
8	<ul style="list-style-type: none"> <li>- Completion of individual write up</li> </ul>
9	<ul style="list-style-type: none"> <li>- Completion of individual write up</li> </ul> <p><b>Student experiment due Tuesday</b></p>

## 9 Social Science – Term 2

### Biomes and food security

Week	Lessons
1	<p>Introduction to the unit - Biomes group display task</p> <p>Introduce topic and assessment for unit – Biomes &amp; Food Security</p> <p><i>What is a biome?</i> Define Biome and understand the characteristics of them– vegetation, influences on vegetation growth (annotate photos of each biome).</p> <p>Identify locations of world biomes – mapping</p>
2 Tuesday – ANZAC Day	<p>Identify the role of soil in biomes - Different biomes have different soil and vegetation characteristics</p> <ul style="list-style-type: none"> <li>• How do we feed the world? Identify how we feed the world. What does the world eat?</li> <li>• Understand the main farming methods used to produce food–Traditional (subsistence) to modern agriculture /Understand how we have increased our food production</li> </ul>
3 Monday – Labour Day	<p>Identify how we use technology for food production?</p> <p>Understand how we modify climate, soil and landscapes to improve food production</p> <p>Understand and explain how producing food affects biomes</p> <p>Identify strategies for sustainable food production. Sustainable agriculture - 10% Summary - What is sustainable agriculture? Relate to High Valley Dawn</p>
4 Monday – Excursion	<p><b>Excursion to High Valley Dawn – Monday</b></p> <p>Understand -How to write a Geography report – steps/ structure</p> <p>Reflection on the excursion</p> <p>Report writing – analyse findings from excursion</p> <p><b>Checkpoint one - Title page/ contents page &amp; introduction</b></p>
5	<p><b>Report writing. Summary of findings</b></p> <ul style="list-style-type: none"> <li>▪ <u>Brief overview</u> - describe the farm</li> </ul> <p><u>Explain</u>- the farming strategies/ what is produced and how much is produced?</p>
6	<p><b>Report writing - Summary of findings</b></p> <ul style="list-style-type: none"> <li>• <u>Explain</u> - What are the impacts of the farm on the Yeppoon community – provide this information in a table (economic/ social and environmental).</li> <li>• <u>Explain</u>- the challenges on the farm and how these threats are managed.</li> </ul> <p><b>Checkpoint two - Progress check</b></p>
7	<p><b>Report writing</b></p> <p><b>Solutions</b> – Identify two solutions to address the challenges identified on the farm. Think about what can be done to improve or support sustainability on the farm?</p>
8	<p><b>Report Due Last lesson of the week</b></p> <p>Report writing 3.0 Conclusion</p> <p>Explain why farming methods and management practices at High Valley Dawn contribute to sustainability and food production.</p> <p>Explain the importance of maintaining healthy and sustainable biomes for future food production.</p>
9 Thursday – Athletics Day Friday – Show Holiday	<p>Reflection on unit - <b>how humans can protect biomes and improve food production?</b></p> <p><b>War on waste video</b></p>

## 9.1 VISUAL ART- Term 2 'Still Life'

Kelly Melvin 2023

Week	Monday lesson 2, Wednesday lesson 7, Thursday lessons 6 and 7
1	Recap of class expectations and procedures. Hand back results from term 1 – discuss. Complete Nano Nagle class group project for Nano Nagle Day display in Presentation Learning Centre week 2.
2	Review of Term 1 Elements of Art - Line, Shape and Tone and media – pencil, graphite pencil, charcoal, chalk, pastel and corte. Review of colour theory – What is colour? Colour wheel and colour schemes (Monochromatic, Harmonious, Complementary warm/cool, emotional effects and Colour Symbolism) Making: Monochromatic Still Life from sample given.
3	Painting techniques – acrylic paint focus incorporating colour theory and Still Life examples/practices. Making: continue Still Life painting on canvas to practice acrylic painting techniques.
4	Texture Theory Describe and explore different textures. How is texture perceived and what are the human senses used to interpret them? Exploration of the two types of texture - Real and Visual – What is the difference? What are the feelings communicated with smooth and rough textures.
5	Texture Theory continued. Artwork analysis- Margaret Dodd, ' <i>Holden with Hair Curlers</i> ' Making: Creation of collage incorporating two types of texture types.
6	Making: Create an interesting resolved still life painting composition on board/canvas using a combination of elements learnt. (Line, Shape, Tone, Colour, Texture).
7	Making: Continue with creating individual resolved Still Life painting on board/canvas - complete by the conclusion of the week.
8	Assessment Due: Painting Folio (still life) and Visual Journal Due. Responding Task – Research from given list one chosen artwork to analyse and interpret meanings communicated. In-class Task.
9	Unit and learning reflection. Various activities for consolidation of knowledge and skills learnt throughout the semester.