WONGAN HILLS DISTRICT HIGH SCHOOL

TERM OUTLINES

Term 1 2024

YEAR 9

Wongan Hills District High School

Cultivate

Year 9 English
Term 1 2024

Wk	Content/Teaching Points	Formal Assessment
1-4	**Short Story Response** · Elements of plot · Point of view · Protagonist and antagonist · Direct and indirect characterisation · Mood vs Tone · Foreshadowing · Theme · Further develop sentence structures, grammar, punctuation, vocabulary	**Week 4**: Short Story Response to Unseen Story
5-8	**Documentary Study** · Conventions of a documentary · Sub-genres · Structure · Context and purpose · Audience response · Narrative / documentary conventions · Rhetoric language · Formulating and supporting ideas · Formal written expression / academic language · Further develop sentence structure, grammar, punctuation, vocabulary	**Week 8**: Short answer responses to a familiar documentary
9	**Reading Comprehension / Review** · Reading Comprehension tasks · Review and revise vocabulary of literacy terms	

Homework:
There are no set homework tasks for Year 9 English this term. However, students may be expected to complete some unfinished tasks at home or conduct research at home.

Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities. Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level, as well as ability levels amongst students, are met.

Wongan Hills
District High School

Cultivate

2024 Year 9 Program - Mathematics

Year 9 Achievement Standard

Number and Algebra
Students solve problems involving simple interest. They apply the index laws to numbers and express numbers in scientific notation. Students expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. Students sketch linear and non-linear relations.

Measurement and Geometry
Students interpret ratio and scale factors in similar figures. They explain similarity of triangles. Students recognise the connections between similarity and the trigonometric ratios. They calculate areas of shapes and the volume and surface area of right prisms and cylinders. Students use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.

Statistics and Probability
Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They compare techniques for collecting data from primary and secondary sources. Students construct histograms and back-to-back stem-and-leaf plots. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Wongan Hills
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Year 9 Mathematics
Term 1

Wk	Content/Teaching Points	Assessment
1- 5	**Number and Algebra** · Solve problems involving simple interest (ACMNA211) · Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate (ACMNA213) · Solve linear equations (ACMNA215)	W5. Test 1 Number
6-7	**Naplan Review and Assessment** · (With content from Weeks 1-5 or 8-9 as appropriate)	
8-9	**Space and Measurement** · Investigate Pythagoras' Theorem and its application to solving simple problems involving right-angled triangles (ACMMG222) · Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving (ACMMG159)	W8 Test 2. Space and Measurement

Year 9 Mathematics
Term 2

Wk	Content/Teaching Points	Assessment
1-2	**Space and Measurement** · Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles (ACMMG223) · Apply trigonometry to solve right-angled triangle problems (ACMMG224)	W4. Test 3 Number
3-5	**Space and Measurement** · Sketch linear graphs using the coordinates of two points (ACMNA215) · Find the gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software (ACMNA294) · Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMNA208)	W8 Investigation 1 Space and Measurement
6-7	· Find the midpoint of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software (ACMNA294) · Find the distance between two points located on the Cartesian plane using a range of strategies, including graphing software (ACMNA214)	
8-10	· Calculate areas of composite shapes (ACMMG216) · Calculate the surface area and volume of cylinders and solve related problems (ACMMG217) · Solve problems involving the surface area and volume of right prisms (ACMMG218)	
11	Revision and Consolidation for those not on Cadets – Bivouac Camp	

Wongan Hills District High School

Cultivate

Year 9 HASS

Term One History

WEEK	TEACHING POINTS	ASSESSMENT TASKS
1/2	· Historical Concepts · Timelines · Technological innovations and the agricultural revolution. · Cottage industries to industrial factories	
3-6	**INVESTIGATING THE INDUSTRIAL REVOLUTION (1750 – 1914)** · The movement of people from rural to urban areas during the Industrial Revolution. · Experiences of men, women and children throughout the Industrial Revolution: · Layout of industrial towns · Working conditions. · The short-term and long-term impacts of the Industrial Revolution	**ASSESSMENT:** In class Source Analysis examining the experiences of men, women and children during the Industrial Revolution
7 - 9 Term 1 1-2 Term 2	**INVESTIGATING WORLD WAR I (1914-1918)** · The causes of World War I · Where and how Australians fought in World War I · The impact of World War I, with a particular emphasis on Australia · The commemoration of World War I, including the significance of the ANZAC legend	**ASSESSMENT:** Research task – the experience of the ANZAC service personnel.

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Wongan Hills District High School

Cultivate

Year 9 Science
Term 1 2024

Physical Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	**Longitudinal Waves - Sound** · Use long slinkies to demonstrate longitudinal waves, defining compression and rarefaction · Introduce sound as an example of a longitudinal wave. · Relate the pitch and loudness of a sound to the frequency and amplitude noting that the loudness as determined by the human ear depends on the pitch. **Transverse Waves** · Introduce waves as a method for transmitting energy. · Define the terms amplitude, period, frequency and wavelength and explain what properties of the wave are determined by each.. · Investigate transverse waves in a string or rope. **Light Waves** · Introduce light waves as a different form of wave that does not require a medium to travel through and therefore can travel through space i.e. electromagnetic waves. · Compare and contrast longitudinal waves with transverse waves. · Examine reflection from rough surfaces and reflective surfaces. · Introduce the Law of Reflection · Introduce the concept of refraction as light passes into faster and slower mediums. **Lenses and Sight** · Introduce convex lenses and their associated ray diagrams · Review the structure of the eye and how the lens is used to project an image onto the retina. · Look at the structure and function of other parts of the eye including the cornea, vitreous humour, rods and cones. Compare vision in different animals e.g. colour vision, range of vision, night vision	Test 1
5-8	**Heat Energy Transfer** · **Revise the definition of heat and temperature** · **Explain how heat affects substances on the atomic scale** · **Discuss and model the different method of heat transfer – conduction, convection and radiation** · **Use the particle model to discuss how heat travels in conductors and insulators** **Investigate methods for reducing heat transfer e.g. in a thermos or to create an energy efficient home.** **Electricity** · **Examine on the atomic scale why some materials conduct electricity and others do not.** · **Define current, voltage and resistance** · **Perform practical experiments to derive and/or reinforce Ohm's Law.** **Perform experiments to calculate an unknown resistances by measuring V and I.** **Electrical Circuits** · **Construct electrical circuit diagrams using voltage sources, wires, resistors, globes, switches, ammeters galvanometers etc.** · **Build circuits in series and parallel and compare the brightness of multiple globes in series and parallel.** **Solve word problems involving circuits in series and parallel.**	**Test 2**
9-10	**Electricity and Magnetism** · Explain that electricity and magnetism are closely related. · Examine the magnetic field that is created around a current carrying conductor and introduce the right-hand rule. · Extend the idea to solenoids and electromagnets. · **Prac:** Build electromagnets using a large iron nail, wire and direct power source. **Applications of Electricity and Magnetism** · Examine the use of turbines and how they produce large-scale electricity. · Compare the different methods of turning a turbine.	Assignment

Homework:
There is no set homework for the Year 9 students this term, however, it is recommended that students aiming for an ATAR pathway consolidate their learning at home.
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Wongan Hills District High School

Cultivate

Year 9 Careers Education
Semester 1 2024

Wk	Learning Intentions	Success Criteria
1-3	Course outline and introduction. Establishing prior learning and career aspirations. Students will be able to identify their own innate abilities and personal skills, explain the difference between personal and technical skills and state how they may be of value to future employers.	Students can identify a range of personal skills, make their own list of personal skills and understand that they can seek out opportunities to develop them further and explain the difference between personal and technical skills.
4-5	Students will understand how the High 5 messages of career development look in real life. Students will understand what an apprenticeship and traineeship is & complete a Find My Work quiz (Australian Apprenticeships Pathways) and identify one industry area of interest.	Students can identify the High 5 messages of career development & make connections between the High 5 messages and a real-life scenario. Students can explain what an apprenticeship and traineeship is & identify an industry of interest.
6-7	Students will understand the literacy and numeracy skills required when undertaking an Australian Apprenticeship or Traineeship & connect their literacy and numeracy skills and aptitude to those required in their favourite industry. Students will identify their interests, values, personal attributes, and skills they need to develop further.	Students can explain how their current literacy and numeracy skills relate to securing an apprenticeship & identify connection between the English and mathematics learning they do in school and future pathways Students can complete a mind map that highlights their interests, values, personal attributes, and skills they need to develop further.
8-9	Students will develop an understanding that there is more than one pathway leading to careers of interest and that pathways are not necessarily linear. Students will understand the importance of the Unique Student Identifier (USI) and the process for creating and storing their USI and understand the need for a tax file number (TFN) and the process for applying for a TFN.	Students can complete a pathways plan for an occupation of interest. Students can create, send and save their USI & organise to apply for a TFN.

Assessments completed in Term 1 will be combined with assessments from Term 2 to determine a grade for the Semester.

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Wk	Learning Intentions	Success Criteria
10-11	Are you work ready: Students will develop an awareness of the types of jobs young people have while in high school. Where to find those kinds of jobs. What they would value in a job.	Students will be able to identify the benefits of part-time work. Their work values. How to search for a secure a job. If they would like to pursue securing a part-time job. The skills, abilities and experience they believe they have to offer an employer.
12-13	Addressing Selection Criteria: Students will recognise essential criteria in a job advertisement. Understand how their skills and attributes meet selection criteria.	Students can state the criteria required by an employer. Identify how, and to what extent, their skills and attributes meet selection criteria. Determine their confidence and suitability in applying for a job.
14-16	The resume: Students will understand the importance of a resume in the job application process. Begin to structure their own resume using the example provided. The cover letter: Students will understand that a formal cover letter introduces themselves to a potential employer and demonstrates the value they bring to the position being applied for.	Students can create or update their resume. Students can share their resume and edit, proofread and make relevant suggestions to help improve others resumes. Students can write a tailored, formal cover letter that could be used to apply for a particular advertised job. Students can edit their cover letter accepting or declining any edits provided.
17-18	Dealing with job rejection: Students will explore the reasons for job rejection. Understand the effects job reception can have on a person. Explore related anxieties and depression. Develop a plan for dealing with job rejection.	Students can state the benefits of positive self-talk. State how to focus on personal strengths and stay positive. State how to go about seeking feedback. State how to seek help, maintain open options and identify cause.

Assessments completed in Term 1 will be combined with assessments from Term 2 to determine a grade for the Semester.

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Wongan Hills District High School

Cultivate

Year 9 Design & Technologies
Semester 1 2024

Wk	Content/Teaching Points	Assessment
1-3 **Induction, Safety Design and Investigation**	Workshop induction and safety procedures outlined. Create a brief for a solution that explains the needs of a stakeholder. Investigate and explain a selection of components/resources to develop solution ideas, identifying constraints. Describe economic, environmental and social sustainability in the development of designed solutions for products, services and environments. Explain, with relevant examples, social, ethical and sustainability factors.	Students will undertake ongoing assessments on static machine and handheld power tools operational compliances and occupational safety and health. Students will undertake a series of design tasks and submit a selected task for assessment. Students will develop a unique design within parameters and communicate ideas and concepts. The developed design will be produced using sustainable materials and processes. Products and designs will undergo summative assessment on the conclusion of production and design processes.
4-5 **Design Continuum and Production**	Produce detailed design solutions assessing alternative designs against given criteria using a range of relevant examples and appropriate technical terms and technology. Uses a range of relevant examples and explains characteristics and properties of materials, systems, components, tools and equipment.	Students will continue to produce, refine, evaluate and redirect their design and production works. Students will justify decision-making factors of selecting and combining materials, applicable systems, components and relevant tools and equipment.
6-7 **Design Continuum and Production**	Explains, in detail, how technologies can be combined and used to create designed solutions. Consistently selects, safely implements, tests with modifications (when necessary), using a range of appropriate technologies and processes, to make solutions. Consistently works independently and collaboratively to effectively manage projects, considering time, cost, risk and safety factors. Using relevant technologies including digital technology.	Students will continue to produce, refine, evaluate and redirect their design and production works using a feedback cycle. Finishing techniques may be evaluated and incorporated at this stage.
8-9 **Production and Evaluation**	Provides a comprehensive evaluation, justifying reasons for design processes and outcomes against student-developed criteria, using a range of relevant examples.	Finished production models and design briefs will be assessed. Designs requiring continued production in Term 2 will be evaluated and assessed formatively.

Assessments completed in Term one will be combined with assessments from Term 2 to determine a grade for the Semester.

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Wk	Content/Teaching Points	Assessment
10-12 **Workshop refresher. Design and Investigation**	Workshop and OSH refresher. Create a brief for a solution that explains the needs of a stakeholder. Investigate and explain a selection of components/resources to develop solution ideas, identifying constraints. Describe economic, environmental and social sustainability in the development of designed solutions for products, services and environments. Explain, with relevant examples, social, ethical and sustainability factors.	Students will either continue with a current design project or develop a new project for the Term or a series of smaller projects in collaboration with the teacher. They will undertake ongoing assessments on Static machine and handheld power tools operational compliances and OSH. Students develop unique designs within parameters and communicate ideas and concepts. The developed design will be produced using sustainable materials and processes. Products and designs will undergo summative assessment on the conclusion of production and design processes.
13-14 **Design Continuum and Production**	Produce detailed design solutions assessing alternative designs against given criteria using a range of relevant examples and appropriate technical terms and technology. Uses a range of relevant examples and explains characteristics and properties of materials, systems, components, tools and equipment.	Students will continue to produce, refine, evaluate and redirect their design and production works. Students will justify decision-making factors of selecting and combining materials, applicable systems, components and relevant tools and equipment.
15-16 **Design Continuum and Production**	Explains, in detail, how technologies can be combined and used to create designed solutions. Consistently selects, safely implements, tests with modifications (when necessary), using a range of appropriate technologies and processes, to make solutions. Consistently works independently and collaboratively to effectively manage projects, considering time, cost, risk and safety factors. Using relevant technologies including digital technology.	Students will continue to produce, refine, evaluate and redirect their design and production works using a feedback cycle. Finishing techniques may be evaluated and incorporated at this stage.
17-18 **Production and Evaluation**	Provides a comprehensive evaluation, justifying reasons for design processes and outcomes against student-developed criteria, using a range of relevant examples.	Finished production models and design briefs will be assessed.

Assessments completed in Term one will be combined with assessments from Term 2 to determine a grade for the Semester.

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Wongan Hills District High School

Cultivate

Year 9 Visual Arts
Semester 1 2024

Wk	Content/Teaching Points	Classwork & Assessment
1-3 Making	Students will commence a unit of work focused on producing a painting in acrylic on paper. The painting will depict an idiom or cliché concerning the mouth, lips, tongue or teeth; such as bite the bullet, put your money where your mouth is or loose lips sink ships. They will also examine the associate works of artist Andy Warhol. Students will receive instruction on techniques with acrylic paints and composition.	Through use of the internet and printed media students will examine examples of paintings in the style of the brief. They will produce well-considered preliminary ideas for the creation of a painting as described in the brief. They may utilise such techniques as mind maps, brainstorm, sketches, media testing and photography; and will maintain a detailed and sequential plan in the development of a personal idea leading to a well-considered final design.
4-6 Making & Responding	Students will take part in class discussions about specific techniques employed by various artists. They will be taught to sketch and paint in specific styles and document the drawing and design process in detail, with reference to specific design features and accurate use of elements and principles in annotations.	Students will make detailed comments about visual conventions and how they have specifically contributed to the meaning of their artwork. They will identify relevant visual conventions and accurately describe why an artist specifically employed these to create a compositional arrangement. Students will select and effectively apply appropriate artistic conventions to communicate ideas and meet audience expectations.
7-9 Making	Students will be taught how to purposefully select and discerningly apply a range of compositional techniques to create a complex design. Students will be supported in independently choosing specific techniques and processes to develop and effectively represent an idea, subject or style in their finished artwork.	Students will further develop their artworks in the style of the brief. They will carefully select and effectively apply specific techniques and experiment them in the development of their painting.
9 Making & Responding	Students will be provided a scaffold for a critical analysis framework to correctly and accurately describe an artwork, providing a detailed interpretation and informed opinion and judgement.	Students will produce a finished artwork by effectively implementing the chosen design and specified process. Though the scope of individual works may extend into the following term. Students will provide specific reflective comments and opinions about their creative process with evidence to justify statements. They will apply correct and effective presentation conventions to enhance and purposefully display their own artwork.

Assessments completed in Term one will be combined with assessments from Term two to determine a grade for the Semester.

Please note that the information above is a guide only. The course content and assessment dates may change over the term. Work will also be differentiated to account for individual student needs and stages of learning. Some works may extend beyond the term or semester into the next.

Wk	Content/Teaching Points	Assessment
10-12 Making	Students may continue with their work from the previous term if unfinished or may undertake introductory lessons in ceramic work.	Students will learn terms and processes associated with sculpting in clay. They will experiment with clay and associated tools, processes, mediums and techniques.
13-14 Making & Responding	Students will undertake introductory lessons in various clay sculpting and potting techniques with the aim to produce an art piece that can be glazed and fired.	Students will refine their techniques and processes to produce a clay art piece suitable for glazing and firing.
15-16 Making	Students will undertake lessons in glazing techniques and kiln firing.	Students will glaze and fire their selected art piece.
17-18 Making & Responding	Students will be provided a scaffold for a critical analysis framework to correctly and accurately describe an artwork, providing a detailed interpretation and informed opinion and judgement.	Students will produce a finished artwork by effectively implementing the chosen design and specified process. Students will provide specific reflective comments and opinions about their creative process with evidence to justify statements. They will apply correct and effective presentation conventions to enhance and purposefully display their own artwork.

Assessments completed in Term one will be combined with assessments from Term two to determine a grade for the Semester.

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Wongan Hills District High School

Cultivate

Year 9 Digital Media
Semester One 2024

TERM ONE		
Wk	**Content/Teaching Points**	**Formal Assessment**
1-2	**Introduction to Digital Media** · What is digital media? · Where / how used · Digital Media Literacy · Careers in digital media	
3	· Planning, Design & Development · Target audience	
4	· File types · QR codes	
5-6	· Research how businesses use digital media · Develop slideshow	**Week 5 + 6 -** Digital Media Research + Presentation
7	· Digital graphics · Design elements	
8 - 9	· Using Canva to create graphics · Digital Media Project	
TERM TWO		
Wk	· **Content/Teaching Points**	**Formal Assessment**
1	· Digital Media Project	**Week 1 -** Digital Media Project – Create a digital graphic
2	· Presentation of digital graphics · Digital graphics software	
3 -4	· Introduction to photography + editing	
5	· Logos · Creating logos	
6-7	· Personal Logo Project	**Week 6 + 7 -** Personal Logo Project
8	· Digital audio basics	
9	· Digital audio software · Trimming and editing audio	
10-11	· Creating digital audio ads	

Homework and Computer Access: There are no set homework tasks for Year 9 Digital Media this semester. However, students may be expected to complete some unfinished tasks at home or conduct research at home. Students will be accessing computers and the internet each lesson. Computer Use Agreement and permission to access the internet must be completed by caregivers for students to fully participate each week. Please note that the information above is a guide only. The course content and assessment dates may change overreach term depending on student needs and abilities and digital media skillset.		