



Week	Key Concepts	Assessment
1 - 3	<p>Monologues</p> <ul style="list-style-type: none"> - understand how the selection of a variety of language features can influence an audience. - understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view - create texts showing how language features and images from other texts can be combined for effect. - use language features to engage the audience. 	<ol style="list-style-type: none"> 1. Monologue Students will create and present a monologue based on a character from a text studied this year or a fairy tale of their choice. 2. Dialogue In pairs, students will write and present a dialogue between characters from a well-known fairy tale.
4-7	<p>Play Study – Honey Spot</p> <ul style="list-style-type: none"> - Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts - Understand, interpret and discuss how language is compressed to produce a dramatic effect in drama - Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts 	<ol style="list-style-type: none"> 1. Scene writing Students will write (in play format) the next scene to the play 2. Review Students will write a review of the play with an evaluation of the themes and issues presented 3. Dramatic reading Students will choose one key scene to read aloud and explain why they chose the scene and its significance
8-9	<p>Theme</p> <ul style="list-style-type: none"> - Students will review the concept of theme and recount the messages that were delivered in each of the texts studied throughout the year. 	<ol style="list-style-type: none"> 1. Essay Students will write a 1-2 page essay examining a theme in a text, using TEEL/S paragraphing
Ongoing	<p>Independent Reading</p> <ul style="list-style-type: none"> • Students borrow a book to read during library time and at home EACH NIGHT • Each week several students will present on the book they are reading • Discuss concepts of plot, setting, character, point of view and themes in novels. 	



WEEK	TOPIC	CONTENT	ASSESSMENT & HOMEWORK
1	Characteristics of Living Organisms	<ul style="list-style-type: none"> Characteristics that all organisms share. Classification systems- Dichotomous Keys. 	Book work <ul style="list-style-type: none"> Glossary Scientific methods Class presentation Over the term these will form 10% of the Term 4 mark
2	Cells	<ul style="list-style-type: none"> Plant and animal cells. 	Practical Activity: - Drawing plant and animal cells. Similarities and differences. (10 Marks).
3-4	Respiration and photosynthesis	<ul style="list-style-type: none"> Word equations and processes for P and R. Plants as producers. 	Practical Activity: - Ecosystem on a Microscope slide. (10 Marks). Test: - Classification and Cells. (10 Marks).
5-6	Food Webs and food Chains	<ul style="list-style-type: none"> Examine producers and consumers. Follow energy flow through a food chains. Construction of food webs. Other relationships. 	Activity: - Construction of a food web. (10 Marks).
7-8	Disruption to ecosystems.	<ul style="list-style-type: none"> Impact on food webs of introduced species. 	Assignment: - Biological control successes and failures in Australia. (10 Marks). End of Topic Test. 40%
9	Cadet Camp		
10	Review and Reflect		



Week	Key Concepts/Topics	Assessment
1	<i>Transformation and Visualisation</i>	Week 2: Chapter 10 Review
2	<ul style="list-style-type: none">• Understanding, using, and describing movements of shapes.• Using Cartesian graphs to describe movements of shapes and symmetry.• Revising the Problem Solving Framework	
3	<i>Continuation of Algebra: Linear Equations</i>	
4	<ul style="list-style-type: none">• Solving equations using backtracking• Solving equations using balancing methods• Describing and using equations with pronumerals	Annual Progressive Achievement Test Week 5: Chapter 7 Review
5		
6	<i>Statistics and Probability</i>	Week 7: Chapter 9 Review
7	<ul style="list-style-type: none">• Creating bivariate data• Measuring spread of data and results	
8	<i>Angles and Shapes</i>	Week 9: Chapter 8 Review
9	<ul style="list-style-type: none">• Classifying, and calculating angles.• Describing and measuring triangles and quadrilaterals	
10	Revision of linear equations	
Homework: All Year 7 students have access to Mathspace so they can practise essential skills and gain a better understanding of mathematical concepts. It is expected that each student will complete the assigned tasks to reinforce their classroom learning to increase their achievement. If you need assistance in using Mathspace, please contact me as soon as possible to organise alternative opportunities or log in details.		



Wk	Content/Teaching Points	Assessment
1/2	<ul style="list-style-type: none"> • Deciding and choosing where to live • Sense of place • Attachment to country • Perceptions of liveability • Liveability of places and how do we measure it? 	<p>ASSESSMENT : How Liveable is Your Town ? (10%)</p>
3/4/5	<ul style="list-style-type: none"> • Needs and Wants <ul style="list-style-type: none"> ○ Difference between needs and wants ○ Difference between goods and services ○ Barter and trade – Kingdom of Mocha ○ Factors of Production – land, labour, capital and enterprise ○ Economic Problem 	<p>ASSESSMENT: Economic Problem Quiz (10%)</p>
6	<ul style="list-style-type: none"> • Supply and Demand <ul style="list-style-type: none"> ○ Current consumer trends ○ How do producers set prices? 	<p>ASSESSMENT: Unit Test (20%)</p>
7	<ul style="list-style-type: none"> • Work and Income <ul style="list-style-type: none"> ○ Difference between work and income ○ Why people work and the different types of work ○ Different types of ways to earn an income ○ Superannuation 	
8	<ul style="list-style-type: none"> • Entrepreneurs <ul style="list-style-type: none"> ○ Definition of an Entrepreneur ○ Key skills and behaviours entrepreneurs have ○ Entrepreneurial activities ○ Case studies of successful entrepreneurs 	<p>ASSESSMENT: Who Wants to be an Entrepreneur? (10%)</p>
9	CADET CAMP	
10	Entrepreneurs in Australia	

There are 4 assessments in Term 4, with a total weighting of 50%. The remaining 50% of marks is allocated towards assessments to be undertaken in Term 3. 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.



Week	Key Concepts/Topics	Assessments
1	<ul style="list-style-type: none">I.T in the entertainment and advertising industry	<i>3d wireframe</i> <i>Model skin</i>
2	<ul style="list-style-type: none">Building a 3D wireframe character	
3	<ul style="list-style-type: none">Building a 3D wireframe character	
4	<ul style="list-style-type: none">3D model File conversion and Making a skin	
5	<ul style="list-style-type: none">Making a skin	
6	<ul style="list-style-type: none">Making a skin	<i>Please note that students engaged in the Lego league will be on an alternate program assessed by Mr Coughlan.</i>
7	<ul style="list-style-type: none">Triumph of the nerds Silicon Valley story	
8	<ul style="list-style-type: none">Triumph of the nerds Silicon Valley story	
9	<ul style="list-style-type: none">Cadet Camp	
10	<ul style="list-style-type: none">Final week	

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Week	Key Concepts/Topics	
1	○ Drug powerpoint presentations	<i>Drugs</i>
2	○ Drug powerpoint presentations	
3	○ Making healthy choices	<i>Healthy influences</i>
4	○ Nutrition	
5	○ Nutrition	
6	○ Physical activity	<i>Safety</i>
7	○ General safety	
8	○ Road safety	
9	○ Road safety	
10	○ countryweek	
	Term 1 Assessments	2x challenge and check activity PowerPoint Presentations

Week	Key Concepts/Topics:		
1	Online safety	<i>Safety</i>	
2	Online safety		
3	Dealing with loss and grief		
4	Adolescence		<i>Adolescence & Sexual Health</i>
5	Adolescence		
6	Puberty		
7	Puberty		
8	Sexual health		
9	Cadet camp		
10	Final Lesson		
	Term 2 Assessments	<ul style="list-style-type: none"> ▪ 2x challenge and check activity 	

Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term.



Week	Key Concepts/Topics	Assessment/Weighting
1	○ Trees and landscapes	Making
2	○ Trees and landscapes	
3	○ People in landscapes	
4	○ People in landscapes	
5	○ Static figures	
6	○ Static figures	Responding
7	○ Figures in action	
8	○ Figures in action	
9	○ Cadet camp	
10	○ Final Week	

Assessments completed in term one will be combined with assessments from term 3 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 slightly over the term.



Term 4 Week	Key Concepts	Assessment/Weighting
1	Spikeball <ul style="list-style-type: none"> • Roles and responsibilities • Skill analysis and feedback • Basic understanding of game play 	
2	Spikeball <ul style="list-style-type: none"> • Skill development • Round robin competition 	10%
3	Spikeball <ul style="list-style-type: none"> • Skill development • Round robin competition 	
4	Golf <ul style="list-style-type: none"> • Club types • Key Concepts 	10%
5	Golf <ul style="list-style-type: none"> • Club types • History • Key Concepts 	
6	Golf <ul style="list-style-type: none"> • Club types • History • Key Concepts 	
7	Volleyball Game play and umpiring assessment <ul style="list-style-type: none"> • Serving • Drop shots • Volley 	Round Robin competition commences 20%
8	Volleyball Game play and umpiring assessment <ul style="list-style-type: none"> • Serving • Rally techniques • Game play 	
9	CADET CAMP <i>Alternative lessons will be supplied</i>	
10	Volleyball Game play and umpiring assessment <ul style="list-style-type: none"> • Game play round robin competition 	



WONGAN HILLS DISTRICT HIGH SCHOOL

QUINLAN STREET, WONGAN HILLS WA 6603
Ph: (08) 96 712300

Dear Parents/ Carers, Year 9/10 Health Program

Semester Two in Health Education, we are covering the two main topics; *Drug Education* in Term 3 and *Sexual Health and Relationship Education* in Term 4. During this time, students will be taught curriculum content that may be considered quite personal. Drug Education lessons provide students with scientific understanding of how drugs affect the human body as well as ways to develop ways to say no, and to understand peer pressure. *Sexuality and Relationship* lessons provide students with medically accurate information and communication skills to help them make decisions that can keep them healthy and safe.

In Year 9, students will broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships, with a focus on relationship skills that promote positive interactions, and manage conflict. This will include watching graphic, information- based movies/TV shows such as "One Born Every Minute" as well as Young Adult dramas such as "Juno" and "Teen Mom" , both rated M.

Year 10 students will have the Driver's Education Training Course: Keys For Life delivered to them where they will be covering similar concepts during Term 3.

Please read through the parent outlines for more information regarding the teaching and learning program offered.

If you have any questions or concerns, please don't hesitate to contact me at sarah.peters2@education.wa.edu.au

Sincerely,

Sarah Peters

Health and Physical Education/ The Arts
Wongan Hills District High School
96712300



WONGAN HILLS DISTRICT HIGH SCHOOL

QUINLAN STREET, WONGAN HILLS WA 6603
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Dear Parents/ Carers,

Year 7/8 Girls Health Program

Semester Two in Health Education, we are covering the two main topics; *Drug Education* in Term 3 and *Sexual Health and Relationship Education* in Term 4. During this time, students will be taught curriculum content that may be considered quite personal. Drug Education lessons provide students with scientific understanding of how drugs affect the human body as well as ways to develop ways to say no, and to understand peer pressure. *Sexuality and Relationship* lessons provide students with medically accurate information and communication skills to help them make decisions that can keep them healthy and safe.

Students will be learning how to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. This will include watching graphic, information- based movies/TV shows such as “One Born Every Minute” as well and other information- based programs and videos.

Please read through the parent outlines for more information regarding the teaching and learning program offered.

If you have any questions or concerns, please don't hesitate to contact me at sarah.peters2@education.wa.edu.au

Sincerely,

Sarah Peters

Health and Physical Education/ The Arts
Wongan Hills District High School
96712300



Overview

Students will be examining the following areas: Material and technology decisions and processes influence the selection and combination of materials, systems, components, tools and equipment

By the end of the term, students will be able to:

- Define and break down a given task, identifying the purpose
- Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology
- Safely make solutions using a range of components, equipment and techniques.

	Learning Focus	Learning Activities	Assessment
1	INTRODUCTION/PLANNING	PROJECT SELECTION	
2	BASIC SKILLS	LEARNERS PERMIT	
3	INDIVIDUAL PROJECTS	INDIVIDUAL PROJECT <ul style="list-style-type: none"> • Investigate - Sustainability • Design/Plan • Produce 	
4	INDIVIDUAL PROJECTS	INDIVIDUAL PROJECT <ul style="list-style-type: none"> • Investigate - Sustainability • Design/Plan • Produce 	ASSESSMENT: Theory and Safety Poster (10 marks 10%)
5	INDIVIDUAL PROJECTS	INDIVIDUAL PROJECT <ul style="list-style-type: none"> • Investigate - Sustainability • Design/Plan • Produce 	
6	INDIVIDUAL PROJECTS	INDIVIDUAL PROJECT <ul style="list-style-type: none"> • Investigate - Sustainability • Design/Plan • Produce 	
7	INDIVIDUAL PROJECTS	INDIVIDUAL PROJECT <ul style="list-style-type: none"> • Investigate - Sustainability • Design/Plan • Produce • Evaluation/Feedback 	
8	INDIVIDUAL PROJECTS	INDIVIDUAL PROJECT <ul style="list-style-type: none"> • Investigate - Sustainability • Design/Plan • Produce • Evaluation/Feedback 	ASSESSMENT: Design process, evaluating, revision, etc (25 Marks 25%)
9	CADET CAMP		
10	BASIC SKILLS REVISION	REVISION OF SKILLS <ul style="list-style-type: none"> • Evaluating 	ASSESSMENT: Self-Management Mark (10 Marks 15%)