



WONGAN HILLS
DISTRICT HIGH SCHOOL

TERM OUTLINES



Wongan Hills District High School

Year 9/10
Health Education
Term 4

Overview





Wongan Hills District High School

Year 9/10 Health Education Term 4 2026

Term 4 Week	Key Concepts	Assessment/Weighting
1-2	The importance of sexual health in young people Human Anatomy and Physiology	Participation/Contribution to Class Discussions 5%
3-5	Sexual Health Week 3: Stigmas and STI's Week 4: Relationships - Positive and Negative - Coping strategies - Communication Assessment (Week 5)	Week 3 Participation/Contribution to Class Discussions 5% Week 4 Participation/Contribution to Class Discussions 5% Assessment (Week 5) Open Book Test
6-10	Week 6: Foetal Development - Stages of development - Ethical decisions Week 7: Unplanned Pregnancies. - Challenges and Choices Week 8: Different societies and their expectations - Community engagement (Assessment)	Assessment (Week 8) Community Engagement Proposal Task.

Students will be working through the Department of Education Protective Behaviours unit. This has ongoing assessment tasks that students will be completing throughout the term.

Mathematics Course Outline

Years 9+10

Year 9

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Mathematics provides opportunities for students to engage in a range of approaches to learning through the proficiency strands of Understanding, Fluency, Problem-solving and Reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed. Students draw on the behaviours of the proficiencies when selecting and using year level content to apply the complete modelling process, leading to an increased understanding of the complexity of the natural environment, society and technology.

In Year 9, students explore and investigate to understand, calculate flexibly and efficiently, and model with real numbers, writing solutions in exact or approximated form. They engage with financial mathematics by calculating simple interest and exploring ways in which people earn money. They work flexibly, both algebraically and graphically with linear equations, developing an understanding of gradient.

Students explain and determine perimeter and area of composite figures. They apply Pythagoras' theorem to solve perimeter and area problems. Through construction, drawing and geometric reasoning, students establish conditions for congruent triangles, explore properties of similar figures and develop the trigonometric ratios. Students extend their use of formula to include volume, capacity and surface area of right prisms and cylinders.

Students connect probability and statistics by collecting data from experiments and simulations related to two-stage chance experiments, both with and without replacement. They analyse comparative graphs in context using statistical language and critically analyse statistical processes and claims made in the media that relate to data sampling.

Note: the optional content in Year 9 is intended to build and extend students' year level knowledge according to areas of interest, understanding of content and preparation for subsequent study. The content descriptions are optional. Teachers may choose from optional content according to the needs of the student/s.

Year 10

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

The Mathematics curriculum provides opportunities for students to engage in a range of approaches to learning through the proficiency strands of Understanding, Fluency, Problem-solving and Reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed. Students draw on the behaviours of the proficiencies when selecting and using year level content to apply the complete modelling process, leading to an increased understanding of the complexity of the natural environment, society and technology.

In Year 10, students further engage in financial mathematics by calculating and interpreting income tax and compound interest. They explore the effect of error when using approximate rather than exact real values, including in measurement situations. They apply the index laws and extend their algebraic and graphical understanding to include inequalities, simultaneous equations and quadratic and exponential functions.

Students make connections between measurement and geometry by considering the effect on perimeter, area, volume, capacity and surface area when similar figures and objects are enlarged or reduced. Students use geometric reasoning to establish conditions for similar triangles. They find unknown sides and angles in right-angled triangles using Pythagoras' theorem or trigonometry and extend their three-dimensional spatial reasoning and use of formula to include volume, capacity and surface area of composite objects.

Students connect probability and statistics by collecting data from two- and three-stage chance experiments and simulations, both with and without replacement, to model conditional events. They interpret, compare key features and analyse, multiple boxplots. Students broaden their understanding of analysis to include commenting on association in bivariate and categorical data. Students critically analyse statistical reports in the media and identify potential sources of bias.

Note: the optional content in Year 10 is intended to build and extend students' year level knowledge according to areas of interest, understanding of content and preparation for subsequent study. The content descriptions are optional. Teachers may choose from optional content according to the needs of the student/s.

Term 3

(Optional content in bold. Optional content that is also underlined would only be useful for students planning on taking methods or specialist in year 11 and 12)

Week	Year 9	Year 10
1	Use the Cartesian plane to explore finding the distance, gradient and midpoint between two points Develop and use the algebraic formulas for finding the distance, midpoint and gradient between two points	Determine the solution to linear simultaneous equations in the forms $y = mx + c$ or $ax + by = c$ graphically and verify the solution by substitution Determine the solution to linear simultaneous equations in the forms $y = mx + c$ or $ax + by = c$ algebraically and verify the solution by substitution or using digital tools
2	Move flexibly between the equation of a line, represented by $y = mx + c$ and its graph using the gradient and y-intercept. Graph the equation of a line represented in $ax + by = c$ form Rearrange formulae, including $ax + by = c$, to change the subject of the formula	Use a table of values to plot points and graph exponential functions of the form $y = a^x$ where $a > 0$. Identify and relate key graphical and algebraic features and use these to determine graphical solutions of related equations. Use digital tools to explore the shapes, features and related solutions to more complex exponential functions Identify and distinguish between linear, quadratic and exponential functions represented by equations, tables of values and graphs
3	Identify rates as direct proportion, represent algebraically and graphically and use both forms to predict unknown values and interpret in the context of the situation	<u>Use algebraic techniques to solve exponential equations that involve terms with related bases</u> <u>Solve cubic equations in the form $ax^3 = k$ or in factored form, algebraically or using digital tools</u>
4	Use a table of values to plot points and graph quadratic functions of the form $y = ax^2$, describe key features and make connections to the algebraic solution/s of $ax^2 = k$	Use gradient and/or point/s to graphically and algebraically determine equations of parallel and perpendicular lines
5	Investigate indirect proportion, represent algebraically and graphically, use both forms to predict unknown values and interpret in the context of the situation	<u>Explore, describe and interpret circles and rectangular hyperbolas where the asymptotes are parallel to the axes, and their transformations, using digital tools and make connections between the algebraic and graphical representations</u>
6	Test: Relations	Test: Relations
7	Explore, explain and use efficient strategies to determine the perimeter and area of composite shapes involving triangles, quadrilaterals and/or circles, (including sectors), using appropriate units Use Pythagoras' theorem to determine the perimeter & area of shapes involving right-angled triangles, in both exact & decimal approximation form.	Investigate, explore and determine the effect on the perimeter and area of shapes when they are enlarged or reduced by a scale factor Investigate in order to determine the effect on surface area and volume when objects are enlarged or reduced by a scale factor
8	Apply the properties of similarity to determine scales, lengths and angles of real-life figures from scale drawings, maps, plans and photographs Use dynamic geometry software to explore and construct familiar objects in three-dimensions using transformations of two-dimensional figures	Use efficient strategies and apply formulas to determine the volume, capacity and surface area of composite solids, using appropriate units
9	Establish, explain and apply formulas to determine the volume, capacity and surface area of cylinders, using appropriate units Explore and explain efficient strategies to determine the surface area of right prisms using appropriate units	Investigate, calculate and identify the impact of errors on the accuracy and outcome of results in measurement situations Explore, explain and apply efficient strategies and formulas to determine the surface area and volume of right pyramids, right cones, spheres and related composite solids
10	COUNTRY WEEK	

Term 4

(Optional content in bold. Optional content that is also underlined would only be useful for students planning on taking methods or specialist in year 11 and 12)

Week	Year 9	Year 10
1	Explore to identify and describe conditions for triangles to be congruent. Use this to determine unknown sides or angles in pairs of congruent triangles and explain reasoning Apply deductive reasoning and use a sequence of logically connected statements to produce proofs of congruent triangles	Explore to identify and describe conditions for triangles to be similar. Use this to determine unknown sides and angles in pairs of similar triangles and explain reasoning
2	Construct similar figures by enlargement and reduction and use this to establish, explain and apply properties of similar figures	<u>Explore geometric relationships and apply deductive reasoning and a sequence of logically connected statements, to produce proofs of similar triangles and angle/chord/radius/tangent properties in circles</u>
3	Test: Geometry and Measurement	Test: Geometry and Measurement
4	Analyse data with multiple variables represented in tables, describe using statistical measures and relative frequencies to make inferences	Represent the relationship between bivariate data in a scatter plot and draw a trend line by eye if appropriate. Use the graph and context to describe any association in terms of strength, direction, linearity and outliers. Make predictions and recognise and explain any limitations of the model
5	Explore, choose and create graphical or visual representations and justify choice with regards to context, purpose, data type and intended audience Produce and organise accurate and valid, ungrouped continuous data to construct histograms and frequency polygons. Determine summary statistics and analyse the distribution in terms of centre, shape and spread	Represent and analyse boxplots. Explain differences between multiple boxplot datasets in terms of shape, spread and centre. Compare or match the shapes of boxplots to distributions depicting the same data Produce, organise and represent accurate and valid data in a cumulative frequency graph and use this to analyse quartiles and percentiles
6	Interpret and compare multiple datasets represented in back-to-back stem and leaf plots and histograms with consideration of shape, spread and centre	Determine the mean and standard deviation of a dataset. Investigate, analyse and interpret the effect of individual data values, including outliers, on the standard deviation
7	Describe different sampling methods and analyse how the different methods can affect the results of surveys. Identify and explain how chance variation impacts on the data validity, reliability and conclusions drawn from surveys Critically analyse statistics in the media and other real-life situations relating to data samples, including the effect of chance variation on sample analyses	Critically analyse the claims, inferences and conclusions of statistical reports in the media and other real-life situations and identify potential sources of bias
8	Investigation: Statistics	Investigation: Statistics
9		
10		



Week	Content/Teaching Points	Assessment
1 - 3	• World's major biomes • Australia's major biomes	ASSESSMENT: Biomes Investigation (Week 3)
3 - 6	• Biomes and food security • How human alter biomes • Australia's soils • Threats to global food security • How do we meet the rising demand for food production with population growth? • Expanding food production and sustainable agriculture • Where does Australia sit in the global context?	ASSESSMENT: Causes of food security and possible solutions Source Analysis. (Week 6)
7 - 9	• Places ○ Perception and use of places ○ Identity ○ Your local space ○ Transport ○ Technology ○ Real space vs virtual space ○ Impact of people ○ Cultural perspectives and influences ○ Travel and Australia tourism ○ Sport connections	ASSESSMENT: Interconnections Research Task (Week 9)
10	DHS COUNTRY WEEK	



Week	Content/Teaching Points	Assessment
1- 2	○ Australia and the global economy ○ Link between specialisation and trade amongst consumers and producers, and countries ○ How consumers, businesses and governments are impacted by changing global conditions.	
3- 4	● Who does Australia Trade with? ○ Globalisation ○ Investment from overseas ○ Skilled workers shortage and how do we fix it?	ASSESSMENT: International Trade Infographic (Week 4)
5 - 6	● Tourism ○ Resources ○ Historical trading	ASSESSMENT: Trade Relationships extended response
7 - 8	● Australia's interdependence with other economies especially in the Asian region.	ASSESSMENT: Short answer test: Why is China Australia's largest trading partner? (Week 8)
9	CADET CAMP	
10	● Future careers exploration – individual pathway plans, exploration of the myfutures website, potential workplace learning placements for 2026.	

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.



Wk	Content/Teaching Points	Assessment
1	PROJECT SELECTION/CONTINUATION (if students choose to continue a project from 2025 or SEMESTER 1)	
2	BASIC SKILLS REVISION/LEARNERS PERMIT INDIVIDUAL PROJECTS	
3	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
4	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
5	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
6	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce	
7	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce • Evaluation/Feedback	
8	INDIVIDUAL PROJECT • Investigate • Design/Plan • Produce • Evaluation/Feedback	ASSESSMENT: Design process, evaluating, revision, etc
9	REVISION OF SKILLS • Evaluating	ASSESSMENT: Self-Management Mark (Textile project production and working safely)
10	DHS COUNTRY WEEK	



Wongan Hills District High School

	Learning Activities	Assessment
1	Rules and responsibilities <i>Safety rules</i>	
2	Food preparation safety	
3	Food preparation safety	
4	Measuring terminology and equivalences Cooking terminology	
5	Introduce concept of nutrition for healthy living. Discuss Australian Guide to Healthy Eating, and Food Pyramid	
6	Healthy Burger Students are to complete “Healthy Burger” design task (written components)	ASSESSMENT: <i>Self-Management Mark (Food Production skills and working safely)</i>
7	Healthy Burger Students are to complete “Healthy Burger” design task (practical components)	ASSESSMENT: <i>Healthy Burger. After working with a variety of different healthier versions of traditional foods, students will design and create their own healthy burger.</i>
8	Healthy Burger Students are to complete “Healthy Burger” design task (complete all practical and written components)	
9	CADET CAMP	
10	CHRISTMAS COOKING	



Biological Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	Circulatory System • Introduce the circulatory system • Parts of the heart • Arteries vs Veins vs capillaries The Endocrine System • Introduce the endocrine system • Review some of the organs involved in the endocrine system as secretors of hormones (Common hormones- insulin and thyroxine) The Immune System • Investigate how the body responds to invading microorganism • Explore the concept and practices of good hygiene	Test 1
5-8	Populations and Communities • Introduce concepts of population • Examine population growth and decline, and factors that affect population sizes • Explore the concept of carrying capacity of a species • Introduce concept of Community • Investigate interactions between organisms such as predator/prey, parasites, competitors, mutualism, pollinators and disease Energy Flow in the Ecosystem • Introduce trophic levels and consider the transfer of energy from one level to the next. Make an energy pyramid. • Energy enters the ecosystem through photosynthesis. • Consider how energy flows in and out of food webs, and how it must be replaced for the sustainability of the system Balance in Ecosystems • The importance of predators and prey to keeping balance in the ecosystem. • Investigate what happens when predators or prey are removed from an ecosystem. • Examine the role of competition in maintaining balance in an ecosystem. • Examine the role of parasites. • Examine the role of microorganisms in maintaining balance in terms of decomposers and disease.	Test 2

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.

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 are met.



Earth and Space Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	<u>Structure of the Earth</u> - Describe the layers of the Earth and how these layers are classified. - Investigate the modern model of the Earth was developed and what studies were done to identify what is inside the Earth (i.e. elements found in the mantle) - Explain the importance of the inner core. <u>Heating the Earth</u> - Explain how the sun heats the Earth. - Review the three mechanisms of heat transfer. - Introduce the Laws of Radiation and how they apply to the heating of the Earth. - Research the importance of the ozone layer and of how this is depleted (i.e. human activities, solar radiation). How is the weather affected by the depletion of the ozone layer? How is it affected by the amount of radiation it absorbs? - Investigate the greenhouse effect and how this affects the Earth and its inhabitants.	Test 1
5-8	<u>Sea Floor Spreading</u> - Determine the issues and advancements which led to the discovery of mid-ocean ridges and oceanic trenches. - Role-play the activity in mid-ocean ridges. Explain the relevance of the Earth's magnetic field on the formation of the patterns on the ocean floor. - Investigate the factors that disproved the Continental Drift Theory. Do these factors support Sea Floor Spreading theory? How does Sea Floor Spreading support the Plate Tectonic theory? - Elaborate on the non-expansion of the Earth and the role of Subduction zones. <u>Plate Tectonics</u> - Have a clear definition of tectonic plates. Illustrate and explain the motion of tectonic plates in terms of heat transfer. What are observable effects of the motion of plate tectonics? - Determine the locations of the tectonic plates. How were early people able to tell where the plates are? - Role-play or illustrate the three types of plate boundaries and give some implications of the existence of plate boundaries. - Explore and go into the details of the previous and alternative conceptions regarding Plate Tectonics that led to the modern notion (e.g. Continental Drift). <u>Earthquakes</u> - Look into the many kinds of earthquakes. Differentiate between natural earthquakes and induced earth tremors. - Expound on the many effects of earthquakes. Recall the most terrible consequences of earthquakes. - Explore the discovery and invention of the Richter scale. How do you locate an earthquake? - Give some ways that people can prepare for earthquakes and consequent calamities. How do earthquake engineers prepare for earthquakes? <u>Volcanoes</u> - Review different types of land forms and define the volcano apart from the other land forms. - Specify the different characteristics of volcanoes and the types of volcanoes according to the particular features (e.g. erupted material, location)	Test 2

Homework:

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Wongan Hills District High School



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**High School Physical
Education
Term 3 2026**

Term 3 Week	Key Concepts	Assessment
1 Understanding movement	Jumps - Long Jump - Triple Jump	Practical Assessment - Movement Skill - Participation - Sportsmanship
2 Understanding movement	Team Games/Individual Team Games	Practical Assessment - Participation - Sportsmanship
3 Understanding movement	Throws: Discuss Lesson 1: Explicit Teaching of the Skill Lesson 2: Interhouse Athletics Discuss event	Practical Assessment - Movement Skill - Participation - Sportsmanship
4 Understanding movement	Throws: Shot Put Lesson 1: Explicit Teaching of the Skill Lesson 2: Interhouse Athletics Shotput event	Practical Assessment - Movement Skill - Participation - Sportsmanship
5 Understanding movement	Running Events 100,200,400m/Relays Team Games - Team Flags - Team Games Interhouse Athletics Carnival: August 25 th	Practical Assessment - Movement Skill - Participation - Sportsmanship
6 Learning through movement	Country Week Sport Option: Basketball/Futsal	Practical Assessment
7 Learning through movement	Country Week Sport Option: Basketball/Futsal	Practical Assessment
8 Learning through movement	Country Week Sport Option: Basketball/Futsal Lesson 1: Hockey Lesson 2: Designing a modified game for Week 9	Practical Assessment
9 Learning through movement	Modified Game	Practical assessment on effective leadership, including teamwork and motivation. The students will be delivering a modified game to another class based on the sports played during Weeks 6-8.
10	Country Week	



Wongan Hills District High School

**Year 9/10
Physical Education
Term 4, 2026**

Term 4 Week	Key Concepts	Assessment/Weighting
1	Skipping Assessment - Task Overview/Briefing - Music Selection - Task Examples (YouTube Clips)	Practical Assessment - Movement Skill - Participation Sportsmanship
2	Skipping Assessment	Practical Assessment - Movement Skill - Participation Sportsmanship
3	Skipping Assessment – Progress Video Due	Rubric will be given to students and discussed.
4	Skipping Assessment – Final Submission/Performance	
5	Rules of Tennis • Forehand • Backhand • Grip techniques	Practical Assessment - Movement Skill - Participation Sportsmanship
6	Tennis • Technique • Serves • Receiving the ball	Practical Assessment - Movement Skill - Participation Sportsmanship
7	Defending & attacking strategies and tactics • Defensive and Tactical Play • Attacking strategies • Playing a game	Practical Assessment - Movement Skill - Participation Sportsmanship
8	Round Robin competition	
9	Cadet Camp: An alternative plan will be in place	



Wk	Learning Intentions	Success Criteria
1	Investigate the Cyclone Kestrel disaster scenario, identify the needs of displaced families and explain how Design and Technologies can provide practical solutions to authentic community problems.	I can identify and prioritise user needs, explain why they are important and begin developing a clear understanding of the design challenge.
2	Research a variety of existing emergency shelter solutions, compare their features, materials and construction methods, and identify successful design elements that could inform my own work.	I can compare different shelter types, explain their strengths and weaknesses, and justify suitable design features.
3	Develop a detailed design brief by identifying constraints, design requirements, sustainability considerations and competing design factors.	I can write comprehensive design criteria to guide and evaluate my project. Assessment 1 commences.
4	Generate three distinctly different annotated concept designs using appropriate technical terminology.	I can communicate multiple creative design ideas clearly.
5	Evaluate concepts using a decision matrix, justify the preferred solution and complete a final annotated design.	I can justify my design decisions using evidence. Assessment 1 Due (35%).
6	Safely begin constructing a scale prototype following the production plan.	I can construct accurately and record design modifications. Assessment 2 commences.
7	Continue developing and refining the prototype to improve function and construction quality.	I can solve construction problems and refine my prototype.
8	Conduct systematic testing including wind, water, structural and spatial tests.	I can analyse testing data and identify improvements. Assessment 3 commences.
9	Modify and complete the prototype using evidence gathered through testing.	I can implement meaningful improvements. Assessment 2 Due (40%).
10	Evaluate the completed project, reflect on the design process and complete a peer appraisal.	I can evaluate my work against criteria. Assessment 3 Due (25%).
11	Negotiate an individual Design and Technologies project with the teacher. Develop a design brief, identify client needs, establish success criteria and produce a realistic project timeline.	I can negotiate an achievable project, produce a clear design brief and plan my project using appropriate project management techniques.
12	Investigate existing products, materials and production methods relevant to the negotiated project. Generate and annotate several design concepts before selecting a preferred solution.	I can research effectively, communicate design ideas and justify my preferred concept. Assessment 4 commences.
13	Develop detailed working drawings, prepare materials and begin construction or production of the negotiated project while applying safe workshop practices.	I can interpret my plans, organise materials and begin production safely and efficiently.



14	Continue producing the negotiated project while solving design and construction problems as they arise. Record modifications and justify changes to the original plan.	I can refine my project through problem-solving and document changes made during production.
15	Complete production, test the finished project against the negotiated success criteria and make final refinements where required.	I can evaluate the functionality and quality of my project using testing and evidence. Assessment 4 practical due.
16	Present the completed project, evaluate the design process, reflect on strengths and areas for improvement and participate in peer review.	I can critically evaluate my completed project, justify my design decisions and suggest realistic future improvements. Assessment 4 folio and evaluation due (100%).

Note: The course content and assessment dates may change. Work will be differentiated to meet individual student needs and learning stages.

Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.

Please note that the information above is a guide only.



Wk	Learning Intentions	Success Criteria
1	Students investigate how a simple functional form can be transformed through attached sculptural elements.	Explain project requirements; identify suitable paper/cardboard forms; generate transformation ideas; consider attached sculptural elements.
2	Investigate how proportion, attachment and balance affect sculptural ceramic elements.	Develop handle designs; consider attachment points; identify structural problems; explain effects on overall form.
3	Develop and communicate a final ceramic sculpture design.	Develop annotated design; identify attachment points; consider proportion/balance; develop construction sequence.
4	Construct the primary ceramic form using clay and a temporary support.	Prepare clay slab; maintain wall thickness; construct around temporary form; secure main join.
5	Construct three-dimensional ceramic elements for attachment.	Construct sculptural elements; avoid excessive solid clay; consider proportion and weight; prepare for attachment.
6	Securely attach sculptural ceramic elements.	Prepare surfaces; score both surfaces; use slip; join/compress; assess stability.
7	Develop additional attached ceramic elements.	Extend design; add purposeful 3D forms; maintain visual unity; use secure joining.
8	Critically inspect and refine sculpture before drying.	Identify weak attachments; repair problems; refine marks; complete wet-clay stage.
9	Evaluate ceramic construction and develop a glaze plan.	Explain sculptural intention; evaluate attached forms; identify strengths/problems; develop glaze design.
10	Inspect bisque-fired work and prepare for glazing.	Inspect fired work; identify changes; explain glaze support; prepare for glaze.
11	Apply ceramic glaze with control and purpose.	Follow colour scheme; apply glaze carefully; maintain equipment; strengthen form with colour; prepare for firing.
12	Evaluate completed ceramic sculpture.	Explain sculptural intention; discuss transformation; evaluate attached elements and glaze; identify strengths and improvements.

Note: The course content and assessment dates may change. Work will be differentiated to meet individual student needs and learning stages.

Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.

Please note that the information above is a guide only.



TERM THREE		
Wk	Content/Teaching Points	Formal Assessment
1 – 9	Novel Study – “Raw” by Scott Monk • Reading comprehension strategies • Characterisation – direct vs indirect • Plot profile – exposition, rising action, climax, falling action, resolution • Point of view • Genres • Literary Conflict types • Mood vs tone • Figurative language • Themes • Thematic focus: Institutions; responsibilities, power and self-image. Daily development of vocabulary, grammar, spelling and language conventions / literary devices	1. Informal debate on juvenile detention centers. 2. Research into alternative methods for reform.
10	Country Week	
TERM FOUR		
1-5	Protest Songs and Poetry / Songs and Poems of oppression • Poetic literary devices • Visual codes and conventions • Textual Analysis • Contextual Influences • Elements of culture • Comparison of lyrics and poetry • Daily language conventions, punctuation and grammar, revising and editing in paragraph writing	1. Write a song lyric using the same rhyme scheme found in a pre-given song.
6-9	Japanese Manga Study • Defining manga • Genres and target audiences • Visual language and manga conventions • Characterisation and archetypes • Themes and cultural values • Language and literary • Analysing manga	2. Create own Manga panel using online software.



10

Daily development of vocabulary, grammar, spelling and language conventions / literary devices

Please note that the information above is a guide only. The course content and assessments may change over the term depending on student needs, interests and abilities. Students will be graded based on all independent tasks which are not limited to the formal assessment task. 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.

Homework:

Students may have independent homework tasks that support their learning. These tasks could be one of the following:

- 1. Reading reflection** - To reinforce your child's reading and comprehension skills, they will be working towards reflecting on texts read in class or at home. Reflection activities should not take more than ten minutes.
- 2. Learning preparation.** - At times, your child will be asked to investigate a text or resource outside of class. This may require them to use a computer for research or read a text from the class. It may also include writing, especially if there is drafting to be done for publishing some writing. None of these activities should take more than 30 minutes.