



WONGAN HILLS
DISTRICT HIGH SCHOOL

TERM OUTLINES

YEAR 9

Term 1

(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	Construct sample spaces to show outcomes for two-stage chance experiments both with and without replacement. Assign probabilities to outcomes and make informal connections to independent and dependent events	Choose and construct appropriate sample spaces to show outcomes for two- and three-stage chance experiments both with and without replacement. Assign probabilities to events involving conditional statements, such as 'if ... then', 'given', 'of', 'knowing that' Use weighted tree diagrams and/or formulas to assign probabilities to two- and three-stage chance events including situations involving conditional probability
2	Identify independent and dependent two-stage chance events using $P(A \text{ and } B) = P(A) \times P(B)$ and sample spaces, such as tree diagrams to determine the probability of independent events	Conduct repeated chance experiments and simulations to model conditional probability and produce datasets using digital tools. Discuss, compare and analyse variation and estimated probabilities for conditional events
3	Conduct repeated two-stage chance experiments and simulations, both with and without replacement, to produce datasets, including through the use of digital tools. Discuss, compare and interpret variation and estimated probabilities for compound events	Represent secondary data in two-way tables or Venn diagrams and assign probabilities to outcomes involving conditional statements
4	Investigation: Probability	Investigation: Probability
5	Use Pythagoras' theorem to determine the perimeter and area of shapes involving right-angled triangles, in both exact and decimal approximation form. Investigate and apply the converse of Pythagoras' to establish whether a triangle is right-angled Explore and apply Pythagoras' theorem and trigonometry to simple situations involving right-angled triangles in three-dimensional contexts projected to two-dimensions	Use Pythagoras' theorem and/or trigonometry to determine unknown sides and angles in right-angled triangles involving angles of elevation and depression Apply right-angled trigonometry to two dimensional situations involving navigational bearings
6	Use similarity to investigate and explain the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. Choose and use a trigonometric ratio to determine the length of an unknown side or the size of an unknown angle Explore the relationship between sine and cosine ratios and the unit circle, determine their approximate values for angles from 0° to 360°, and identify pairs of angles that share the same ratio value	Explore to establish and use the sine, cosine and area rule to determine unknown sides and angles for any triangle <u>Use the unit circle and dynamic geometry software to explore and represent trigonometric functions graphically</u> <u>Solve simple trigonometric equations graphically, algebraically or using the unit circle and verify solution/s by substitution</u>
7	Explore, explain and perform calculations that relate to earning income. Identify the elements of an income statement/payslip, including employer superannuation contributions and income tax as a deduction from gross income	Explore, explain and calculate income tax, including the use of tax tables Apply repeated simple interest to develop the compound interest formula and solve problems that relate to saving and borrowing
8	Develop and use the simple interest formula to solve problems relating to saving and borrowing Use authenticated websites to explore and compare different savings account options based on their characteristics (interest rates, fees, withdrawal policy) or compare price, quality, terms and conditions of goods and services, such as phone plans and digital subscriptions	Use authenticated websites to investigate how changes to the principal, rate of return, voluntary contributions and time can affect superannuation balances or compare characteristics of insurance, such as young driver car insurance or holiday insurance and recognise that the cost is higher when the risk is higher
9	Test: Pythagoras & Trigonometry & Finance	Test: Pythagoras & Trigonometry & Finance



Wongan Hills District High School

Year 9 HASS

Semester 1, 2026

WEEK	TEACHING POINTS	ASSESSMENT TASKS
HISTORY		
1-2	<ul style="list-style-type: none"> Historical Concepts and skills 	
AUSTRALIAN HISTORY (1750 – 1914)		
3–6	<ul style="list-style-type: none"> The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries The effects of colonisation on Aboriginal and Torres Strait Islander peoples Significant individuals and events in the development of Australian society during the time period Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers 	ASSESSMENT: Timeline and Written Validation questions (Week 6)
INVESTIGATING WORLD WAR I		
7 - 9 Term 1 1-3 Term 2	<ul style="list-style-type: none"> The causes of World War I and the reasons why people enlisted to fight in the war for Australia The places where people from Australia fought, including Gallipoli and the Western Front, and the types of warfare during World War I The impacts of World War I on the home front, including: the role of women, political debates about conscription, relationships with the British Empire, the experiences of returned soldiers, including Aboriginal and Torres Strait Islander peoples The commemoration of World War I, including debates about the nature and significance of the Anzac legend 	ASSESSMENT: Diary entries from the perspective of a soldier and a woman back in Australia. (Week 2)

OFFICIAL

CIVICS AND CITIZENSHIP		
SHAPING VOTER DECISIONS		
4 - 7	<ul style="list-style-type: none"> • The role of political parties and independent representatives in Australia’s system of government • How citizens’ choices are shaped at election time • How social media and other emerging technologies are used to influence people’s understanding of political issues • How young people can participate in and contribute to civic life in Australia and as a global citizen 	<p>ASSESSMENT: 3 part commentary and reflection (Week 6)</p>
AUSTRALIAN COURT SYSTEM		
8- 10	<ul style="list-style-type: none"> • The key features and jurisdictions of Australia’s court system, and the operations of courts • The key principles of Australia’s justice system, including equality before the law, independent judiciary and right of appeal • The factors that can undermine the application of the principles of justice 	<p>ASSESSMENT: Court System Flowchart (Week 8)</p>
11	BIVOUAC	

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
FOOD SPECIALISATIONS		
1	<ul style="list-style-type: none"> • Class expectations <ul style="list-style-type: none"> ○ Kitchen safety and food temperatures ○ <i>Lemon Delicious in a Mug</i> 	<p style="text-align: center;">ASSESSMENT: Magnificent Meal: Students will design 3 nutritious 2 course menus and select one to create.</p>
2	<ul style="list-style-type: none"> • Healthy Eating <ul style="list-style-type: none"> ○ <i>Chicken and Hoisin Skewers</i> 	
3	<ul style="list-style-type: none"> • Reading nutrition labels <ul style="list-style-type: none"> ○ 	
4	<ul style="list-style-type: none"> • Reading nutrition labels continued <ul style="list-style-type: none"> ○ <i>Salad Cup</i> 	
5	<ul style="list-style-type: none"> • Investigating collaboration and management skills <ul style="list-style-type: none"> ○ <i>Frittata</i> 	
6	<ul style="list-style-type: none"> • Design challenge 	
7	<ul style="list-style-type: none"> • Food presentation <ul style="list-style-type: none"> ○ Production guidelines ○ Food ordering ○ <i>Meatballs</i> 	
8	<ul style="list-style-type: none"> • Production of selected Magnificent Meal 	
9	<ul style="list-style-type: none"> • Easter Cooking 	
Term 2	TEXTILES	
1	<ul style="list-style-type: none"> • Completion and submission of Magnificent Meal task 	<p style="text-align: center;">ASSESSMENT: Design process, evaluating, revision, etc</p>
2	<p>PROJECT SELECTION Task – Designing for a Sustainable Future. Students will investigate the concept of a sustainable fashion/textile industry by creating an original textile product.</p>	



3	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Investigate • Design/Plan 		
4	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Design/Plan • Production 		
5	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Production 		
6	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Production 		
7	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Production 		
8	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Production 		
9	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Production • Evaluation/Feedback 		
10	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Evaluating 		ASSESSMENT: Self-Management Mark (Textile Production Skills and working safely)
11	<p style="text-align: center;">BIVOUAC</p>		

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Chemical Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	<p>Atoms</p> <ul style="list-style-type: none"> Explain that all substances are made up of particles called atoms Examine the structure of an atom in more detail Introduce the atomic symbol and define the atomic number and mass number Practice calculating the number of protons, neutrons and electrons from the atomic symbol and vice versa <p>Isotopes, Nuclear Reactions and Radioactivity</p> <ul style="list-style-type: none"> Extend the definition of isotope to include stable and radioactive isotopes Introduce the concept of a nuclear reaction (or nuclear decay) and the only method for achieving transmutation of an element. Examine the processes of alpha, beta and gamma decay Compare the properties of alpha, beta and gamma particles (radiation) <p>Effects and Uses of Radiation</p> <ul style="list-style-type: none"> Explain the term ionizing radiation and identify types of ionising radiation. Describe how ionizing radiation can cause radiation burns, radiation sickness, cancers and mutations. Compare the different types of ionising radiation in terms of ionisation ability and penetrability. Investigate or research different ways in which radiation can be used e.g. x-rays; radiotherapy, radioimaging, sterilization, food preservation, thickness detection, smoke detectors. 	Test 1
5-9	<p>Chemical Reactions on the Atomic Scale</p> <ul style="list-style-type: none"> Revise the concept of chemical change and chemical reaction Explain that in chemical reactions, new substances are formed by rearranging the atoms in the reactants to form the products – but the atoms do not change (transmute) nor are they created or destroyed (conservation of mass). Model the re-arrangement of atoms using simple reactions whose equations are balanced without the need to add coefficients. <p>Acids and Bases</p> <ul style="list-style-type: none"> Introduce acids and bases as chemicals that readily undergo chemical reactions Explore the properties and uses of acids Explore the properties and uses of bases Introduce the pH scale Use pH indicators to measure the pH of acids and bases. <p>Reactions of Acids and Bases</p> <ul style="list-style-type: none"> Explore the following reactions, general word equations and practical examples: Neutralization reactions Acid-metal reactions => hydrogen pop test Acid-carbonate reactions => limewater test Acid-hydrogen carbonate reactions => limewater test <p>Combustion Reactions</p> <ul style="list-style-type: none"> Introduce the concept of exothermic and endothermic reactions. A neutralisation reaction as exothermic reaction while dissolving ammonium nitrate in water is endothermic. Explain that combustion is an extreme example of an exothermic reaction. Explain the role of oxygen in combustion Practice writing word and formula equations for simple combustion reactions 	Test 2
10	Research Investigation Week	Research Assessment

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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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.



Physical Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	<p><u>Longitudinal Waves - Sound</u></p> <ul style="list-style-type: none"> 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. <p><u>Transverse Waves</u></p> <ul style="list-style-type: none"> 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. <p><u>Light Waves</u></p> <ul style="list-style-type: none"> 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. <p><u>Lenses and Sight</u></p> <ul style="list-style-type: none"> 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. <p>Compare vision in different animals e.g. colour vision, range of vision, night vision</p>	Test 1
5-8	<p><u>Heat Energy Transfer</u></p> <ul style="list-style-type: none"> 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 <p>Investigate methods for reducing heat transfer e.g. in a thermos or to create an energy efficient home.</p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> 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. <p>Perform experiments to calculate an unknown resistances by measuring V and I.</p> <p><u>Electrical Circuits</u></p> <ul style="list-style-type: none"> 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. <p>Solve word problems involving circuits in series and parallel.</p>	Test 2
9-10	<p><u>Electricity and Magnetism</u></p> <ul style="list-style-type: none"> 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. <p><u>Applications of Electricity and Magnetism</u></p> <ul style="list-style-type: none"> Examine the use of turbines and how they produce large-scale electricity. Compare the different methods of turning a turbine. 	Assignment

Homework:

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Term 2

Week	Curriculum	Assessments
1 – 2	<p>Explore & interpret representations of national & international time zones using 12- & 24-hour time, & determine duration of events across multiple time zones</p> <p>Modelling:</p> <p>In real-world situations involving perimeter and area of quadrilaterals and circles, properties of quadrilaterals, transformations of figures, Pythagoras' theorem, congruency, cross-sections, volume or capacity of prisms and/or international time zones</p> <ol style="list-style-type: none"> I. analyse the situation, decide if an exact or approximate solution is required and determine assumptions and constraints II. represent the situation mathematically in order to reach a solution III. interpret and communicate findings in terms of the context and any assumptions or constraints 	Test Geometric Reasoning and Shape
3 – 7	<p>Construct sample spaces, such as lists, simple tree diagrams, tables or arrays to show all possible outcomes for two events. Assign probabilities to outcomes & events including those involving 'and', 'not', 'at least', exclusive 'or' & inclusive 'or'</p> <p>Recognise that complementary events have a combined probability of one & use this relationship to calculate probabilities</p> <p>Conduct repeated chance experiments & simulations for two events to produce datasets, including through the use of digital tools, for a large number of trials. Discuss, explain & compare variation & estimated probabilities for simple & compound events</p> <p>Use secondary data represented in two-way tables & Venn diagrams to describe events, including those that are mutually exclusive. Estimate related probabilities & make predictions as appropriate</p> <p>Modelling:</p> <p>In real-world situations that involve two-stage chance experiments or simulations, complementary events, data collection methods, same-sized random sampling and/or analysis of graphs, tables & data</p> <ol style="list-style-type: none"> I. analyse the situation, pose questions as required, determine assumptions & constraints II. determine appropriate production of a valid & reliable dataset, statistical measures, data representations & analyses, including examination of distributions, to effectively investigate the situation III. interpret, draw inferences & communicate findings in terms of the context, assumptions, constraints, chance variation & knowledge or insights gained 	Investigation: Probability
8 – 11	<p>Develop & apply the index laws for numbers in index form with positive-integer & zero indices</p> <p>Cont. term 3 weeks 1 – 3</p> <p>Extend & apply knowledge of additive & multiplicative partitioning, order of operations & the associative & commutative laws of numbers, to create or simplify algebraic expressions involving the four operations</p> <p>Extend & apply knowledge of the distributive law with numbers to algebraically exp& & factorise expressions with a common numerical factor</p> <p>Solve linear equations involving up to three operations, including those with negative coefficients or requiring collection of like terms, & verify the solution by substitution</p>	



Year 9/10 HEALTH

Semester 1 2026

	TOPIC	CONTENT	ASSESSMENT & HOMEWORK
1 – 4	Alcohol & Drug Education Health in media	<p>Students will the revise impact of alcohol on developing brains. They will be exposed to challenging situations and risks for young people related to alcohol use e.g., out of control parties, drink spiking, damage to reputation. The students will also identify external influences such as peers and social norms and expectations as well as the difficulties managing external influences related to one or more challenging situations (as above). Finally, be equipped with the strategies for avoiding and reducing harm related to one or more challenging situations.</p> <p>Students will look at examples of media sources and messages designed to influence health in both positive and negative. The students will investigate the intent and impact of alcohol advertising on young people as well as strategies to increase the exposure to and appeal of alcohol to young people.</p>	Assessment 1: Drug & Alcohol Posters
5	Drug & Alcohol Education	<ul style="list-style-type: none"> - Virtual Reality based around alcohol & other drugs - The human brain, it's functions and alcohol and other drug use 	
7-9	What influences others and me?	<p>Factors that shape identities and adolescent health behaviours, such as the impact of:</p> <ul style="list-style-type: none"> - Cultural beliefs and practices - Family - Societal norms - stereotypes and expectations - The media <p>Body image</p> <p>Students will learn how the impact of societal and cultural influences on personal identity and health behaviour such as:</p> <ul style="list-style-type: none"> - How diversity and gender are represented in the media <p>Differing cultural beliefs and practices surrounding transition to adulthood</p>	Assessment 2: Case Studies: questionnaire and research task



	TOPIC	CONTENT	ASSESSMENT & HOMEWORK
1 – 2	Health in media	<p>Students will look at negative consequences of explicit sexual imagery/sexualisation for girls/boys and society (body dissatisfaction, poor body image, impact on self-esteem, contribution to violence and abuse).</p> <p>Analysis of images and messages in the media related to:</p> <ul style="list-style-type: none"> - alcohol - other drugs - body image - fast food - road safety - relationships 	
3	Communicating and interacting for health & wellbeing	<p>Health and illness in Aus.</p> <p>Life and death in Australia</p> <ul style="list-style-type: none"> - Comparing life expectancies - External causes - Cardiovascular disease - Cancer 	Assessment 3: Research Task – Diseases in Australia
4-5	Communicating and interacting for health & wellbeing	<p>Personal and community actions that affect health</p> <ul style="list-style-type: none"> - Obesity - Health initiatives in the media - Diabetes <p>National Drug campaign</p> <p>Promoting Health</p> <ul style="list-style-type: none"> - Cultural health practices around the world - National Health priority areas - Medicare 	



6-9	Communicating and interacting for health and wellbeing	Define <ul style="list-style-type: none">- Empathy- Esteem- Respect- Ethics- UN Rights and responsibilities Positive, respectful relationships Building respectful relationships	Assessment 4: Health initiatives: poster/powerpoints
9-11	Communicating and interacting for health and wellbeing	<ul style="list-style-type: none">- Balance of power- Take a Stand- Help and support- Gender roles- Attitudes, prejudices and stereotypes- Acknowledging others' rights- Making ethical decisions	

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Year 9/10 Phys Ed

Semester 1 2026

1 – 3	Movement Skills Net Sports	Students will be actively involved in volleyball. They will learn the fundamental skills required as well as be given opportunities to demonstrate these skills into game play situations.	Assessment 1: Volleyball skill assessment
4	Movement Skills Water-based activities	Water Confidence & Introduction Students focus on getting comfortable in the water, learning body position, treading water, and understanding safety rules. Simple passing activities and a light game help them ease into the program.	
5	Movement Skills Water-based activities	Passing & Catching Skills Students learn how to pass and catch the ball with one hand while staying afloat. Activities emphasise accuracy, teamwork, and moving after passing.	
6	Movement Skills Water-based activities	Shooting & Aiming Students practise basic shooting techniques, learn how to rotate their body for power, and develop goal awareness through target games and shooting drills.	Assessment 2: Water-based assessment
7	Movement Skills Water-based activities	Movement & Team Play Students learn how to move into space, support teammates, and apply simple tactics. Modified games introduce teamwork and strategy while staying non-contact.	Assessment 2: Water-based assessment (continued)
8	Movement Skills Net Sports	Students will be actively involved in volleyball. They will learn the fundamental skills required as well as be given opportunities to demonstrate these skills into game play situations.	Assessment 1: Volleyball skill assessment (continued)
9	Movement Skills Water-based activities	Applying Skills in Game Play Students rotate through skill stations and then participate in small-sided, non-contact games to apply everything they've learned. The focus is on teamwork, confidence, and enjoyment.	Assessment 2: Water-based assessment (continued)



WEEK	TOPIC	CONTENT	ASSESSMENT & HOMEWORK
1	Learning Through Movement <ul style="list-style-type: none"> • Endurance • Touch Rugby 	Cross Country Prep <ul style="list-style-type: none"> • Design a fitness Program • Fitness testing Touch Rugby <ul style="list-style-type: none"> • Safety • Passing • Game set up 	
2	Learning Through Movement <ul style="list-style-type: none"> • Endurance • Touch Rugby 	Cross Country Prep Touch Rugby <ul style="list-style-type: none"> • Agility Skills • Passing Game set up	
3	Learning Through Movement <ul style="list-style-type: none"> • Endurance • Touch Rugby 	Cross Country Prep Touch Rugby <ul style="list-style-type: none"> • Agility Skills • Umpire • Attacking and Defending 	Assessment 3: Game Skills Teamwork Leadership
4	Learning Through Movement <ul style="list-style-type: none"> • Endurance • Touch Rugby 	Cross Country Prep Touch Rugby <ul style="list-style-type: none"> • Agility Skills • Umpire • Attacking and Defending 	Assessment 3: Umpiring Strategies Tactics (continued)
5	Learning Through Movement <ul style="list-style-type: none"> • Endurance 	Cross Country Prep Touch Rugby <ul style="list-style-type: none"> • Game Play • Umpiring 	Assessment 3: Game Skills Knowledge of Rules (continued)



	<ul style="list-style-type: none"> • Touch Rugby 		
6	Learning Through Movement <ul style="list-style-type: none"> • Hockey 	Hockey <ul style="list-style-type: none"> • Prior Knowledge • Diagnostic Skill Assessment • Ball handling 	
7	Learning Through Movement <ul style="list-style-type: none"> • Hockey 	Hockey <ul style="list-style-type: none"> • Passing & Trapping • Ball Movements 	
8	Learning Through Movement <ul style="list-style-type: none"> • Hockey 	Hockey <ul style="list-style-type: none"> • Ball Movements • Field Positions • Attacking and Defending 	Assessment 4: Game Skills Knowledge of Rules
9	Learning Through Movement <ul style="list-style-type: none"> • Hockey 	Hockey <ul style="list-style-type: none"> • Game Play 	Assessment 4: Game Skills Knowledge of Rules
10	Alternate Program	Bivouac Camp <ul style="list-style-type: none"> • Modified program • Game play 	

Assessments completed in Semester One will be combined with assessments from Semester Two to determine a grade for the school year.

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OFFICIAL



Wk	Learning intentions	Success criteria
1-3 Induction, Safety Design and Investigation	<p>Workshop induction and safety procedures outlined.</p> <p>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.</p> <p>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.</p>	<p>Students will undertake ongoing assessments on Static machine and handheld power tools operational compliances and occupational safety and health.</p> <p>Students will undertake a series of design tasks and submit a selected task for assessment.</p> <p>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.</p>
4-5 Design Continuum and Production	<p>Produce detailed design solutions assessing alternative designs against given criteria using a range of relevant examples and appropriate technical terms and technology.</p> <p>Uses a range of relevant examples and explains characteristics and properties of materials, systems, components, tools and equipment.</p>	<p>Students will continue to produce, refine, evaluate and redirect their design and production works.</p> <p>Students will justify decision-making factors of selecting and combining materials, applicable systems, components and relevant tools and equipment.</p>
6-7 Design Continuum and Production	<p>Explains, in detail, how technologies can be combined and used to create designed solutions.</p> <p>Consistently selects, safely implements, tests with modifications (when necessary), using a range of appropriate technologies and processes, to make solutions.</p> <p>Consistently works independently and collaboratively to effectively manage projects, considering time, cost, risk and safety factors. Using relevant technologies including digital technology.</p>	<p>Students will continue to produce, refine, evaluate and redirect their design and production works using a feedback cycle.</p> <p>Finishing techniques may be evaluated and incorporated at this stage.</p>
8-9 Production and Evaluation	<p>Provides a comprehensive evaluation, justifying reasons for design processes and outcomes against student-developed criteria, using a range of relevant examples.</p>	<p>Finished production models and design briefs will be assessed. Designs requiring continued production in Term 2 will be evaluated and assessed formatively.</p>

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

Wk	Learning intentions	Success criteria
10-12 Workshop refresher. Design and Investigation	<p>Workshop and OSH refresher.</p> <p>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.</p> <p>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.</p>	<p>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.</p>
13-14 Design Continuum and Production	<p>Produce detailed design solutions assessing alternative designs against given criteria using a range of relevant examples and appropriate technical terms and technology.</p> <p>Uses a range of relevant examples and explains characteristics and properties of materials, systems, components, tools and equipment.</p>	<p>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.</p>
15-16 Design Continuum and Production	<p>Explains, in detail, how technologies can be combined and used to create designed solutions.</p> <p>Consistently selects, safely implements, tests with modifications (when necessary), using a range of appropriate technologies and processes, to make solutions.</p> <p>Consistently works independently and collaboratively to effectively manage projects, considering time, cost, risk and safety factors. Using relevant technologies including digital technology.</p>	<p>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.</p>
17-18 Production and Evaluation	<p>Provides a comprehensive evaluation, justifying reasons for design processes and outcomes against student-developed criteria, using a range of relevant examples.</p>	<p>Finished production models and design briefs will be assessed.</p>

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TERM ONE		
Wk	Content/Teaching Points	Formal Assessment
1	<ul style="list-style-type: none"> Classroom routines and expectations. Standardised assessments. 	
2 – 5	<p>Short stories/short answer response:</p> <ul style="list-style-type: none"> Genres. Developing contextual knowledge. Text structure. Direct and Indirect characterisation. Narrative conventions: plot profile, characters, setting, tone vs mood, themes, style, dialogue, syntax Figurative language. Genre conventions. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	1. Students compare and contrast two short stories.
5-9	<p>Documentary study:</p> <ul style="list-style-type: none"> Types of documentaries. SWAT Codes (Symbolic, Written, Audio & Technical). Bias and point of view. Conventions of a documentary. Context and purpose. Rhetoric language. Viewer response. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	1. Students write an analytical short answer response.
10	Constructing a short answer response using TEEEEEEEL	
TERM TWO		
1 - 6	<p>Persuasive talks:</p> <ul style="list-style-type: none"> Purpose, target audience, and central message. Persuasive techniques. Examining and analysing evidence. Analyse structure and pacing. Evaluate delivery and multimodal elements. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	1. Students will create a mini-TED talk.



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7 - 9	<p>Fake news:</p> <ul style="list-style-type: none"> • Distinguish misinformation/disinformation/satire/clickbait. • Analyse purpose, audience and impact. • Identify manipulative language and persuasive techniques. • Evaluate claims, evidence quality and source credibility. • Use lateral reading. • Bias. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	<p>1. Students create and evaluate a fake news segment.</p>
10	Cadets Camp	

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. 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.