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# Smith's Hill High School

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*Promoting excellence in a spirit of trust and cooperation*

## Monday 20<sup>th</sup> February: 'Meet the Teacher' – Years 7, 8, 9 & 10

Dear Parents/Caregivers,

'Meet the Teacher' is an initiative designed to provide parents with an overview of courses for students in each year group. Information provided will cover course content, assessment, homework expectations and support available for each course and elective that your child will undertake this year. This meeting will also provide an opportunity to establish communication with your child's teachers and facilitate more detailed conversations if required for a later date. There will also be a BBQ for parents and teachers located behind A Block between 5.30pm and 6.30pm.

A summary of the organisation for the evening is included with this information notice.

### Year 7

Year 7 families will meet as a whole at **4.00pm** in the Main Quad for a short overview of the afternoon. At **4:05pm** Campbell and Church will move to the MPU, Gipps and Keira will move to H Block where teachers will outline each of the semester subjects. At **5.00pm** Year 7 families will move to the classroom listed beside your child's core class where there will be presentations of subject courses.

### Year 8

Year 8 families will meet at **4:00pm** in the classroom listed beside your child's core class where a summary of subject courses will be explained. At **4.50pm** Year 8 families will move to the MPU for a **5:00pm** start where the requirements for Year 8 TAS, PDHPE, Languages and Electives subjects will be outlined.

### Year 9 and Year 10

Year 9 and Year 10 families will meet at **6.00pm** in the classroom listed beside your child's Elective class where there will be presentations of Elective courses. At **6.10pm** and **6.30pm** there will be further transition times to assist you moving to classrooms for your child's Elective classes. At **7.00pm** Year 9 and 10 families will meet in the classroom listed beside your child's core class where a summary of subject courses will be explained.

**NOTE: You will need to know what class your student is in. This can be found by looking at your child's timetable or can be found by accessing the Parent Portal.**

We look forward to meeting with you on Monday 20<sup>th</sup> February.

Time	4:00	4:10	4:20	4:30	4:40		5:10	5:20	5:30	5:40	5:50		
Yr 7 Start in MPU	Main Quad	<i>Campbell &amp; Church stay in MPU</i>	ART SJS, MEA	Music BRA, WEL	PDHPE ROY, TWE, BUR	TAS ZIR, KTE	<b>7 Ca</b>	<i>Move to B1</i>	Lang DAV	HSIE TSA	Sci SMI	Maths BLA	English REV
			<b>7 Ch</b>	<i>Move to Library</i>	English SCA	HSIE DOY	Maths CON	Sci SIL	Lang SEE				
		<i>Gipps &amp; Keira move to H block</i>	PDHPE ROY, TWE, BUR	TAS ZIR, GRO	ART SJS, MEA	Music BRA, SCH	<b>7 Gi</b>	<i>Stay in H block</i>	English PHE	HSIE HAR	Lang DAV	Sci HAY	Maths JON
			<b>7 Ke</b>	<i>Move to Lecture Theatre</i>	Lang SEE	HSIE PAN	Sci BUL	Maths VYA	English PHE				

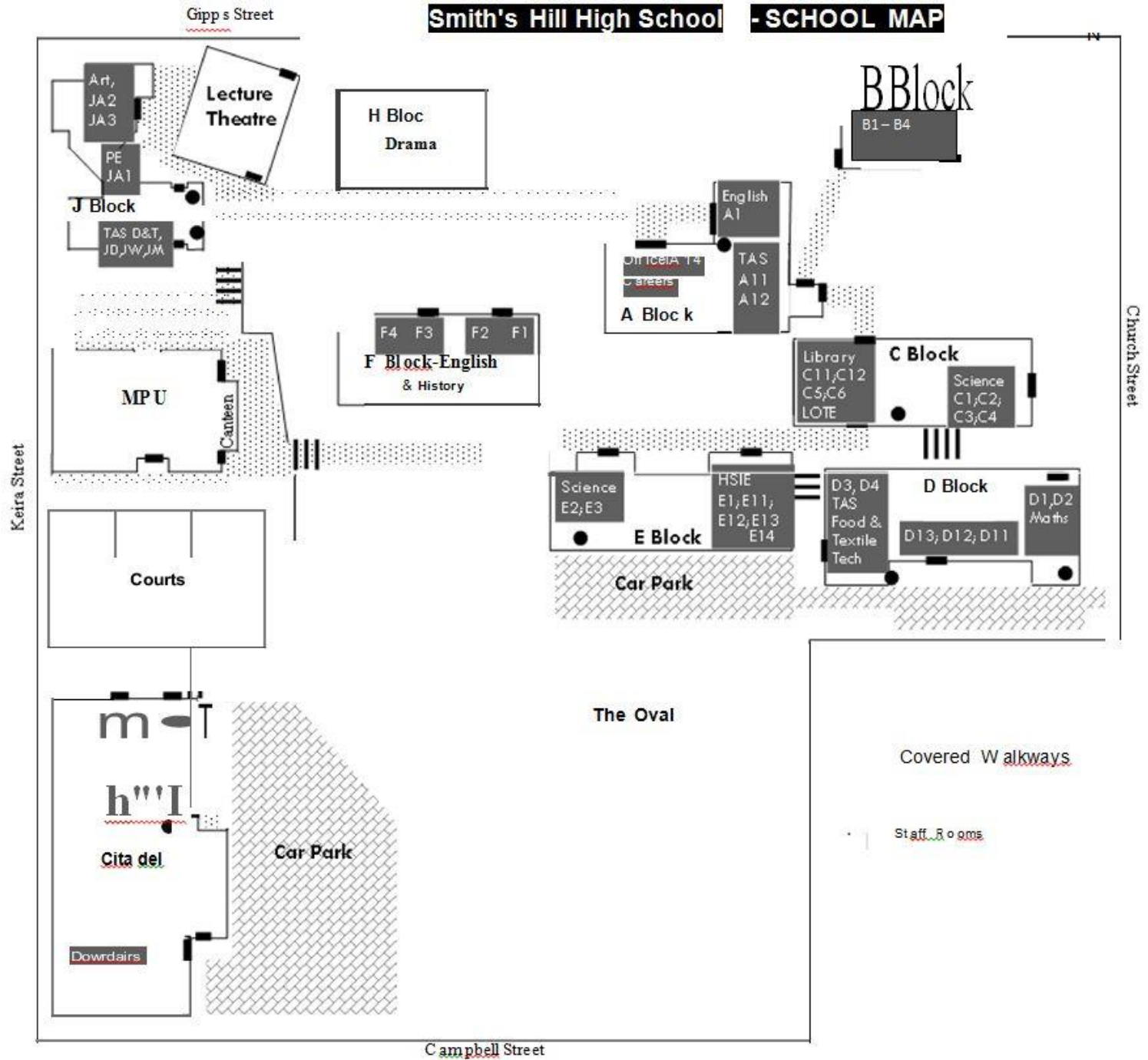
	4:00	4:10	4:20	4:30	4:40		5:00	5:20	5:30		
Yr 8 Start in these rooms	<b>8S</b>	<b>B1</b>	PDHPE BUR	Maths YAS	Sci SIL	HSIE TSA	English ANJ	<i>Move to MPU</i>	Language SEE, MOR, MAT, GRI	Mandatory TAS GRO	Yr 8 Electives Drama – CUT Art – SJS Music – BRA TAS - various
	<b>8M</b>	<b>E14</b>	English TRE	Sci BOR	PDHPE TWE	HSIE HAR	Maths WEK				
	<b>8I</b>	<i>Library</i>	PDHPE TWE	English CHA	Maths RAT	HSIE HEK	Sci BOR				
	<b>8T</b>	<i>Lecture Theatre</i>	English SCA	Maths BLA	PDHPE BUR	HSIE POW	Sci BUL				

Time	6:00	6:50		7:00	7:10	7:20	7:30	7:40	
Yr 9 Start in Elective rooms	Electives See schedule below		9 S	C3	English SCA	Maths WEK	Science FEL	History HEK	PDHPE BUR
			9 M	E13	Science SCH	Maths JON	PDHPE OBR	Geog MET	English CHA
			9 I	B1	Maths CON	History HAR	PDHPE BUR	English REV	Science BOR
			9 T	E14	Science RAY	PDHPE OBR	Maths RAT	Geog CLA	English SCA

Time	6:00	6:50		7:00	7:10	7:20	7:30	7:40	
Yr 10 Start in Elective rooms	Electives See schedule below		10 S	H Block	English CUT	History DOY	Science BOR	Maths WEK	PDHPE ROY
			10 M	MPU	PDHPE OBR	Geog MET	Science HAY	Maths VYA	English ANJ
			10 I	Lecture Theatre	PDHPE ROY	History POW	Science SMI	Maths CON	English TRE
			10 T	Library	English CHA	Geog PAN	Maths YAS	Science RAY	PDHPE OBR

	<b>Session One 6:00 – 6:10</b>		<b>Session Two 6:20 – 6:30</b>		<b>Session Three 6:40 – 6:50</b>
<b>Yr 9 &amp; 10  Start in Elective rooms</b>	<p>Art - Drawing - SJS - <b>JA2</b>  Commerce - Business - HEK - <b>E1</b>  Engineering Technology - MCM - <b>JD2</b>  French 1 - SEE - <b>C11</b>  Geography - International Studies - PAN -  <b>E14</b>  German 1 - FRE - <b>C12</b>  History Word War II - POW - <b>F3</b>  Japanese 3 - DAV - <b>A1</b>  Metal - Industrial Technology - GRO - <b>JM1</b>  Music - Instrumental Music - BRA - <b>M1</b>  PASS - Event Management - OBR - <b>JD1</b>  PASS - Advanced Planning - BURT - <b>JA1</b></p>	<b>Transition 6:10 – 6:20</b>	<p>Cabinet - Introduction - MCM &amp; WET - <b>JW2</b>  Commerce - Economy - CLA - <b>E11</b>  Commerce - Law - OLS - <b>E13</b>  Drama - Acting for the Stage &amp; Screen - REV -  <b>HBlock</b>  Food Tech - Youre the Chef - ZIR - <b>D4</b>  French 3 - SEE - <b>C11</b>  History Big History - HAR - <b>C12</b>  History Popular Culture - DOY - <b>E12</b>  Info Tech - Software Development - OCO - <b>A11</b>  Japanese 1 - GRI &amp; MAT - <b>C5</b>  Music - Music &amp; Performance - WEL - <b>M2</b></p>	<b>Transition 6:30 – 6:40</b>	<p>Art - Traditional Arts 2D - MEA - <b>JA3</b>  Cabinet - Introduction - GRO - <b>JW1</b>  Commerce - Law - TSA - <b>C6</b>  Commerce - Business - CLA - <b>E11</b>  Drama - Text to Performance - CUT –  <b>H Block</b>  English - Film &amp; TV - TRE - <b>B2</b>  German 3 - MOR - <b>C12</b>  History Word War II - HAR - <b>F2</b>  Info Tech - Get Animated - KTE - <b>A12</b>  Japanese 1 - GRI - <b>C5</b>  PASS - Coaching &amp; Leadership - BURT - <b>JD1</b>  PASS - Improving Performance - OBR - <b>JA1</b></p>

# Smith's Hill High School - SCHOOL MAP



# 2017 YEAR 9 ENGLISH PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	<b>Text &amp; Values</b> Text: To Kill a Mockingbird or Animal Farm								<b>Film Study</b>	
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	<b>Film Study cont.</b>				<b>The Making of a Villain</b> Text: <i>Macbeth</i> - Shakespeare					

Term 3	1	2	3	4	5	6	7	8	9	10
Topic	<b>Deadly Yarns</b> A Study of Indigenous Perspectives in Texts							<b>Text &amp; Context</b> Text: <i>The Crucible</i>		
Term 4	1	2	3	4	5	6	7	8	9	10
Topic	<b>Text &amp; Context cont.</b>				<b>Making a Difference</b> A study of significant speeches					

**Assessment:** Students will be assessed throughout the course via common tasks and class work

**Reporting:** Both common tasks and class work are used to determine outcome grades

# 2017 YEAR 9 SCIENCE SCOPE AND SEQUENCE

Term 1	1	2	3	4	5	6	7	8	9	10	11
Outcomes	CW1&2 SC5-16CW								LW1 SC5-14LW		
Topic	<b>Atoms and The Periodic Table</b>								<b>Body Coordination</b>		
Skills Checkpoint	Performing a Practical Task (W6) WS4,6										

Term 2	1	2	3	4	5	6	7	8	9	10
Outcomes	LW1 SC5-14LW					PW1 SC5-10PW				
Topic	<b>Body Coordination cont.</b>					<b>Waves</b>				
Skills Checkpoint	Planning and Performing a Practical Task (W5) WS4,5,6,7									

Term 3	1	2	3	4	5	6	7	8	9	10
Outcomes	ES2 SC5-12ES					PW3&4 SC5-11PW				
Topic	<b>Dynamic Earth</b>					<b>Electricity</b>				
Skills Checkpoint	Second-hand Investigation Task (W4) WS5,7,9									

Term 4	1	2	3	4	5	6	7	8	9	10
Outcomes	LW2 SC5-14LW					ES3 SC5-13ES				
Topic	<b>Ecology</b>					<b>Shaping Sustainable Futures</b>				
Skills Checkpoint	Written Examination (W8)									

**Assessment:**

Understand that **ALL** student work will contribute to their learning and school reports (*see pie chart*). Every component counts-their study notes, worksheets, class tasks, homework tasks and formal tasks like quizzes and tests will be included. Their organisation, attitude, participation and behaviour will be noted. **Every lesson counts!**





## 2017 YEAR 9 PDHPE PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Theory	<b>Taking Initiative</b> - Initiative Games development.									
Practical	<b>Taking Initiative</b> - Initiative Games presentation and evaluation.									
Term 2	1	2	3	4	5	6	7	8	9	10
Theory	<b>Challenges and Opportunities</b> - Health issues affecting young people - mental health, health food habits, drug use. - Affirming diversity - Strengthening resiliency - problem solving, goal setting. - Health Consumerism									
Practical	<b>Lifelong Physical Activities</b> - Individual Activities - Team Activities									

Term 3	1	2	3	4	5	6	7	8	9	10
Theory	<b>Challenges and Opportunities</b> - Health issues affecting young people - mental health, health food habits, drug use. - Affirming diversity - Strengthening resiliency - problem solving, goal setting. - Health Consumerism									
Practical	<b>Sport for specific needs</b> - Sport for people with disabilities - Modified Games									
Term 4	1	2	3	4	5	6	7	8	9	10
Theory	<b>Critical Thinking</b> - Project based- Self nominated issue (relevant to Year 9 Challenge and Choice PDHPE Themes).									
Practical	<b>Lifelong Physical Activities</b> - Water based activities and summer sports									

**Assessment:**

Formative:  
Summative:

**Reporting:**

# 2017 YEAR 9 JAPANESE PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	Where to? Who with? How will you get there?				Club Activities			Free time		
Chap	9				10			11		
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	Past tense? How was it?					Time and daily routine				
Chap	12					1				

Term 3	1	2	3	4	5	6	7	8	9	10
Topic	Location and houses					School life				
Chap	2					3				
Term 4	1	2	3	4	5	6	7	8	9	10
Topic	Seasons					Shopping				
Chap	4					5				

## Assessment:

Listening, Reading, Writing and Speaking will be assessed both formally and informally.

## Reporting:

**5.UL.1** – Listening - selects, summarises and analyses information and ideas in spoken texts and responds appropriately

**5.UL.2** – Reading - selects, summarises and analyses information and ideas in written texts and responds appropriately

**5.UL.3** – Speaking - uses Japanese by incorporating diverse structures and features to express own ideas

**5.UL.4** – Writing - experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas

# 2017 YEAR 9 GERMAN PLANNER

Textbook: "Genau"

Term 1	1	2	3	4	5	6	7	8	9	10
	Revision	Revision	Pets			Birthdays				
			Ch10			Ch11				
Term 2	1	2	3	4	5	6	7	8	9	10
	Weather and related activities			Typical German food			Farewells			
			Ch12		Ch13			Ch14		

Textbook: "Ganz Genau"

Term 3	1	2	3	4	5	6	7	8	9	10
	Asking for and giving permission			Weekend activities			Talking about sport			
		Ch1		Ch2			Ch3			
Term 4	1	2	3	4	5	6	7	8	9	10
	Health			Talking about chores and rooms in the house			Christmas in Germany - activities			
		Ch4		Ch5						

**Assessment:** T1 wk 5 Listening, Wk 9 Reading and Writing, T2 Wk 8 Speaking and Writing

T3Wk3 Reading, T3 Wk 8 Listening, T4 Wk 3 Speaking, T4 Wk 6 Reading and Writing

**Reporting: The following outcomes will be reported against: Listening, Speaking, Reading and Writing**

# 2017 YEAR 9 FRENCH PLANNER

Term 1	2	3	4	5	6	7	8	9	10	11
Topic	<i>Revision of content from year 8</i>			<i>Asking/Talking about daily routines</i>				<i>Asking about/ Describing rooms, furniture and objects in the house</i>		
Chap				Tapis Volant 1- Unit 9				<i>Expressing opinions</i> TV1- Unit 10		
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	<i>Asking for/ giving directions</i> <i>Identifying places in town</i>					<i>Buying items in a shop</i> <i>Asking for/ giving prices</i>				
Chap	TV1- Unit 11					TV1- Unit 12				

Term 3	1	2	3	4	5	6	7	8	9	10
Topic	Semester 1	<i>Describing someone's appearance and character</i>					<i>Talking about leisure activities</i>			
Chap	Revision	TV1- Unit 13					TV1- Unit 14			
Term 4	1	2	3	4	5	6	7	8	9	10
Topic	<i>Planning a celebration</i> <i>Expression opinions</i>					<i>Holiday plans</i> <i>The weather</i>				
Chap	TV1- Unit 15					TV1- Unit 16				

**Assessment:** Students will be assessed on the following skills: Listening comprehension, Reading comprehension, Writing and Speaking. Each skill will be assessed at least once per semester. Students will also be informally assessed on vocabulary and grammar throughout the year.

## Reporting:

- 5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately
- 5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately
- 5.UL.3 uses French by incorporating diverse structures and features to express own ideas
- 5.UL.4 experiments with linguistic patterns and structures in French to convey information and to express own ideas

# 2017 YEAR 9-10 WORLD WAR II PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	The origins of the Second World War			The War in Europe				The Holocaust Case Study		
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	The Holocaust Case Study		The War in the Pacific				The Legacy of the Second World War			

## Assessment:

**Task 1** – group assessment (T1, Wk 9)

**Task 2** – historical investigation (T2, Wk 6)

*The final semester grades for your reports will be based on:*

1. Two major assessment tasks, and various learning activities
2. Diligent work and engagement in all class tasks and activities.

# 2017 TEXT TO PERFORMANCE PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	Stages & Performance Spaces				Scriptwriting				Elements of Production – Junior School Play	
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	Elements of Production Junior School Play cont.					Playbuilding				

**Assessment:** Students will be assessed throughout the course via performance task, logbook submission and class work

**Reporting:** All assessment components are used to determine outcome grades

# 2017 YEAR 9/10 INTRODUCTION TO CABINETWORK PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	Overview: Workshop safety, hand and power tool safe use and storage, folio requirements including structure and project development documentation.			Project design and development: Sizing, orientation, material limitations, costings and cabinet manufacturing techniques including demonstrations of the use of workshop jigs.				Research Assignment: Portable Power Tools and Manufacture of Timber Veneers		
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	Project development: Manufacturing processes, techniques and assembling of components to complete carcass. Ongoing design folio including record of construction phases/stages of production.					Project development: Door construction, fitting of cabinet hardware and other allied materials, pressing timber veneer door panels and timber finishing techniques.				

## **ASSESSMENT TASKS:**

**Task 1** Practical project and design folio – conclusion of course

**Task 2** Research task – Week 10

***The final semester grades for your reports will be based on:***

- Above mentioned assessment tasks
- Diligent work and engagement in all class tasks and activities



# 2017 YEAR 9/10 METALWORK PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	Overview: Workshop safety, hand and power tool safe use and storage, folio requirements including structure and project development documentation. Researching, brainstorming and proposal of possible practical project ideas.			Project design and development: Sizing, structure, material limitations, costings and project manufacturing techniques including demonstrations of the use of workshop tools and equipment.				Research Assignment: Welding operations, techniques and practices.		
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	Project development: Manufacturing processes, techniques and assembling of components to complete individual practical projects. Ongoing design folio including record of construction phases/stages of production.					Project development and completion: Assembling of individual components including fabrication, welding, joining and combining other allied materials as required to suit individual student designs.				

## **ASSESSMENT TASKS:**

**Task 1** Practical project and design folio – conclusion of course

**Task 2** Research task – Week 10

***The final semester grades for your reports will be based on:***

- Above mentioned assessment tasks
- Diligent work and engagement in all class tasks and activities

# 2017 YEAR 8 3D PRINTING PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Strand	Orientation	Drawing skills		3D Modelling				Design Project		
Topic	Course orientation Review of the Design Process Operation of a 3D printer	Isometric and oblique drawing	Orthogonal representation of solids	Introduction to 123D Modelling space Using Sketch and extrude tools Editing a sketch	Grouping objects. Using the trim tool. Snapping objects, Polygon tool. Duplicating objects	Chamfer Tool Sketch Spline Printing a design using Design Studio	Arcs and ellipses, Fillet too, Pattern and Mirror tool, Sketch Offsets, Loft Tool, Modifying the Shell	Students to design and print a personalised eggcup		
Assessment		Drawing exercises - evaluated and written feedback provided								Design and product. Written feedback to students
Term 2	1	2	3	4	5	6	7	8	9	10
Strand	Plastics		Major Design Project				Modelling with primitives		3D Scanning	
Topic	Plastics research project	Student presentations	Design brief Developing an on-line design portfolio using class Notebook Manual designs	CAD based models. Exported STL files	Printing of designs Finalising of Design portfolios		Use of basic primitive solids to develop 3D models		Advanced features of 3D printers Using a 3D scanner to create a model	
Assessment		Plastics PowerPoint and presentations				Design portfolio and product				

**Assessment:** Drawing exercises, Modelling a product print, Plastics research task/presentation, Major design challenge

**Reporting:** 4.1.1, 4.1.2, 4.2.1, 4.2.2, 4.3.2, 4.4.1, 4.5.1, 4.5.2, 4.6.1, 4.6.2

# 2017 YEAR 9/10 ANIMATION PLANNER

Term 1		1	2	3	4	5	6	7	8	10	
Strand		Digital Media		Social & Ethical	Types of digital media products				Skills Project		
Topic	Course orientation	Characteristics of digital media	Purpose of digital media	Copyright	Intro to Graphics Design	Audio and music	Animation and video	Creating movie clips	Electronic portfolio project	Electronic portfolio project	
Practical Activities	Intro to Adobe Flash Creative Cloud	Drawing tools and graphic production	Symbols, libraries and layers  Motion tween animations	Multiple object animation & Shape Tweening	On-line test on Copyright	Fixed point & circular animations	Frame by frame animations	Creating buttons & publishing a movie	Electronic portfolio project	Electronic portfolio project	
Term 2		1	2	3	4	5	6	7	8	9	10
Strand	Data storage and function		Design Project				Digitization of data		Displaying		
Topic	Secondary storage media and file types	Manipulation of digital data	Adding sounds to animations	Major Animation Project	Major Animation Project	Major Animation Project	Digitization processes	Factors affecting file size	Types of media used for distribution	Factors that influence display & distribution	
Practical Activities	Using masks to create animations	Animating still photos	Intro to Major Animation design project	Major Animation Project	Major Animation Project	Major Animation Project	Code snippets	Text formatting & text effect movie clips	PhotoShop animation	PhotoShop animation	

**Assessment:** On-line Copyright Test, Electronic portfolio, Major Animation project

**Reporting:** 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.5.2, 5.5.3

# 2017 YEAR 9/10 ICT SOFTWARE PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Strand	Orientation		Social & Ethical Issues	Software Systems	Data	Algorithms				
Topic	Course Introduction	Triple quoted strings, escape sequences, concatenating strings	The changing nature of work	System vrs application software	Bits, bytes and data encoding Converting data types	Methods of representing an algorithm	Control structures - Sequence	Control structures - Selection	Control structure - Repetition and subprograms	Algorithms examination (30%)
Practical programming Activities	Using IDLE, Comments, Blank lines and strings	Practical exercises on the above	Understanding Variables	On-line Exam on S&E Issues (30%)	Using the right data type, logical errors, Converting Values	Random numbers, The if, if-else, if-elif-else structures		While loops and Infinite loops, Values as conditions		FOR loops
Term 2	1	2	3	4	5	6	7	8	9	10
Strand	Algorithms	Programming concepts			Project		Programming Languages			
Topic	Desk checking	Input, processing output	Graphical User Interface layout	Data operators	Major software project	Major software project	Levels of language and code translation	Data structures	Testing code and algorithms	Error correction
Practical programming activities	Creating lists and the use of list methods	Accessing and creating data files		Major software project	Major software project	Major software project (30%)	Functions		Intro to pygame - simple graphics programming	

**Assessment:** On-line exam – social and ethical issues; On-line /paper test – algorithms; Major software design project

**Reporting:** 5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.5.2

# 2017 YEAR 9/10 ENGINEERING PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Strand	Introduction	Theory of Engineering Structures			Structural Design Project					
Topic	Workshop Orientation Safe use of tools demonstration and safety test	Property of materials Lab – work hardening and heat treating metal	Calculating reactions in structure under load	Engineering drawing – freehand, isometric, orthogonal representation	Engineering report Brainstorming and design ideas	Using CAD to create design	Construction of model engineering structure	Load testing of model structure	Finalise and submit Engineering report	
Assessment			Materials Test							Engineering Report
Term 2	1	2	3	4	5	6	7	8	9	10
Strand	Alternative Energy Sources			Alternative Energy Project			Materials			
Topic	WH&S and management of risk The nature & structure of the electricity grid	Alternative energy research project	Student presentations – Alternative energy	Design, construct and test a solar powered boat			Testing solar boats and finalising engineering report	Properties of materials - mechanical, chemical, physical, thermal, electrical, magnetic Testing materials		Wind power project
Assessment			Student presentation				Engineering Report			

**Assessment:** On-line materials test, Engineering reports – Structures & alternative energy, Student resenation on alternative energy sources

**Reporting:** 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1

# 2017 YEAR 9/10 COMMERCE 3 – LAW PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	Law and Society								Law in Action	
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	Law in Action					School developed course – Mock Trial				

**Assessment:**

Task 1 – Oral Presentation – Law Reform – Second Reading Speech

Task 2 – End of Semester Examination

# 2017 POPULAR CULTURE ELECTIVE PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Depth Study 1: P.C in Australia since 1945	What is PC?	Music	Film	Fashion	Sport	Research Methods	TV	TV	Presentation	Presentation
Term 2	1	2	3	4	5	6	7	8	9	10
Depth Study 2: Cross Cultural Study/Asian PC Depth Study 3: Impact of Sport on Society and Culture	More Research Methods	Asian PC	Asian PC	Asian PC	Asian PC	Asian PC	Sport as a PC	Sport as a PC	Sport as a PC	Sport as a PC

**Assessment:**

Task 1: Australian Decade Study Power Point Presentation Term 1, Weeks 9 & 10

Task 2: Asian Popular Culture Research Task Term 2, Weeks 5 & 6

**Reporting:**

The final semester grades will be based on the following:

1. Two assessment Tasks outlined above
2. Diligent work and engagement in all class activities and tasks

# 2017 PASS 4 - ADVANCED PLANNING PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Theory	<b>Participating in Outdoor Recreation</b> <ul style="list-style-type: none"> <li>- Reasons for participating</li> <li>- Leave No Trace Principles</li> </ul>				<b>Aspects of a successful expedition</b> <ul style="list-style-type: none"> <li>- Hydration and Water Sterilisation</li> <li>- Equipment</li> <li>- Nutrition</li> <li>- Cooking</li> <li>- Campcraft</li> <li>- First Aid</li> </ul>					
Practical	<b>Practical Demonstration Lesson</b> <ul style="list-style-type: none"> <li>- Map Reading</li> <li>- Compass Skills</li> <li>- Grid Reference</li> </ul>		<b>Practical Presentation Research lesson</b> <ul style="list-style-type: none"> <li>- Class time to complete research task for presentation later.</li> </ul>			<b>Student Presentation</b> <ul style="list-style-type: none"> <li>- Students present on aspects of successful expedition that they have researched</li> </ul>				
Term 2	1	2	3	4	5	6	7	8	9	10
Theory	<b>Aspects of a successful expedition cont.</b>	<b>Planning, implementing and evaluating an expedition</b> <ul style="list-style-type: none"> <li>- Uloola Falls pre-log</li> <li>- Campsite selection</li> <li>- Post log</li> <li>- Expedition Evaluation</li> </ul>					<b>Historical and Societal Perspectives of Outdoor Rec</b> <ul style="list-style-type: none"> <li>- "Solo" analysis</li> <li>- H&amp;S Task</li> </ul>			
Practical	<b>Student Presentations</b> <ul style="list-style-type: none"> <li>- Students present on aspects of successful expedition that they have researched</li> </ul>			<b>Pre-log, Expedition, Post Log</b> <ul style="list-style-type: none"> <li>- Campsite selection</li> <li>- Pre log</li> <li>- CAMP</li> <li>- Post Log</li> </ul>		<b>Fitness for Expedition</b> <ul style="list-style-type: none"> <li>- Students participate in a variety of activities aimed to increase their physical fitness for future hikes.</li> </ul>				

**Assessment:**

**Reporting:**



# 2017 PASS 3 - IMPROVING PERFORMANCE PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Theory	<b>Fitness</b>				<b>Body Systems</b>					
Practical	<b>Anaerobic, Aerobic, Strength</b>				<b>Strength Challenge</b>				<b>Strength Challenge Assessment</b>	
Term 2	1	2	3	4	5	6	7	8	9	10
Theory	<b>Fundamental Skill Development</b>			<b>Activities with Technology</b>						
Practical	<b>Practical Fundamental Skills</b>			<b>Technology, Participants and performance</b>			<b>Enhancing Performance Pathways</b>			

**Assessment:**

**Reporting:**

# 2017 YEAR 9 GEOGRAPHY PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	Biomes		Changing biomes		Food security; Biomes produce food; Challenges to food production					
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	Causes and consequences of urbanisation			Urban settlement patterns; Internal migration; International migration			Australia's urban future			

## Assessment:

**Task 1** Research Task – Term 1

**Task 2** PowerPoint Presentation -Term 2

*The final semester grades for your reports will be based on:*

- Two major assessment tasks
- Various learning activities and engagement in all class tasks

# 2017 YEAR 9 HISTORY PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	Overview: <i>Industrial Revolution, Movement of Peoples, Progressive Ideas and Movements</i>			Depth Study 2: Australia and Asia – Making a Nation				Depth Study 3: Core Study: Australians at War – World War I		
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	Depth Study 3: Core Study: Australians at War – World War I					Depth Study 3: Core Study: Australians at War – World Wars II				

## ASSESSMENT TASKS:

**Task 1** Making a Nation Media file – *Term 1*

**Task 2** Common test – Australians at War *Term 2*, Week 5

***The final semester grades for your reports will be based on:***

- Two major assessment tasks
- Diligent work and engagement in all class tasks and activities

# 2017 YEAR 9 PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Strand	Number			Patterns and Algebra			Patterns and Algebra			WM
Topic	Consumer Arithmetic (Earning Money)			Factorisation			Equations and Inequations			Common Task
	Chap 3			Chap 4			Chap 5			
Term 2	1	2	3	4	5	6	7	8	9	10
Strand	Space and Geometry		Patterns and Algebra		Space and Geometry		WM	Number		
Topic	Congruency		Formulas		Enlargements		Common Task	Index Laws		
	Chap 7		Chap 6		Chap 9			Chap 8		

Term 3	1	2	3	4	5	6	7	8	9	10
Strand	Patterns and Algebra				Number		Measurement			WM
Topic	Coordinate Geometry				Probability		Trigonometry			Common Task
	Chap 11				Chap 12		Chap 13			
Term 4	1	2	3	4	5	6	7	8	9	10
Strand	Patterns and Algebra			Patterns and Algebra		WM	Measurement			
Topic	Further Factorisation			Quadratic Equations (Factorising)		Common Task	Area, Volume and Time			
	Chap 15			Chap 17			Chap 16			

**Assessment:** At the end of each topic, students will be given a take home task to complete over 2 nights and the corresponding Mathematics Test. There will also be one Common Task per term. Common Tasks will be cumulative.

**Reports:** Reporting is based on strands. Where there is more than one topic within a strand, the topics will be combined (equally weighted) to make an overall grade for that strand.

# 2017 INTERNATIONAL STUDIES PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	UNDERSTANDING CULTURE & DIVERSITY IN TODAY'S WORLD (UNDERSTANDING CULTURE)					UNDERSTANDING CULTURE & DIVERSITY IN TODAY'S WORLD (CULTURE AND DIVERSITY)				
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	RELIGION AND CULTURE				THE MEDIA: RELIGION, POLITICS AND HUMAN RIGHTS					

**Assessment:**

***The final semester grades for reports will be based on:***

1. Two major common tasks and various learning activities.
2. Diligent work and engagement in all class tasks and activities.

# 2017 FILM & TV PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	Reading and Viewing Film and Video as a Media Text						Genre Study			
							Major composition pre-production			
							Begin production Wk 11			
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	Major composition production and post production				Continue with Genre Study and student choice					

**Assessment:** Students will be assessed throughout the course via common tasks and class work

**Reporting:** Both common tasks and class work are used to determine outcome grades

# 2017 YEAR 9/10 COMMERCE – BUSINESS 4 PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	Running a Business									
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	Accounting				Employment Issues			Promoting and Selling		

**Assessment:**

**Task 1:** Term 1, Week 8

**Task 2:** Term 2, Week 3

***The final semester grades for reports will be based on:***

1. Two major common tasks and various learning activities
2. Diligent work and engagement in all class tasks and activities.

# 2017 YEAR 9/10 COMMERCE – ECONOMY PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	Our Economy									
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	Personal Finance							Investing		

**Assessment:**

**Task 1A:** Term 1, Week 7

**1B:** Term 1, Week 9

**Task 2:** Term 2, Week 3

***The final semester grades for reports will be based on:***

1. Two major common tasks and various learning activities
2. Diligent work and engagement in all class tasks and activities.



# 2017 YEAR 9-10 BIG HISTORY PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	<b>Introduction</b> What is Big History?		<b>Foundations of the Universe:</b> The Big Bang Stars and Elements Planets and Solar Systems Life on Earth				<b>Early Human History</b>  Human Evolution Foraging Communities			
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	<b>The Agrarian Era</b>  The Neolithic Revolution Agrarian Civilisation Evolution			<b>The Modern Revolution</b>  Industrial Revolution			<b>The Future</b>			

## Assessment:

**Task 1** – group assessment (T1, Wk 9)

**Task 2** – essay (T2, Wk 6)

*The final semester grades for your reports will be based on:*

1. Two major assessment tasks, and various learning activities
2. Diligent work and engagement in all class tasks and activities.

# 2017 ACTING FOR STAGE & SCREEN PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	<b>Voice</b> – dynamics, projection, enunciation & pitch  <b>Realism: Stanislavski’s training method for actors</b>						<b>Study of a Contemporary Australian play-</b> <i>Ruby Moon</i> by Matt Cameron			
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	<b>Monologues &amp; Stage Acting</b>					<b>Screen Acting – Video Drama</b>				

**Assessment:** Students will be assessed throughout the course via performance task, logbook submission and class work

**Reporting:** All assessment components are used to determine outcome grades

# 2017 STAGE 5 – MUSIC AND PERFORMANCE

The NSW Music syllabus follows the core focus areas of performing, composing and listening. These focus areas will be developed throughout the course through a variety of activities and tasks. The Year 8 Music course is structured around the four skill based topics that you will see outlined below as focus for the course. Students will continue the development of their instrumental skills through a focus on Keyboard, Guitar, Bass Guitar and Drums.

Term 1	1	2	3	4	5	6	7	8	9	10	
Topic Performance	Intro to course	Scales, cadence and key signatures			Chord charts and modulations			Major to minor – changing tonality modulation			
		Compose chord progressions in major Chords in keys			Perform simple 4 chord song in 3 different keys			compose 4 bars, modulate the rel. min and compose additional 4 bars			
Term 2	1	2	3	4	5	6	7	8	9	10	
Topic Performance	Compound time				Like a version				Conceptual Critique		

# 2017 STAGE 5 - INSTRUMENTAL SKILLS

The NSW Music syllabus follows the core focus areas of performing, composing and listening. These focus areas will be developed throughout the course through a variety of activities and tasks. The Year 8 Music course is structured around the four skill based topics that you will see outlined below as focus for the course. Students will continue the development of their instrumental skills through a focus on Keyboard, Guitar, Bass Guitar and Drums.

Term 1	1	2	3	4	5	6	7	8	9	10
Topic	Intro to course	Latin			Irish			Australian		
Performance		Students will be working on individual and small group performances to consolidate and refine instrumental skill development								
Term 2	1	2	3	4	5	6	7	8	9	10
Topic	A History of Jazz			Improvisation			Performance focus			
Performance	Students will be working towards a final performance evening where family members and friends can come enjoy the progress that students have made on their instruments throughout the Semester.									

# 2017 STAGE 5 DRAWING

Term 1	1	2	3	4	5	6	7	8	9	10
<b>Art making:</b>	Introduction to course content, key concepts and material and assessment requirements	Exploration, experimentation and creation of artworks using a variety of drawing media, techniques, including form and tonal variation			Exploration, experimentation and creation of artworks using techniques associated with perspective		Exploration, experimentation and creation of artworks using techniques associated with figurative and portraiture		Exploration, experimentation and creation of artworks using techniques associated with drawing and composition	
<b>VAPD:</b>	Documentation of learning experiences, including experiments, ideas, developing processes and student progress. Also, investigations and sources of inspiration from their world.									
<b>Critical Historical Studies:</b>	Investigation and analysis of artists and artworks relating to students' art making. Including the evaluation of processes and progress used by the student and by artists when making artworks.									
Term 2	1	2	3	4	5	6	7	8	9	10
<b>Art making:</b>	Exploration, experimentation and creation of one or more Self-Initiated drawings in any media that combines the techniques experienced and that meets a set criteria.						Exploration, experimentation and creation of one or more Self-Initiated drawings in any media, technique or theme of their choosing.			
<b>VAPD:</b>	Documentation of learning experiences, including experiments, ideas, developing processes and student progress. Also, investigations and sources of inspiration from their world.									
<b>Critical Historical Studies:</b>	Investigation and analysis of artists and artworks relating to students' art making. Including the evaluation of processes and progress used by the student. A written report about the art making processes of an artist whose drawing is in some way connected to their own.									

## Assessment:

- Accumulated art making tasks developing art making techniques in a variety of 2D (two-dimensional) forms,
- Art historical investigations and critical interpretations,
- Documentation of learning in the Visual Arts Process Diary.

**Reporting:** The end of semester report will condense these into 3 areas of Art making, Art History & Criticism and the V.A.P.D.

# 2017 STAGE 5 2D TRADITIONAL ART

Term 1	1	2	3	4	5	6	7	8	9	10
<b>Art making:</b>	Watercolours; <ul style="list-style-type: none"> <li>Engaging in creative practice</li> <li>Watercolour techniques</li> <li>Colour mixing</li> </ul>		Artwork-Mixed media collage		Individual project: Planning in Visual Arts Process Diary (V.A.P.D.); <ul style="list-style-type: none"> <li>Frame/Point of View</li> <li>Conceptual Framework <ul style="list-style-type: none"> <li>Artist – choice of subject matter</li> <li>Art world-inspiration* (Art History &amp; Critical Practice: Research assignment on related topic)</li> <li>Artwork-Media/techniques</li> <li>Audience (for T2, Week 6 portfolio and J block exhibition)</li> </ul> </li> </ul>					
<b>VAPD:</b>	Documentation of learning experiences, including experiments, ideas, developing processes and student progress. Also, investigations and sources of inspiration from their world.									
<b>Critical Historical Studies:</b>	Investigation and analysis of artists and artworks relating to students' art making. Including the evaluation of processes and progress used by the student and by artists when making artworks.									
Term 2	1	2	3	4	5	6	7	8	9	10
<b>Art making:</b>	Printmaking - stencilling		Printmaking – Lino Carving		Body of Work Development		Exhibition		Lettering Design	
<b>VAPD:</b>	Documentation of learning experiences, including experiments, ideas, developing processes and student progress. Also, investigations and sources of inspiration from their world.									
<b>Critical Historical Studies:</b>	Investigation and analysis of artists and artworks relating to students' art making. Including the evaluation of processes and progress used by the student. A written report about the art making processes of an artist whose drawing is in some way connected to their own.									

## Assessment:

- Accumulated art making tasks developing art making techniques in a variety of 2D (two-dimensional) forms,
- Art historical investigations and critical interpretations,
- Documentation of learning in the Visual Arts Process Diary.

**Reporting:** The end of semester report will condense these into 3 areas of Art making, Art History & Criticism and the V.A.P.D.

## 2017 PASS 1 PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Weeks 1 to 6	<p><b>Safety and Risk Management</b></p> <ul style="list-style-type: none"> <li>- Safety Requirements of a range of sports</li> <li>- Assess levels and manage risk through skills</li> </ul> <p><b>Major Sporting Events</b></p> <ul style="list-style-type: none"> <li>-Risk and analysis</li> </ul>									
Term 1	1	2	3	4	5	6	7	8	9	10
Weeks 7-11	<p><b>Event Preparation</b></p> <ul style="list-style-type: none"> <li>- Design of event and organisation</li> <li>- Design and Present a pitch</li> <li>- Proceed with future planning</li> </ul>									
Term 2	1	2	3	4	5	6	7	8	9	10
Whole term	<p><b>Lead Participate Evaluate</b></p> <ul style="list-style-type: none"> <li>- Administration</li> <li>- Practical Participation                             <ul style="list-style-type: none"> <li>- Leadership</li> </ul> </li> <li>- Evaluates processes and reflects on events</li> </ul>									

## 2017 PASS 2 PLANNER

Term 1	1	2	3	4	5	6	7	8	9	10
Week 1 to 5	<p><b>Qualities of a good leader and coach</b></p> <ul style="list-style-type: none"> <li>- The Qualities of effective coaching</li> <li>- ASC community coaching principal coaching course</li> </ul> <p><b>Fundamentals of Movement skill development</b></p> <ul style="list-style-type: none"> <li>-Log Book</li> <li>- Minor Games</li> <li>Warm up games</li> </ul>									
Weeks 6 to 11	<p><b>Design and Planning</b></p> <p>Designing Coaching sessions</p> <ul style="list-style-type: none"> <li>- Peer Coaching</li> </ul>									
Term 2	1	2	3	4	5	6	7	8	9	10
Week 1 to 11	<p><b>Practical Application of Coaching</b></p> <ul style="list-style-type: none"> <li>-Evaluating</li> <li>-Reflecting</li> <li>-Leadership</li> </ul>									