

CONTINUATION OF LEARNING - 2021 (Weeks 8 - 9)

Term 3 - Year 10

| SUBJECT | ACTIVITIES | RESOURCES |
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| English | <p>Week 8: Students will be given activities that provide a scaffold and assist students in completing their assessment task which is due Friday 3rd September. All details for this task are in the assessment notification that has been posted on Google Classroom. Students will need to:</p> <ul style="list-style-type: none"> • Access their learning for the week via Google Classroom • Complete activities and complete their assessment • Attend weekly MS team/ zoom lessons. Times for these lessons will be posted on Google Classroom. <p>Week 9: Students will continue reading one short story each week, using this as a stimulus and focus for looking at how different writers use language to create meaning and engage an audience. Students will need to:</p> <ul style="list-style-type: none"> • Access their learning for the week via Google Classroom • read the short story allocated to the week and use it to answer the questions based on the story. • A short writing activity will be assigned based on the short story allocated. <p>Attend weekly MS team/ zoom lessons. Times for these lessons will be posted on Google Classroom.</p> | <p>Students will need access to their iPad and their Google Classroom.</p> <p>Students will need to complete work in the English book. If they do not have these, they can select another exercise book or a document on their iPad that will keep all their work together. Each week, lessons will be uploaded to Google Classroom with the learning sequences and work to be completed. All resources and materials will be contained within this document or linked in Google Classroom.</p> <p>In addition, we recommend students have a novel to read and engage in reading for pleasure throughout the week.</p> |
| Maths | <p>10MA53A & 10MA53B Week 8 will be dedicated to completing Assessment Task 2 (no classwork will be assigned). Week 9 tasks will be posted on Google Classroom. Students are to complete assigned Mathletics tasks. Students are to complete Squizya Term 3 Sheet 8. All resources will be posted on Google Classroom.</p> <hr/> <p>10MA52C, 10MA52D & 10MA52E Week 8 will be dedicated to completing Assessment Task 2 (no classwork will be assigned). Week 9 tasks will be posted on Google Classroom. Students are to complete assigned Mathletics tasks. Students are to complete Squizya Term 3 Sheet 8. All resources will be posted on Google Classroom.</p> | <p>Each exercise in the textbook addresses one main concept. Explanations will be provided by your class teacher to help your understanding of the concepts for each exercise. Please read through the explanation and worked examples in the textbook (accessible on Google Classroom).</p> <p>For each exercise, copy the important information into your Maths workbook (i.e. any definitions or formulas - these can often be found in a BLUE summary box). Attempt the worked examples yourself to check your understanding.</p> |

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| | <p>10MA51F & 10MA51G Week 8 will be dedicated to completing Assessment Task 2 (no classwork will be assigned). Week 9 tasks will be posted on Google Classroom. Students are to complete assigned Mathletics tasks. Students are to complete Squizya Term 3 Sheet 8. All resources will be posted on Google Classroom.</p> | <p>Complete all questions for each exercise showing necessary working out. Check your answers and mark your work - reattempting any questions which were incorrect. Take a photo/scan and upload to your Google Classroom as evidence of completion. If you have individual images, paste them into a Word/Pages document and upload a single file for each exercise/chapter. REMEMBER - this is set up as an "assignment" to allow you to submit your completed work.</p> |
| Science | <p>Students are continuing to study Chemistry and will apply the knowledge of atomic structure to classify common compounds and investigate different types of chemical reactions, describing them using word and chemical equations. They will also investigate the different factors that can affect the rate at which chemical reactions occur in both living and non-living systems.</p> | <p>Good Science text: Chapters 14 and 15 Activities may involve reading the text and making summaries, answering questions, completing electronic worksheets, watching relevant Youtube clips, completing computer simulations, performing simple experiments using common household items.</p> |
| HSIE | <p>In weeks 8 and 9, students will continue to work through the topic of Human Wellbeing. The focus will be on differences in wellbeing in Australia. In week 8, students will be investigating the differences in wellbeing that is being experienced across Australia. They will also look at how geography impacts equality in different ways. In week 9 students will be investigating the different levels of equality experienced by different groups of people in Australia. Specifically, people experiencing homelessness and Indigenous communities.</p> | <p>Resources, activities and directions will be posted via Google Classroom.</p> |
| Commerce | <p>In weeks 8 and 9, students will continue to do work on the topic of the Economic and Business Environment. The focus of both weeks is the nature and operation of markets. In week 8, students will learn about demand, supply and the price mechanism.</p> | <p>All resources and directions will be posted via Google Classroom.</p> |

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| | <p>In week 9, students will learn about different types of markets and the reasons why governments intervene in markets, with a specific focus on the environment.</p> <p>Through both weeks, students will be provided with explainers, videos and a series of questions that they will work through.</p> | |
| Child Studies | <p>Year 10 Child Studies A5 - 200HR Course:</p> <p><i>Media and Technology</i> Students are continuing to work on the topic Media & Technology. In Week 8 we will investigate violent video games and whether they have an impact on child behaviour.</p> <p>In Week 9, students will be exploring children and television and will look at different types of children television shows and analyse how each show uses educational aspects in preparation for completing their Assessment Task in Term 4.</p> <p>Year 10 Child Studies A7 - 100HR Course:</p> <p><i>Newborn Care</i> Students are continuing the topic Newborn Care. In Week 8 students will finish off exploring the needs of newborns including hygiene and changing nappies. In Week 9 students will explore breastfeeding and bottle feeding. In Week 10 students will explore some childhood diseases like SIDS.</p> | |
| Dance | <p>Students will be completing the following:</p> <p>Week 8 Popular Dance Styles</p> <p>Week 9 Popular Dance Styles</p> | <p>All resources and learning material will be posted onto Google classroom.</p> <p>Students are encouraged to follow their timetabled Dance lessons.</p> <p>Weekly check in with teacher via MS Teams</p> |

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| Drama | <p>Students are studying the topic Elements of Production through a close study of the famous text, <i>Alice in Wonderland</i>. Students are working towards producing a cardboard set design for the text due in Week 10.</p> <p>Weeks 8 & 9</p> <p>Students work on constructing their set design using items found around the home. Students focus on using signs and symbols to communicate meaning to an audience through their artistic choices.</p> | Cardboard, paper, scissors, glue/tape, additional decorative items; coloured pencils etc. |
| Food Technology | Food Service & Catering Practical Challenge via Google Slides | A copy of the Google Slides challenge has been assigned to each student in Google Classroom |
| Design & Technology | <p>Week 8</p> <p>The Work and Responsibility of Designers: Factors affecting Design and Production</p> <p>Students explore how designers work in designing and producing and consider the factors affecting this process.</p> <p>Students need to:</p> <ul style="list-style-type: none"> • Read through Chapter 4.1 (page 90 - 93) of the Cambridge textbook, located on Google Classroom • Complete the activities found in: “designtech5_ACT0401” • Submit work via Google classroom by the due date. <p>Week 9</p> <p>The Work and Responsibility of Designers: Workplace Legislation and Environmental Practices</p> <p>Students investigate legislation governing WH&S, EEO, Industrial practices and environmentally sustainable practices.</p> <p>Students need to:</p> <ul style="list-style-type: none"> • Read through Chapter 4.3 & 4.4 (pages 99 - 106) of the Cambridge textbook, located on Google Classroom | <p>Google Classroom</p> <p>Google Docs</p> |

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| | <ul style="list-style-type: none"> Complete the activities found in: “designtech5_ACT0404” Submit work via Google classroom by the due date. | |
| IT Multimedia (100 hour) | <p>Week 8</p> <p>This week, students will read through the Design Factors of Website Design page and then complete Activity 8 in OneNote.</p> <p>Students will continue to work through their Website Portfolio by completing the Final Wireframe Design for their project, and beginning their Journal and Website.</p> <p>Lastly, students will attempt to complete the Media Content activity using the link attached to the HTML/CSS on iPads post on Google Classroom.</p> <p>Week 9</p> <p>This week, students will research the tools used on the Activity 9: Graphic Design Equipment page and complete the table on the page in OneNote.</p> <p>Students will continue to work through their Website Portfolio by working on their Journal and Website.</p> <p>Lastly, students will attempt to complete the Extra skills: Javascript activity using the link attached to the HTML/CSS on iPads post on Google Classroom.</p> | |
| IT Multimedia (200 Hour) | <p>Week 8</p> <p>Students will continue to work through their App Portfolio by completing the Final Design Evaluations for their project, and beginning their Journal and App.</p> <p>Week 9</p> | |

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| | Students will continue to work through their App Portfolio by working on their Journal and Mobile App . | |
| IT Timber (100 Hour) | <p><u>Week 8</u></p> <p>Theory: - Environmental #2 Students will review the google slides using classroom and answer all relevant questions.</p> <p>Assessment Task:- Portfolio Students are to ensure previous portfolio activities are complete to a high standard for the given assessment task.</p> <p><u>Week 9</u></p> <p>Theory: - Woodturning #1 Students will review the google slides using classroom and answer all relevant questions.</p> <p>Assessment Task:- Portfolio Students are to ensure previous portfolio activities are complete to a high standard for the given assessment task.</p> | Google Classroom - Google Slides |
| IT Timber (200 Hour) | <p><u>Week 8</u></p> <p>Theory: - Environmental #2 Students will review the google slides using classroom and answer all relevant questions.</p> <p>Assessment Task:- Portfolio Students are to ensure previous portfolio activities are complete to a high standard for the given assessment task.</p> | Google Classroom - Google Slides |

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| | <p><u>Week 9</u></p> <p>Theory: - Woodturning #1 Students will review the google slides using classroom and answer all relevant questions.</p> <p>Assessment Task:- Portfolio Students are to ensure previous portfolio activities are complete to a high standard for the given assessment task.</p> | |
| iSTEM | <p>Week 8 Energy Generation Students understand a range of renewable and non-renewable power generation methods and learn arguments for and against the use of these methods. Students will need to:</p> <ul style="list-style-type: none"> • Read the attached Google Slides presentation. • Open the Google Doc: "Worksheet 1" and answer the questions. • Submit work via Google classroom by the due date. <p>Week 9 Energy Generation part two Students further understand a range of renewable and non-renewable power generation methods and produce arguments for and against the use of these methods. Students will need to:</p> <ul style="list-style-type: none"> • Read the attached Google Slides presentation. • Open the Google Doc: "Homework 4" and answer the questions. <p>Submit work via Google classroom by the due date.</p> | <p>Google Classroom Google Docs Google Slides</p> |
| Japanese | <p>In week 8, students will start a new topic: The country and the city. They will look at Japanese metropolitan and rural areas, and then compare them with Sydney and regional NSW. They'll learn to discuss what we</p> | <p>The following resources will be provided via Google Classroom: Google Slides Memrise course (iiTomo 3/4 Unit 6+7):</p> |

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| | <p>can find in these areas in Japanese (which is a required language feature in the assessment task).</p> <p>In week 9, students will continue to work on their vocabulary and sentence structure.</p> <p>Work provided will be limited, with students to focus on working on their assessment task, which is due Week 10 Friday 17 September at 3:00 pm</p> | <i>For online vocabulary revision</i> |
| Marine & Aquaculture | <p>Ms Wasser: Students will continue learning about Antarctica's marine environment</p> <p>Mr Dixon: Students will continue working on Module 15- Watercraft design, construction and maintenance.</p> <p>Students will focus on types of surf equipment, design development and materials used. The major focus area will be surfboards.</p> | There will be links to websites and/or Youtube clips and will require students to process and present information. |
| Music | <p>Students are studying the topic Music and Technology.</p> <p>Students will be learning about how technology has vastly changed musical genres, instruments, the way we hear and consume music. Students will learn to analyse music and discuss the effects technology has on the concepts of music.</p> <p>Weeks 8 & 9 Students will be focusing on listening to certain forms of music technology and describing the effect that these technologies have on the concepts of music. Students will be working on their performance pieces for their upcoming assessment.</p> | Pen, paper, iPad, headphones, Music book, instrument of choice. |
| PASS | <p>Year 10 PASS (100hr) - 1 year course</p> <p>Theory Topic</p> <ul style="list-style-type: none"> • Explain the value of a selected group participating in physical activity and sport for both the group and community. • (people with disability) • Analyse the outcomes and opportunities provided by physical activity and sport for a selected population group, for example: building a sense of community, connectedness, fostering inclusion and understanding of diversity. | <p>All resources and learning material will be posted onto Google classroom.</p> <p>All class work will be posted onto Google classroom on the day of the timetabled lesson.</p> |

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| | <p>Year 10 PASS (Year 9 and 10) - 2 year course</p> <p>Theory Topic Topic 4 - <u>Banned Substances and Methods in Sport</u> Students are to finalise any outstanding activities on the following subsections of work.</p> <p style="padding-left: 40px;">Completion of Types of Illegal and Banned Drugs and Methods (Part 2) and Why do Athletes Take Drugs?</p> <p>However, their main focus over the next 3 weeks will be their PASS Assessment Task. Students received an Assessment Task notification on Issues in Sport – Case Study on Doping on Tuesday 24th August. It is anticipated this task can be completed during allocated lesson times. It is due on Monday 13th September. Students will be required to submit work as instructed.</p> | |
| <p>PD/H/PE</p> | <p>Health Lessons</p> <p><i>Continue with Sexual Health Unit of work</i> Final Sexual Health lessons will be posted Week 8 on Google classroom. Continue with teams check in as notified by the teacher.</p> <p>Enter the Meet a Matilda - Ellie Carpenter competition (optional). Competition details posted on Google classroom</p> <p>Practical Lessons</p> <ul style="list-style-type: none"> • Students are encouraged to participate in physical activity during their scheduled Physical Education lessons. Examples of activities are posted on Google Classroom • New practical physical journal lessons will also be posted. | <p>Students will need access to their iPad and their Google Classroom. Students will need to complete work in their Health workbook. If they do not have this, they can select another exercise book or a document on their iPad that will keep all their work together.</p> <p>All class work will be posted onto Google classroom on the day of the timetabled lesson.</p> <p>Posted check in with teacher via MS Teams</p> |
| <p>Textiles Technology</p> | <p>The Sustainable Consumer research task</p> | <p>A copy of the task has been assigned to each student in Google Classroom</p> |

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| Visual Arts | <p>Students are studying the topic Still Life. They are completing a number of painting, drawing and photography activities as they work on a canvas painting which is due next term and their art analysis project due in Week 10.</p> <p>Weeks 8 & 9</p> <ol style="list-style-type: none"> 1. Continue glazing painting. 2. Still Life Analysis: Questions 3 & 4 | <p>Artmaking (A list of the required materials has been emailed to parents)</p> <p>Paper Lead pencil Coloured pencils Paint and brushes Canvas</p> <p>Critical and Historical Studies</p> <p>ipad Paper Pen</p> |
| Visual Design | <p>Students are working on the unit of work, Print, Pattern and Product. They will complete a number of activities, working towards designing and making their own repeat pattern.</p> <p>Weeks 8 & 9</p> <ol style="list-style-type: none"> 1. Watch the video instructions on the Google Slides. 3. Design your pattern on paper 4. Re-watch the video, pausing and creating your pattern as you watch. | <p><i>All resources and instructions are in Google Classroom.</i></p> <p>Paper Pencil Sharpie Sticky tape</p> |
| World History | <p>In week 8, students will be issued their Semester 2 Assessment task on Case Studies in Modern Terrorism. This will be due at the start of Term 4.</p> <p>They will have the next 3 weeks to complete it. Students are encouraged to seek assistance from their class teacher.</p> | <p>Assessment notification and directions will be posted on Google Classroom.</p> |
| Student Services | <p>Weeks 8/9 Student Services Hotline. Call the school on 9521 2805 and ask for a callback from the Student Services Hotline.</p> <ol style="list-style-type: none"> 1. Learning support available remotely to break down any tasks from any subjects. | <p>Check website updates</p> <p>Student Services GOOGLE CLASSROOM Code: g5zw62v</p> <p>Miss Papaefstathiou's English Class 7-12 GOOGLE CLASSROOM</p> |

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| | <ol style="list-style-type: none">2. High Potential Mensa Units available as optional activities to extend your learning. Access via Student Services Google Classroom>Classwork>High Potential Students>Extend Your Learning.3. EALD students - Learning support available remotely to break down any tasks from any subjects. Miss Papaefstathiou is available Mondays & Tuesdays4. The Subject Selection process is now closed. Late enquiries can be directed to Mrs Hayward on: kathryn.hayward6@det.nsw.edu.au5. Regular updates provided to Year 10 Stage 5 EVET students as class delivery status changes via phone/ email6. Careers information/events posted to the Year Advisor Google Classroom. <p>Careers related information for the school community available via www.thejannalicareers.com</p> | <p>Code: b2xg5q3</p> <p>EVET Google Classroom (note only for those students already enrolled in Stage 5 EVET courses)</p> <p>Code: pxj7fw5</p> |
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