



## Term 4 Student Work Overview: Year 9

This document provides an overview of learning for Term 4 for students at Kotara High School.

To ensure this learning is facilitated effectively, all students need to ensure that they have completed all of the following:

1. Accessed their Canvas account. If they cannot, please contact the school.
2. Accessed their Department of Education email, as this is how students contact teachers directly for specific direction and clarification (a student's email should be their name and then finish with @education.nsw.gov.au).

### The timetable

To ensure a routine for learning is maintained during this time, students should follow their regular school timetable. Lesson times have been adjusted slightly to ensure students are taking breaks between lessons.

8:00am – 8:45am (Seniors only)	Period 0  Check your Canvas announcements
8:45am – 9:10am	Break
9:10am – 9:55am	Period 1  Check your Canvas announcements
9:55am – 10:10am	Break
10:10am – 10:55am	Period 2  Check your Canvas announcements
10:55am – 11:40am	Recess Break
11:40am – 12:25pm	Period 3  Check your Canvas announcements
12:25pm – 12:40pm	Break
12:40pm – 1:25pm	Period 4  Check your Canvas announcements
1:25pm – 2:10pm	Lunch Break
2:10pm – 2:55pm	Period 5  Check your Canvas announcements

### Canvas announcements and lesson details

Canvas announcements will be made by staff, notifying students of lesson activities and content. To further support students structuring and organising their day, a suggested day planner has been uploaded to the KHS website. Students are also encouraged to use their GEM diaries.



## School contacts

The following is a list of key school contacts. An additional list of faculty and teacher contacts can be found at the end of this document.

Key contact	Email
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## Term 4 Overview: Year 9

### English

**Head Teacher:** Ms Roseanne Abbott

**Learning Platform:** *Canvas*

**Overview:** Students are studying the module Discovering Documentaries. They will explore features and conventions of the documentary form as well as engaging critically with texts in order to analyse and evaluate the ways in which documentaries represent different ideas and perspectives. Through the close study of one documentary text and associated media sources, students will develop skills of media literacy and an understanding of the problematic nature of representing 'truth' and 'reality' in nonfiction texts.

Students are advised to follow the lesson sequence on Canvas in each two-week block. There is an overarching driving question that students are to answer with accompanying critical reading and critical writing activities underpinned by ALARM (A Learning and Responding Matrix). Students have also been distributed with a wide reading prose fiction text and it is highly recommended that students regularly engage in reading to enhance their understanding of English textual concepts, authorial purpose, context and literary techniques.

### Maths

**Head Teacher:** Mr Dan Garner

**Learning Platform:** *Canvas and OneNote*

**Overview:** All lesson content will be available in the Content Library on OneNote and all student questions should be posted in the Collaboration Space in OneNote. Teachers update regularly and students should regularly sync their OneNote in order to access the most current content.

All expected work and student communication will be done through Canvas under the Assignments tab. Students will be required to regularly upload screenshots of their completed work for teachers to check and a short Zoom check-in with students will take place once per week. A PDF copy of the textbook can be downloaded at the Canvas Modules tab.

### Science

**Head Teacher:** Ms Nicole Bonar

**Learning Platform:** *Canvas*

**Overview:** The Year 9 Science topic for Term 4 is 'Smash The Atom.' The roll out of work for Science in Term 4 will continue on Canvas on a weekly basis. Canvas 'pages' will contain clear instructions, lesson material, descriptions of activities and links to videos and other files if necessary for the whole week. A 'quiz' is to be done at the end of each week once the work for the week has been completed. Students will also use the 'assignment' feature to upload evidence of the work that they have done this week. The 'evidence' will be 1-3 pieces of work per week chosen by the classroom teacher. We will also be trialling the use of a digital textbook this term to assist students. The textbook will be accessed via Canvas.

## HSIE

**Head Teacher:** Ms Suzi Evans

**Learning Platform:** *Canvas*

### Geography

**Overview:** This term students will be completing the unit Changing Places.

Key themes:

- strategies to create liveable and sustainable urban places focusing on a case study of Barangaroo – Sydney
- internal and international migration patterns

### History

**Overview:** The unit of work students will be looking at is Australians at War.

Key themes:

During the first five weeks of this term, students will begin examining the period of time after WWI and before WWII, looking closely at the 1920's and the Great Depression. Students will then begin to focus specifically on WWII by understanding the causes of WWII and the rise of Hitler.

### Commerce

**Overview:** Towards Independence

Students investigate financial, consumer, legal and employment issues which may affect them in the future. They examine a range of strategies that young people may use in their move towards independence. Students learn about the role of community organisations and how they as individuals can contribute to society.

### Marine Studies

**Overview:** Module 8 - Rock Platforms

This module introduces rock platforms and the animals and plants that commonly live there. Students investigate the harshness of the rock platform habitat and the adaptations that organisms living on it need for survival. Content focuses include investigating the importance of rock platforms as nurseries for sea creatures and classifying animals on rock platforms as either browsers, carnivores, scavengers, detritus feeders or filter feeders. Students will have the opportunity to undertake individual research in a creature of their choice.

## PDHPE

**Head Teacher:** Mr Peter Lister

**Learning Platform:** *Canvas*

### PDHPE

**Overview:** Students are to begin 'Module 4: Diversity & Identity' for Term 4 from Canvas. Students should complete one activity at a time (in sequential order) and use any accompanying material to complete each activity. Each activity will need to be submitted through Canvas or may be an interactive completion activity.

Announcements including lesson outlines, class discussions and tasks to be completed, will all be communicated via Canvas throughout the term. Students will have access to all teaching materials via Canvas under the Module section.

Suggested practical activities and challenges can be found under Module 5 in Canvas. Challenge yourself and your health by attempting some or all of these activities.

Any questions for this content or course, please email your teacher or send them a message on Canvas.

### Year 9 PASS – Active

**Overview:** Students are to begin 'Module 3: Lifestyle, Leisure & Recreation' for Term 4 from Canvas. Announcements including lesson outlines, class discussions and tasks to be completed, will all be communicated via Canvas throughout the term.

Suggested practical activities and challenges can be found under Module 5 in Canvas. Challenge yourself and your health by attempting some or all of these activities.

Any questions for this content or course, please email your teacher or send them a message on Canvas.

## TAS

**Head Teacher:** Mrs Rebecca Murphy

**Learning Platform:** *Canvas*

### Year 9 Child Studies

**Overview:** Students are working on the 'Feeding Growing Babies' module.

### Year 9 Food Technology

**Overview:** Students will be finalising Unit 3 - Food Product Development and then commencing Unit 4 – Food Equity.

### Year 9 Metal

**Overview:** Students to complete Onshape (CAD) drawing exercises and 'Workshop Machines and Power Tools' online learning modules.

## Year 9 Timber

**Overview:** Students to continue with Onshape (CAD) drawing and sketching exercises and theory worksheets.

## Year 9 Fashion

**Overview:** Unit 3 – The Textile Industry – workbook activities

**Optional - PRACTICAL TASKS** – Students MAY undertake practical tasks that support skill development. If you undertake a task a task - record your work on video or take photos and share with your teacher and class on Canvas.

## ALPACA

**Head Teacher:** Mr Jason Foy

**Learning Platform:** *Canvas*

### Japanese

**Overview:** Students will be using Canvas and their Ii Tomo workbook, to access all learning content in the Year 9 Japanese course. They will learn vocabulary and grammatical structures in the skill areas of speaking, listening, writing and reading. Tasks will all be accessible through Canvas. Some speaking lessons will be conducted through Zoom.

### Music

**Overview: Overview:** This term the Year 9 Music class will be analysing the development of Newcastle's own Silverchair. Students will use the concepts of music to analyse various elements that evolved over the band's career. In conjunction with this, they will advance their listening skills through a varied aural template. All the Year 9 learning will be directed through Canvas.

### Visual Arts

#### **Overview:**

Students will begin a unit that explores 2D and 4D forms. They will focus on a variety of artists and create artworks informed by their practice. This unit will be delivered and submitted through Canvas.

### Drama

#### **Overview**

Students will be given a short playscript (via email or mail) and placed with another student or two others.

They will explore the script in terms of the following:

- Units of Action
- Characterisation – Needs and Wants (Objectives)
- Status

They will design the set, costumes and a poster for their play and have readings of their play online.

## Mentoring

**Head Teachers:** Mr Scott Shephard and Miss Allana Harding

**Learning Platform:** *Canvas*

**Overview:** Students will engage in a range of activities focused on the focus areas of Wellbeing and Resilience. Mentoring lessons will also provide students with opportunities to reflect on effective habits for learning and strategies to enhance wellbeing with GEM.



## Faculty contacts

If you have any queries or concerns, please do not hesitate to email your teacher or the faculty Head Teacher. Below you will find a list of faculty teachers and their email addresses.

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