STRIVE TO ACHIEVE

Year 9 – Term 2 2026 Curriculum Placemat

	Mathematics	English	Humanities	Science	Elective - Health & Physical Education	Elective – Visual Art	Elective – Digital Technologies	Elective – Materials and Design	Elective Textiles, Food and Fibre	Elective – Agriculture
Unit Name	**Measure it up!**	**Twelve Angry Men**	**Geographies of Interconnections**	**Earth and space - Carbon, what is it good for?**	**Identities in Sport**	**Cultural Art**	**Interactive Media**	**Drone Delivery**	**A Taste of the World**	**Agri Technologies**
Assessment Type	Students engage with using measurement knowledge to practical settings. This includes determining heights, and applying scale on building plans. They will complete a project where students complete a project where students will use real life settings to determine answers to questions. Project Written Length: Up to 800 words Conditions: Individual, in-class	Students will complete an examination in supervised conditions, analysing the themes and characters, the language features and text structures used by the author and reflecting on the contrasts between the text and their own perspectives and contexts (i.e. modern day Australia vs. 1950's America). • Write your answers in the spaces provided using a blue or black pen. • Use evidence (quotations) from the play to support your answers. • Check all answers as you complete each section for correct use of grammar, spelling and punctuation. Conditions: • up to 90 minutes plus 10 minutes planning time • under supervised conditions • Written extended response 600–800 words – individual (word lengths indicated on each question)	Students will analyse the interconnections between people places and environments via a collection of mini geography tasks. Selecting minimum of three set tasks independently. Portfolio project written with 900 words, references must be acknowledged. Conditions: Individual work, in class Minimum of 6 references across portfolio.	Year 9 students will explore the intricate connections between Earth's spheres and their impact on the carbon cycle.The unit covers the atmosphere, hydrosphere, lithosphere, and biosphere, examining how processes within these spheres influence each other. Students will gain an understanding of the carbon cycle, its key components, and how it regulates carbon movement in ecosystems. Students will produce a 4-6 min multimodal presentation on their experiement explaining their results and decisions made.	Students will identify how playing and spectating sport influences identities of Australians. By analysing information about a chosen sport, students will identify participation statistics, and factors that influence participation in their selected sport. Length: 600-800 words Conditions: Individual, in-class	In this unit, students will explore how different cultures throughout time and place have used art to communicate. Students will research and engage with a range of artistic mediums from across cultures and historical time periods to develop an understanding of the importance of art in recording history, telling stories, sharing culture and communicating information. Students will engage in a series of workshops to experiment with a range of techniques and mediums. **Technique:** • Resolved Artwork – Practical **Conditions:** • 1 medium-large resolved artwork OR a collection of up to 4 small pieces. • Visual diary – documenting making process • Completed in class	Students will design and create an interactive digital experience where user choices lead to different outcomes. They will plan a branching structure using flowcharts and storyboards, then build their product using linked slides (e.g. Google Slides or PowerPoint). Each slide acts as a "screen," and users navigate through the experience by making decisions that link to different slides. Students will test their product with peers, identify issues with navigation and clarity, and refine their work to improve user experience and engagement. Assessment (Wk 2-10): Students will design and create an interactive digital experience where the player makes choices that lead to different outcomes (i.e. a "choose your own adventure" style game).	Students will explore the emerging technologies surrounding drones and 3D printing including the ethical and legal considerations around flights. Students will create a folio of work that will showcase the use of drones in industry and provide a proof of concept for a drone delivery system. Project 8 weeks	Students will be investigating cultural foods from around the world. They will manipulate ingredients and how they can be incorporated into everyday cooking experiences. The aim of this unit is to encourage our students and families to use native Australian ingredients and the ingredients of different cultures, in healthy family meals. Students will research a country or culture of their choice and investigate how geography and climate influence the foods and flavours commonly found in that culture. They will identify key ingredients unique to the chosen culture and design a full day's menu (breakfast, lunch, dinner, dessert, drinks, and snacks) to showcase the culture. The assignment will culminate in a multi-modal presentation and four cooking experiences in which they will prepare and present dishes from the chosen culture. Technique: Written and Practical Independent	This unit will run for term 2 and part term 3. Using technology driven immersive project that challenges students to design innovative solutions to REAL world challenges, in sustainability and agri-tech usage. The program is facilitated by STEM Punk education and the EKKA The focus is using MVT Machinery Vision technology, robotics and AI to be used to design protypes for pest weed detection in paddocks or other technology design problems.
Cognitive Verbs	Solve Determine Use Evaluate Apply	Analyse Interpret Plan Explore Explain Justify	Analyse Identify Explain Represent Compare Interpret Use	Represent Analyse Examine Plan Select Construct	Identify Analyse Justify Evaluate Research	Evaluate Investigate Experiment Select Manipulate	Analyse Identify Justify Create Evaluate	Create Identify Evaluate Explore	Research Investigate Adapt Create Analysis	Identify Analyse Justify Evaluate Research

❖ Minimum Reading Expectations		
Cluster 14/15/16 Expectations	**Cluster 14 – Reading texts** ❖ Reads a wide range of increasingly complex subject texts for sustained periods. ❖ Selects suitable reading pathways to engage with new content. ❖ Identifies multiple purposes for which texts are constructed.	**Cluster 15 – Reading texts** ❖ Independently selects and reads an increasing volume and range of complex texts. Strategically navigates texts with speed and efficiency.
❖ Minimum Writing Expectations		
Cluster 14/15/16 Expectations	**Cluster 14 – Aspects of writing** ❖ Creates texts that incorporate substantial, elaborated ideas and themes. ❖ Uses, monitors and reflects on planning strategies to enhance the effectiveness of a text. ❖ Tailors writing in response to audience, purpose and context. ❖ Identifies and explores different perspectives and points of view. ❖ Demonstrates coherency by using a variety of devices that support readers to link ideas and establish relationships. ❖ Selects sophisticated grammatical structures to enhance quality of writing. ❖ Creates and manipulates texts that integrate different modes. ❖ Makes deliberate language choices for greater precision and technicality. ❖ Uses a range of complex punctuation to support clarity and precision of meaning. ❖ Correctly references resources.	**Cluster 15 – Aspects of writing** ❖ Creates a range of coherent texts for imaginative, informative and persuasive purposes. ❖ Explores challenging ideas and ethical dilemmas. ❖ Uses sophisticated grammatical features to express complex ideas and concepts. ❖ Constructs texts that have a variety of well developed, effective sentences for clarity and coherence. ❖ Manipulates language features and structures to suit context. ❖ Applies knowledge of word origins to spell unknown words. ❖ Uses complex punctuation strategically for effect. Efficiently revises, edits and proofreads texts to enhance accuracy and quality.

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Miles State HIGH SCHOOL

Year 9 - Term 2 Student Planning Calendar

Year 9 Term 2		Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
1	20 – 24 Apr			9/10B TFF – TURNAL – Task handed to students 9/10 ART – REARSI – Skateboards Due	9/10A TFF – TURNAL – Task handed to students 9/10 ART – REARSI – Task handed out	Period 1 – ANZAC ceremony	ANZAC DAY
2	27 Apr – 1 May	9DIG - SMITWI – Assessment project handed out					
3	4 – 8 May	LABOUR DAY		9Maths - SCHNBE/DEVIRA - Handout			
4	11 – 15 May	9HPE – FOWKEM - ASSESSMENT HAND OUT		9AG webinar EKKA COMP LAUNCH			
5	18 – 22 May				9/10 ART – REARSI – Project Draft sketches due	9HSS- COVEMA/SMITWI - Receive task sheet	
6	25 – 29 May			9/10A TFF – TURNAL – Draft Due	9/10BATFF – TURNAL – Draft Due 9/10 ART – REARSI – Diary Check in		
7	1 – 5 Jun	9HPE –FOWKEM - DRAFT DUE 9A/B English – COVEMA/REARSI - Practice Exam		9Maths – SCHNBE/DEVIRA - Draft	9/10 ART – REARSI – WIP Check in	9HSS- COVEMA/SMITWI – First draft DUE	
8	8 – 12 Jun	9HPE – FOWKEM - FINAL DUE		9/10B TFF – TURNAL – FINAL Due 9A/B English – COVEMA/REARSI - Exam	9/10A TFF – TURNAL – FINAL Due	9Science Experimental Investigation – SCHNBE/PERRIA- Draft 9HSS- COVEMA/SMITWI – Final draft DUE	
9	15 – 19 Jun	9DIG – SMITWI – Assessment Project due		9Maths – SCHNBE/DEVIRA – Final 9/10 ART – REARSI – Final Project due	NAIDOC – Engagement	9Science Experimental Investigation - SCHNBE/PERRIA -Final 9HSS- COVEMA/SMITWI – Final DUE	
10	22 – 26 Jun			MSHS – Athletics ½ day	MSHS – Athletics full day	Year 9/10 Dance Workshop	