HRHS

Learning From Home Pack

Stage 5

Student Name:_____

Contents

Mathematics

Topic 1: Linear relationships

Learning Intention	I am learning to interpret linear and non-linear graphs and calculate the gradients of lines	
Success Criteria: I will be successful when I can…	Compare and tell the difference between linear and non-linear graphs	
	Calculate gradients	
	Graph straight lines in the form y = mx + c.	

(Tick the box once you have achieved this criteria)

Lesson 1 – Linear and non-linear graphs (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1-3 using GeoGebra software.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/mathematics/week-a/stage-5-maths-week-a-lesson-1

Lesson 2 – Investigating the characteristics of linear graphs and their equations (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 and 2.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/mathematics/week-a/stage-5-maths-week-a-lesson-2

Activity 2 (Less, same, more) attach a link to your Google Doc below:*

Lesson 3 – Understanding Gradient (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1-3.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/mathematics/week-a/stage-5-maths-week-a-lesson-3

Activity 3 (Exploring different representations) attach a link to your Google Doc below:

Challenge activities – go to the 'activities too easy?' section and watch the Eddi Woo clips. Next, complete the following worksheets -
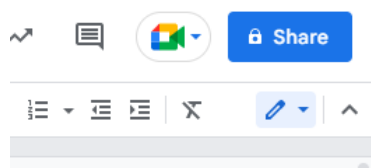
https://www.mathworksheets4kids.com/slope/2point-formula1.pdf

https://www.mathworksheets4kids.com/distance-formula/length-line-segment/single-grid1.pdf

https://www.mathworksheets4kids.com/midpoint-formula/grid-level1-1.pdf

How to share a Google Doc*

Step 1

Step 2

Share "week-i-stage-4-english-booklet-lesson-1"
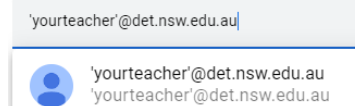
'yourteacher'@det.nsw.edu.au

'yourteacher'@det.nsw.edu.au
'yourteacher'@det.nsw.edu.au

Step 3

Copy link

Student reflection

	Circle from 1 (lowest) to 3 (highest)		
How confident were you at the beginning of the lesson?	1	2	3
Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3

Topic 2: Financial mathematics

Learning Intention	I am learning to deepen my understanding of financial processes and skills for managing finances that I will need in adulthood	
Success Criteria: I will be successful when I can...	Interpret financial terminology	
	Calculate weekly incomes	
	Read and interpret pay slips and income taxes	
	Calculate tax payable	
	Budget and calculate living expenses	

(Tick the box once you have achieved this criteria)

Outcomes:

- **MA5.1-1WM** uses appropriate terminology, diagrams and symbols in mathematical contexts
- **MA5.1-2WM** selects and uses appropriate strategies to solve problems
- **MA5.1-3WM** provides reasoning to support conclusions that are appropriate to the context
- **MA5.1-4NA** solves financial problems involving earning, spending and investing money
- **MA5.2-1WM** selects appropriate notations and conventions to communicate mathematical ideas and solutions
- **MA5.2-2WM** interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- **MA5.2-3WM** constructs arguments to prove and justify results
- **MA5.2-4NA** solves financial problems involving compound interest

Lesson 1 – Earning Money (30 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1-2.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/mathematics/stage-5-maths-week-e/stage-5-maths-week-e-lesson-1a

Activity 2 (comparing types of work activity) attach a link to your Google Doc below:

Lesson 2 – Earning money 2 (30 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1-2.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/mathematics/stage-5-maths-week-e/stage-5-maths-week-e-lesson-1b

Lesson 3 – Income tax (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1-4.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/mathematics/stage-5-maths-week-e/stage-5-maths-week-e-lesson-2

Activity 2 (reading payslips activity) attach a link to your Google Doc below:

| |
| |

Lesson 4 – Budgeting (60 – 90 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1-3.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/mathematics/stage-5-maths-week-e/stage-5-maths-week-e-lesson-3

Additional activity

The Budget Game https://ulsterbankroi.mymoneysense.com/students/students-12-16/the-budget-game/

After creating and online budget on the Moneysmart website, answer the following questions.

How much are you saving each week?	
Are you spending more than you are saving?	
What do you spend most of your money on?	
Why might a budget like this be useful for you?	

Lesson 5 – Simple Interest (45 minutes)

Follow the link below. Watch the videos (write examples as you watch Eddie Woo) and complete the interactive activities 1-3 using GeoGebra software.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/mathematics/stage-5-maths-week-e/stage-5-maths-week-e-lesson-5

Lesson 6 – Compound interest (60 minutes)

Follow the link below. Watch the videos (write examples as you watch Eddie Woo) and complete the interactive activities 1-3 using GeoGebra software.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/mathematics/stage-5-maths-week-e/stage-5-maths-week-e-lesson-6

Financial mathematics consolidations

Complete the following quiz, share your score and reflect on your results.

https://quizizz.com/admin/quiz/5e6ac3d7d6e6d6001dcdd126/year-9-52-financial-mathematics

My Score:

Medals (what were your strengths in this quiz?)	Missions (what do you need to review?)

<u>Student reflection</u>

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How well did you meet the success criteria for this lesson?	1	2	3

English

Topic 1: Perspective in war poetry

Learning Intention	I am learning to explain how language form, features and structure shape the perspective of text	
Success Criteria: I will be successful when I can…	Define terminology using the Frayer Model	
	Understand the perspective shaping a text	
	Identify language used to create tone or atmosphere.	
	analyse the language devices poets use to position responders	
	evaluate the style of a text.	
	construct an extended summary of a complex text, outlining events and perspectives of the poet	
	construct a letter using appropriate structure and language rules/conventions.	

(Tick the box once you have achieved this criteria)

Outcomes:

- **EN5 1A:** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **S502DA1** interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)

-

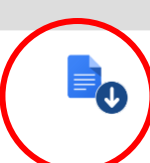Lesson 1 – Perspective (60 – 90 minutes)

Follow the link below. Watch the videos and read the information. Complete you own work in the student booklet by clicking the icon and downloading a copy (see example image below link).

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/english/week-a/stage-5-english-week-a-lesson-1

Student Booklet

To open your student booklet in Microsoft Word(docx 104KB), select the icon. It will download automatically

To open your student booklet in Google Docs, select the icon then select 'Use Template' to create a copy for yourself.

Choose to work on either Word or Google Docs.

Lesson 2 – Through the charge (60 minutes)

Follow the link below. Watch the videos and read the information. Complete you own work in the student booklet by clicking the icon and downloading a copy (see example image below link).

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/english/week-a/stage-5-english-week-a-lesson-2

Lesson 3 – The aftermath: your turn to write

Follow the link below. Watch the videos and read the information. Complete you own work in the student booklet by clicking the icon and downloading a copy (see example image below link).

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/english/week-a/stage-5-english-week-a-lesson-3
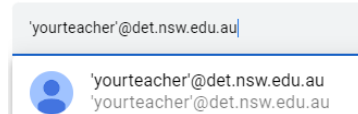
If working on Google Docs, in the space below share the link to your completed booklets with your teacher. Be sure to include you letter. See example below.
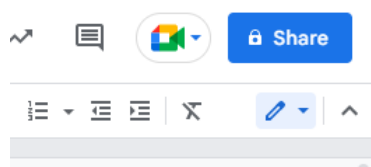
Step 1   Step 2   Step 3

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Book 1:

Book 2:

Book 3:

Student reflection

	Circle from 1 (lowest) to 3 (highest)		
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Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3

Geography

Topic: Managing Australia's Urban Future

Learning Intention	I am learning about how the population in Australia may change in future and the reasons why urban areas are likely to grow more quickly than rural parts of Australia.	
Success Criteria: I will be successful when I can…	apply knowledge of population drivers to predict the changes in Australia's age composition, total population and population distribution over time.	

(Tick the box once you have achieved this criteria)

Outcomes:

- **GE5-2** explains the processes that form and transform places and environments
- **GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

Lesson 1 – Australia's projected population growth (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/geography/stage-5-geography-week-f/stage-5-geography-week-f-lesson-1

Activity 3: Predictions. Use HRHS writing scaffold to complete your answer.

Write a 1-2 paragraph response to the following question:

Outline the current size and distribution of Australia's population and predict how this may change between 2021 and 2066

What – Thesis statement/line of argument	
What – Describe/expand upon thesis and give characteristics and features	
Why – provide evidence and/or examples	
How/how well – impact of the evidence	
Conclude – connect back to thesis	

Lesson 2 – Population changes in NSW (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/geography/stage-5-geography-week-f/stage-5-geography-week-f-lesson-2

Reflecting on the information you gathered:

Identify the differences between the projected population changes in rural NSW versus urban (city) NSW. (Hint: look at overall growth and the main drivers of population growth.)	
Suggest reasons for this variation.	

Lesson 3 – Why overseas migrants settle in cities (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities. Use the website links to make observations about overseas migration to Australia.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/geography/stage-5-geography-week-f/stage-5-geography-week-f-lesson-3

Proposal: prose 2 actions to encourage overseas migrants to settle in rural areas. Use the features of the writing scaffold used previously to extend your response.

Proposal 1	
Proposal 2	

Student reflection

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How confident were you at the beginning of the lesson?	1	2	3
Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3

History

Topic: Rights and freedoms

Learning Intention	I am learning about the origins of the Universal Declaration of Human Rights and investigate the specifics of the document, considering the timing and development in a historical context.	
Success Criteria: I will be successful when I can…	identify and describe the evolution of human rights	
	investigate and assess the 30 Articles that are part of the Universal Declaration of Human Rights (UDHR)	
	create an infographic or poster to show how human rights have developed over time	
	complete a table assessing the UDHR articles.	
	identify and describe the evolution of human rights	

(Tick the box once you have achieved this criteria)

Outcomes:

- **HT5-2:** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- **HT5-3:** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- **HT5-6:** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- **HT5-9:** applies a range of relevant historical terms and concepts when communicating an understanding of the past.

Lesson 1 – Universal Declaration of Human Rights (60 minutes)

Pre learning task:

Define human rights and include at least one example.

Follow the link below. Watch the videos and complete the interactive activities. Complete you own work in the student booklet by clicking the icon and downloading a copy (see example image below link).

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/history/stage-5-history-week-b/stage-5-history-week-b-lesson-1

Student Booklet

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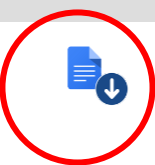
 To open your student booklet in Google Docs, select the icon then select 'Use Template' to create a copy for yourself.

Choose to work on either Word or Google Docs.

Lesson 2 – Significance of the UDHR and Australia's role in its origin (45min)

Follow the link below. Watch the videos and complete the interactive activities.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/history/stage-5-history-week-b/stage-5-history-week-b-lesson-2

Explain the role of Australia in the origin of the UDHR. Who were 3 key individuals involved?

Use HRHS writing scaffold to complete your answer.

What – Thesis statement/line of argument	
What – Describe/expand upon thesis and give characteristics and features	
Why – provide evidence and/or examples	
How/how well – impact of the evidence	
Conclude – connect back to thesis	

Lesson 3 – Origins of Aboriginal and Torres Strait Islanders' struggles for rights and freedoms (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities. Complete you own work in the student booklet by clicking the icon and downloading a copy (see example image below link).

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/history/stage-5-history-week-b/stage-5-history-week-b-lesson-3
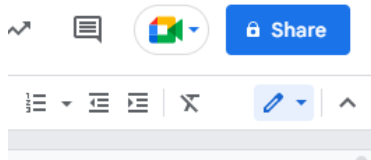
Activity 2 (Reading with purpose) questions:

What happened in 1883, 1909 and 1915 in relation to the Aboriginal Protection Board?	
What was the purpose of the Board for the Protection of Aborigines?	
What changed in 1909 and what was the effect of this change?	

What was the Board was able to do after 1915 and what was the effect of these actions?	

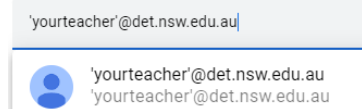If working on Google Docs, in the space below share the link to your completed booklets with your teacher. See example below.

Step 1   Step 2   Step 3

Share "week-i-stage-4-english-booklet-lesson-1"

'yourteacher'@det.nsw.edu.au

'yourteacher'@det.nsw.edu.au
'yourteacher'@det.nsw.edu.au

🔗 Copy link

<u>Paste Links Here</u>

Book 1:

Book 2:

<u>Student reflection</u>

	Circle from 1 (lowest) to 3 (highest)		
How confident were you at the beginning of the lesson?	1	2	3
Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3

PDHPE

Topic: Building resilience

Learning Intention	I am learning to recognise the characteristics of resilience, reflect on my personal successes and plan to motivate others to overcome challenge	
Success Criteria: I will be successful when I can…	Identify the characteristics of resilience	
	Reflect on strategies to build resilience	
	Identify and acknowledge my achievements	

(Tick the box once you have achieved this criteria)

Outcomes:

- **PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges.
- **PD5-9** assess and applies self-management skills to effectively manage complex situations

Lesson 1 – What is resilience? (60 minutes)

Watch - https://www.youtube.com/watch?v=LNHM5CcvMm0

Follow the link below. Watch the videos and complete the interactive activities.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/pdhpe/stage-5-pdhpe-week-d/stage-5-pdhpe-week-d-lesson-1

Case study – checking your understanding.

Do you think these would have been difficult for Sam to try? Why?	
Which ones of these do you think would have instant results? Which ones would you need to continue to practice and try. Why?	
What things did Sam try where the outcome was controllable?	
What things did Sam try where the outcome was uncontrollable?	
Can you suggest some other things to help Sam develop resilience?	

Complete you own work in the student booklet by clicking the icon and downloading a copy.

Lesson 2 – Practical Application (60 minutes)

Follow the link below. Watch the video instructions, reflect on the previous lesson and complete the physical activity.

Following the physical activity, answer the following questions.

What did you enjoy? How did it make you feel? Why?	
Did you have to draw on any motivational strategies during the activity? What were they? What was their impact?	
Could you identify any motivational strategies that you could use in the future to achieve your goals?	
How did you feel? Both physically and mentally?	
Did you notice changes from before compared to after? Why?	
Did you achieve your goals?	
What are some things you brought to the experience to make it enjoyable?	
Do you think you will have to implement more strategies to motivate you or your friend to complete your goals?	

Lesson 3 – Acknowledging achievements (30 minutes)

Follow the link below. Watch the videos and complete the interactive activities.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/pdhpe/stage-5-pdhpe-week-d/stage-5-pdhpe-week-d-lesson-3

	School	At home	In the community	With your friend	Individual
Achievements					
How did you celebrate?					

Reflect on the range of responses and identify the columns that were more difficult to find examples for.

Can you explain why they were more difficult?	
How can we find more opportunities for the columns that we struggled to find responses for?	

Building resilience consolidation.

Answer the following question using HRHR writing scaffold.

To what extend does resilience influence and individuals ability to cope with challenge and change.

What – Thesis statement/line of argument	
What – Describe/expand upon thesis and give characteristics and features	
Why – provide evidence and/or examples	
How/how well – impact of the evidence	
Conclude – connect back to thesis	

Student reflection

	Circle from 1 (lowest) to 3 (highest)		
How confident were you at the beginning of the lesson?	1	2	3
Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3

Science

Topic: Biotechnology

Learning Intention	To know about the types of biotechnologies, advantages and disadvantages, conduct research effectively and communicate information scientifically	
Success Criteria: I will be successful when I can…	I can use my research and comprehension skills to demonstrate an understanding about the types of biotechnologies that have been used by society.	
	I have successfully analysed and communicated my understanding of the advantages and disadvantages of using biotechnology.	

(Tick the box once you have achieved this criteria)

Outcomes:

- **SC5-7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- **SC5-9WS** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- **SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

Lesson 1 – Ancient vs modern biotechnology (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/science/stage-5-science-week-c/stage-5-science-week-c-lesson-1

Activity 1 (gallery template and selective breeding research templates) attach a link to your Google Docs below:

Activity 2 (PMI templates and justification template) attach a link to your Google Docs below:

Lesson 2 – Genetic modification (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 4.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/science/stage-5-science-week-c/stage-5-science-week-c-lesson-2

Activity 1 (hybrid template) attach a link to your Google Docs below:

Activity 2 (SWOT analysis) attach a link to your Google Docs below:

Activity 3 questions:

What correlation is there between the countries with the highest consumption of rice and the countries with the highest incidence of Vitamin A deficiency? List the top 5 for each.	
Investigate how much Vitamin A is in rice.	
How does the Vitamin A level in rice explain the map showing the incidence of vitamin A deficiency?	
Why has genetic modification been used to produce golden rice?	
Why is having beta carotene (which is converted into Vitamin A in our bodies) in the rice grain beneficial?	

Lesson 3 – Cloning (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 4.

https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage5/science/stage-5-science-week-c/stage-5-science-week-c-lesson-3

Activity 1 (to clone or not to clone) attach a link to your Google Docs below:

Biotechnology consolidation

Identify and discuss some ethical concerns about the use of biotechnology cloning.

Student reflection

	Circle from 1 (lowest) to 3 (highest)		
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Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3