

ESSENDON KEILOR COLLEGE 2019 STEP UP PROGRAM



NAME:

2019 HG:



"Welcome to the Next Step in your Educational Journey"

Year 8 (2018) – Year 9 (2019)

Year 8 – 9 STEP UP PROGRAM

“Workbook Contents “

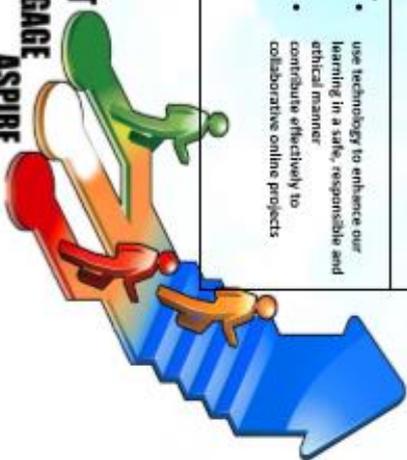
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Essendon Keilor College
 "SWPBS Matrix"

 ESSENDON KEILOR COLLEGE – SCHOOLWIDE POSITIVE BEHAVIOUR R ESPECT – E NGAGE – A SPIRE – L EARN						
	CLASSROOMS	OUTSIDE AREAS	COMMUNITY	TECHNOLOGY		
RESPECT	We... <ul style="list-style-type: none"> move safely and sanely look after our property and the property of others bring all required equipment and materials use positive language and tone with all students, staff and guests allow others to learn and teach listen and promptly follow instructions follow copyright laws 	We... <ul style="list-style-type: none"> behave in a safe manner consider how our actions impact on others stay within school boundaries listen and promptly follow instructions keep our school clean, graffiti and vandalism free 	We... <ul style="list-style-type: none"> act as positive role models travelling to and from school appreciate diversity and treat all others as equals wear school uniform in accordance with the policy consider the rights of travellers, residents and business owners and care for public property 	We... <ul style="list-style-type: none"> use devices in accordance with the Acceptable Use Agreement seek permission before using devices in the classroom take photos or videos of people at school for educational purposes ONLY, and with their permission protect our personal information and that of others on social media 		
ENGAGE	We... <ul style="list-style-type: none"> ask questions and regularly act upon feedback make positive contributions to class discussions and activities work cooperatively with peers and staff explore new and established ways to further our learning encourage and support others in their learning 	We... <ul style="list-style-type: none"> involve ourselves in extra-curricular activities share outside spaces report hazards, concerns or issues to a staff member take responsibility for our own actions in the school grounds 	We... <ul style="list-style-type: none"> volunteer in the community represent the school at public events take responsibility for our own actions in the community support school approved charities 	We... <ul style="list-style-type: none"> use digital resources to assist our learning bring our digital devices to school fully charged and ready for use in class report inappropriate cyberspace behaviour to teachers, parents and/or police 		
ASPIRE	We... <ul style="list-style-type: none"> embrace new challenges in learning put effort into every task and persevere to increase our knowledge and skills strive for academic excellence set and evaluate learning goals seek out or take opportunities to develop our leadership skills 	We... <ul style="list-style-type: none"> care for our environment using sustainable practices wear school uniform correctly and with pride 	We... <ul style="list-style-type: none"> value shared experiences with the community and learning new skills outside the classroom act to bring credit to the school 	We... <ul style="list-style-type: none"> use technology to enhance our learning in a safe, responsible and ethical manner contribute effectively to collaborative online projects 		

POSITIVE VALUES
POSITIVE BEHAVIOURS
POSITIVE OUTCOMES

RESPECT
ENGAGE
ASPIRE



LEARN

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 9

ENGLISH

Resources Required:

- Clip on concussion - <https://www.youtube.com/watch?v=rw-ZhwxyXDc>
- Pens, Pencils, Highlights
- For & Against Text (*if you have purchased this already*)

Learning Intention:

- *Understand the definition of an issue and how to establish POV and main contention in a text.*

SWPBS Focus:

- *Put effort into every task and persevere to increase our knowledge and skills*

Skill Focus:

- Access prior knowledge of contact sports through images and personal experience sharing
- Watch video clip on concussion to understand the medical issues (4 mins)
- Read extended definition of contact sports in the text for more background
- Does this topic fit the criteria to be an issue? Explain your reasoning.

Application Task:

- Students will watch Video Clip about *Concussion*
- Read text 1 establish POV, main contention and argument line, together as a large group.
- Independently annotate and highlight the text during reading and discussion.
- Answer workbook questions on text 1 on pages 1-3

Homework Task: To be posted on google classrooms

- Transfer your class answers to newly purchased textbook
- Read text 2 (page 4) to establish POV, main contention and argument line
- Answer workbook questions (page 5)
- If you are interested watch the film *Concussion*. Trailer link: <https://www.youtube.com/watch?v=lo6hPdC41RM>
- Choose an independent reading NOVEL and complete the book review sheet

Young people and contact sports

THE KEY CONCEPTS IN THIS UNIT ARE:

- issue
- point of view
- main contention

You will learn about these concepts through looking at the issue of young people playing contact sports.

A contact sport is any sport that involves players coming into bodily contact with each other. Australian Rules football (AFL), rugby and wrestling are all examples of contact sports. In recent years, there has been a lot of discussion in Australia and overseas about the dangers of contact sports, especially for young people. The 2015 film *Concussion*, starring Will Smith, highlighted one of the biggest issues in contact sport – the risk of head injuries. Concussion is a type of brain injury caused by a knock to the head. Some recent studies suggest that even a single minor concussion can cause long-term harm, including memory loss and depression, and an increased chance of having another concussion.

Because of this, some people argue that young people should be banned from playing contact sports. But other people think that the benefits of contact sports – such as learning about teamwork and improving physical skills – outweigh the risks.

The texts on pages 2 and 4 present two opposing opinions on the issue of young people playing contact sports. Read each text and answer the comprehension questions that follow in the section 'Understanding the text'. Then work through the rest of the unit to find out more about **issues**, and about how to identify a writer's **point of view** and **main contention**.

Consider and discuss

Discuss the following questions as a class or in small groups.

- Q Have you ever played any contact sports?
- Q Are there any sports you think are too dangerous for young people to play?
- Q Do you think that the rules of contact sports should be modified for young people, to minimise the risk of injury?
- Q If a young person is injured while playing a contact sport at school, who should be held responsible?

Text 1

The following letter was written by parent Ingrid Wright to the principal of her children's school.

The writer states her opinion clearly at the start of her letter.

brain injury caused by a bump or blow

Wright states her first reason for banning young people from playing contact sports.

Wright states her second reason for banning young people from playing contact sports.

Wright explains why she thinks young people can't decide for themselves about playing contact sports.

Dear Mr Penn,

I'm writing to ask you to please ban all contact sports at school because they are too dangerous for young people to play. I've enclosed a photo of my son Lachie, who was recently injured in a football game during his sports lesson.

Lachie's injury has made me aware of the dangers of contact sports for children. The biggest risk is **concussion**. A 2015 study found that children who suffered just one sports-related concussion had **impaired** brain function two years later. Two years! That's a long time in the life of a child and has serious consequences for their ability to learn. Another study of ten-year-olds with a history of concussion found that they performed worse in attention and memory tests. Dr Bennet Omalu, whose work is portrayed in the film *Concussion*, suggests that allowing children to play contact sports like football is equivalent to child abuse.

Contact sports also promote violence and rough play. I'm sure neither the school nor other parents want Prospect College students to see physical aggression as an appropriate way to achieve goals. It's this sort of thinking that leads to increased crime and even global **warfare**.

People under the age of 18 are considered children for a good reason. They are not capable of making important decisions about their own wellbeing because their brains aren't fully developed. That's why they have parents! And at school, their safety is the teachers' responsibility. I'm sure no teacher would want to risk a child in their care suffering permanent brain damage for the sake of a little fun.

I'm not asking that all sports be banned. Sports keep young people fit and teach them valuable skills such as teamwork and how to win (and lose) gracefully. But they can learn these lessons without risking serious injury.

I appreciate you considering this matter. I'm sure, like me and all Prospect College parents, you only have the best interests of students at heart.

Sincerely,

Ingrid Wright

(Parent of Lachie and Sasha Wright)



UNDERSTANDING THE TEXT

- 1 Fill in the blank vocabulary boxes with definitions of the underlined words.
- 2 Identify any other words you are unsure of and look up their definitions in a dictionary. Write the words and their definitions below.

- 3 What issue is Text 1 about? Choose the best answer from these options:

- concussion
- young people playing sport at school
- Wright's son's injury from playing soccer
- the dangers of contact sports for young people.

- 4 Who wrote Text 1 and who is the letter addressed to?

- 5 Highlight a sentence in the text that shows what the writer thinks about young people playing contact sports. Then write down her opinion in your own words.

- 6 What negative consequences does the writer suggest there might be if young people play contact sports? Identify at least two negative consequences.

- 7 The writer cites the opinion of a medical expert in her letter, to try to persuade the principal to ban contact sports. Who is this medical expert and what does he say about young people playing contact sports?

- 8 According to the writer, why can't young people decide for themselves whether they want to play contact sports?

Text 2

Glenn Abrams is a former Australian Rules football player. The following opinion piece appeared in the sports column he writes for a national newspaper.

The benefits of contact sports outweigh the risks

Abrams states his opinion in the first paragraph.

Abrams argues that sport teaches valuable lessons.

As an ex-footballer, I know about the dangers of contact sports. I've had my fair share of injuries. I've seen mates of mine **stretchered** off the ground after a knock to the head. But do I think contact sports should be banned for kids under 18? No way.

carried away on a stretcher

I started playing footy at age six. Most of the greatest life lessons I ever had were learned on the field. I learned about teamwork and mateship. I learned about the importance of hard work and the rewards of working towards a goal.

And I learned about risk. You very quickly have to work out how to assess risk to yourself or others in a contact sport. You learn how to protect yourself, and how to be responsible for your own body, and the bodies of others on the ground. You learn how to rise to a challenge and, most importantly, you learn **resilience** – how to get back up after you've been knocked down.

These lessons have helped me well into my adult life. Kids who learn how to take **calculated** risks go on to do great things. Without adults who are skilled at risk-taking, we'd have no astronauts, no brain surgeons. And knowing how to lose and yes, even how to take a physical knock and still keep going, is an essential skill for achieving your dreams. Nothing worth having ever comes easy. The lessons kids learn through sports – the highs and the lows, the goals and the occasional bruises – will only help them in later life.

Abrams states that it's good for young people to learn about risk.

So let's not ban young people from playing contact sports. I know that, as a young bloke, I was more than capable of making my own decisions about what I wanted to do. So let's give today's kids the same respect and let them decide how much risk they're comfortable with. Kids who are worried about a knock on the **noggin** can take up running or water aerobics. Kids who want to get out there and have fun, at the same time as learning the lessons that will carry them through life, should be allowed to get on with it without the interference of overprotective adults.

Abrams says that young people should be allowed to make their own choices about the sports they play.



Playing contact sports teaches kids valuable life lessons.

UNDERSTANDING THE TEXT

- 1 Fill in the blank vocabulary boxes with definitions of the underlined words.
- 2 Identify any other words you are unsure of and look up their definitions in a dictionary. Write the words and their definitions below.

- 3 Who wrote Text 2 and what is their background?

- 4 What is the writer's opinion about young people playing contact sports?

- 5 Does this writer agree with Wright (Text 1) that young people are not able to decide for themselves about whether they should play contact sports? Underline a quote from Text 2 that shows the writer's opinion on this point.
- 6 What does Abrams suggest is the most important lesson young people learn from playing contact sports?

- 7 Circle the word that Abrams uses to describe parents who want to ban young people from playing contact sports. Do you think Wright would agree with this description? Why or why not?

- 8 Can you identify any points on which Wright and Abrams agree?



Year 9 English
"Book Review "

Plot:

Write a few sentences describing what happens in the story without giving too much away.

Characters:

Choose 2 characters. Describe their personality. Did you like them?

Settings:

Where is the story set? What words or phrases tell you about the location?

Your opinions: *Choose one or two comments from the list to concentrate on.*

What was your favourite part of the book and why? Is there anything you disliked about the book? Did the story have a moral/message? How successful was the author in delivering it? Are there any others books or series you would compare it to? Would you recommend this book to anyone and why?

Give the story a rating out of 5



ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 9

Mathematics

Resources Required:

- Cambridge Essential Mathematics 8 Textbook
- Chapters 1, 3, and 6

Learning Intention:

- Revise and apply learning in number skills

SWPBS Focus

- *Work cooperatively with peers and staff*

Skill Focus:

In this lesson, you will demonstrate your mastery of number skills. The skills assessed in this lesson are:

- Carry out the four operations with both positive and negative integers
- Round numbers to a specified number of decimal places
- Use terminating and recurring decimals
- Solve problems involving the addition and subtraction of fractions
- Multiply and divide fractions and decimals
- Solve a range of problems involving rates and ratios
- Solve problems involving the use of percentages

To help you to revise, you should refer to chapters 1, 3, and 6 in your Cambridge Essential Mathematics 8 textbook

Application Task:

Number pursuit

A trivial pursuit style game to revise number skills

Collect 6 wedges by demonstrating your skill in using positive integers, negative integers, decimal numbers, rational numbers, ratios, and percentages

Homework Task: To be posted on google classrooms

Number skills one-pager

A one page summary of a selected number skill

Produce an A4 sized poster that summarises a number skill: Your poster must include the following:

- An appropriate border
- A title
- A summary of the number skill
- 2 worked examples showing how to solve a simple and a complex problem
- An example of how that number skill is used in real life
- 2 images related to the number skill

Number Pursuit Rules

The aim of the game is to score 5 points in each of the six number categories. Points are scored by answering questions in each category.

Starting the game: Each player (or team) needs a token and a scorecard. To start the game, draw a random question card, the first player/team to answer the 1-point question correctly goes first. Starting with their token in the centre, the first player should roll a die and move their token the number of spaces shown.

Scoring points: After landing on a coloured space, the active player/team can score points by answering a question.

1. After landing on a coloured space, the active player must nominate to play for 1, 2, or 3 points
2. After nominating a point level, the player to their left draws a card corresponding to the colour landed on and places it on the board with the question side facing up
3. The active player has 30seconds to correctly answer the question corresponding to their nominated point level, they may attempt to answer their question only once
4. If successful, the active player scores their nominated number of points in the appropriate category. If unsuccessful, they lose the number of points nominated.
5. Return the question card to the bottom of the pile and move on to the next (left) players turn

Colour	Category
Blue	Positive integers
Red	Negative integers
Yellow	Decimal numbers
Purple	Rational numbers
Green	Ratios
Orange	Percentages
White	Wildcard (choose a category)

Winning the game: The first player/team to score 5 points in every category and then return to the centre of the board wins the game

Number Pursuit Scorecard

Name(s):

Category	Score
Positive Integers	
Negative Integers	
Decimal Numbers	
Rational Numbers	
Ratios & Rates	
Percentages	

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2019 STEP UP PROGRAM



YEAR 9

Humanities

Resources Required:

- Power point presentation: "Movement of People", which includes brain storming activity.
 - 1.6 hand out titled Global Population movements : slaves, convicts and migrants,
 - The History of Slavery 30 minute you tube video,
 - Power point presentation on slavery if time permits.
- (All attached to Google Class room)

Learning Intention:

- *I am going to understand the reasons that led to the movement of people between 1750 and the early 1900's.*

SWPBS Focus:

- *Encourage and support others in their learning*

Skill Focus:

- research skills
- analytical
- inference skills

Application Task :

- PowerPoint presentation on Movement of People including brainstorm activity and note taking
- 1.6 : History Alive 9 - Global Populations movements : Slaves, convicts and migrants.
- Read pages 18 to 21 as a class and analyse sources.
- Write the answers to these questions in full sentences in your work book. Remember to read the information from the pages carefully before attempting the questions.
- If finished, the students can decide on six (6) questions that they would ask about Sources 5 and 6 to use as evidence in an investigation of the experiences of convicts in Australia.
- Youtube clip: The History of Slavery (Note Taking)
- Additional PowerPoint on Slavery (if time permits) (Note Taking)

Homework Task: This is posted on google classrooms.

- Log on to Google Class room and click on the task titled: **A time line of some key events relating to the movement of peoples.** Open and follow instructions.
- Your **homework task** is to research each time line event and write a paragraph of at least 50 words (for each event) outlining how each event relates to the movement of people during that period of time.

1.6 Global population movements: slaves, convicts and migrants

During the eighteenth and nineteenth centuries many millions of people moved from continent to continent. Vast numbers of slaves were moved by force from Africa to the Americas. Many thousands of people were transported as convicts, mainly from Britain and Ireland. At first convicts were sent to Britain's American colonies. After the American Revolution they were sent to Britain's Australian colonies. Many millions of Europeans and some Asians moved as free migrants to Australia and, in vastly greater numbers, to America.

Slaves

From the sixteenth century European slave traders transported African slaves to the Americas. It has been estimated that by the start of the seventeenth century one million African slaves had been transported to Spanish and Portuguese colonies in the Americas. From the mid seventeenth century the Dutch, British and French became the main transporters of African slaves to America.

Slave labour formed the backbone of the economies of British and French colonies in the Caribbean and Britain's southern colonies in North America. In 1775, when the American Revolution began, there were at least half a million African slaves in what became the southern states of the United States of America.

Source 1 A family of slaves, photographed on a plantation in South Carolina, USA, in 1862



Did you know?



In 1808 the United States government banned the importing of slaves into the USA, but it did not free the slaves who were already there. In several southern states slave-breeding programs were used to increase slave numbers.

Abolition of slavery

In 1807, following a campaign led by William Wilberforce, the British Parliament abolished slave trading throughout the British Empire. Eight years later France also abolished the slave trade. However, these measures did nothing to change the lives of those who were already slaves or of their children who would be born into slavery. It was not until 1833 that Britain abolished slavery itself and ordered that all slaves throughout the empire be freed.

Source 3 Some statistics on convicts from L. L. Robson, *The Convict Settlers of Australia*, 1965

	Male	Female
Percentage transported for crimes involving stealing	81	83
Percentage of first offenders	22	23
Percentage sentenced to seven years' transportation	51	74
Percentage sentenced to 10 years	7	8
Percentage sentenced to 14 years	11	8
Percentage sentenced for life	27	8
Native to England (per cent)	56	23
Native to Ireland (per cent)	32	34

Source 2 A slave market, photographed in Atlanta, Georgia, USA, in 1864



In the southern states of the USA, plantation owners profited from slave labour to produce cotton that was exported to British textile factories. Slavery was not abolished in the USA until the Civil War between the industrial northern states and the southern 'slave states'. The war began in 1861, when the southern states attempted to secede. In 1863 President Abraham Lincoln issued his Emancipation Proclamation. It outlawed slavery but it could not actually free any slaves until the Union (northern) armies occupied the South. Slavery ended with the Union victory in 1865, but African Americans continued to suffer brutal oppression and discrimination in the southern states for another hundred years. Even today, many African Americans are among the most disadvantaged people in the USA.

Convicts

During the eighteenth century poverty and harsh laws resulted in many British and Irish people becoming convicts. Some convicts were violent criminals, but many more were ordinary people who were forced by poverty into committing small crimes. To try to reduce crime, the British government made almost 200 crimes punishable by death. Other crimes were punished by long prison sentences.

Thousands of convicts had been sent to Britain's American colonies,

Source 4 From the Report of the Select Committee on Transportation, presented in the British Parliament in 1838

Transportation... is slavery as well; and the condition of the convict slave is frequently a very miserable one... he might be fortunate in obtaining a ticket of leave, or a conditional pardon, and finish his career by accumulating considerable wealth. Or he may be the wretched... slave of some harsh master, compelled by the lash to work.

but American independence ended that option. Prisons became terribly overcrowded, so many convicts were kept on rotting decommissioned ships called hulks. In 1786 the British government began to send convicts to New South Wales. It was considered a good place for a convict colony

because the climate and soil were suitable and convicts would have nowhere to escape to.

The First British settlement in Australia was founded on 26 January 1788 at Sydney Cove. More than 160 000 men, women and children were sent as convicts to New South Wales and later, as they were founded, to other Australian colonies.

How were convicts treated?

On the voyage to Australia convicts were often treated brutally, being kept in chains, poorly fed and crowded together below decks. Conditions improved by the 1820s. When they arrived in Australia convicts entered a system that was like a lottery. Some who had useful skills were set free early, but others suffered great cruelty. Some convicts worked for the government and were free to work for themselves in their spare time. Others

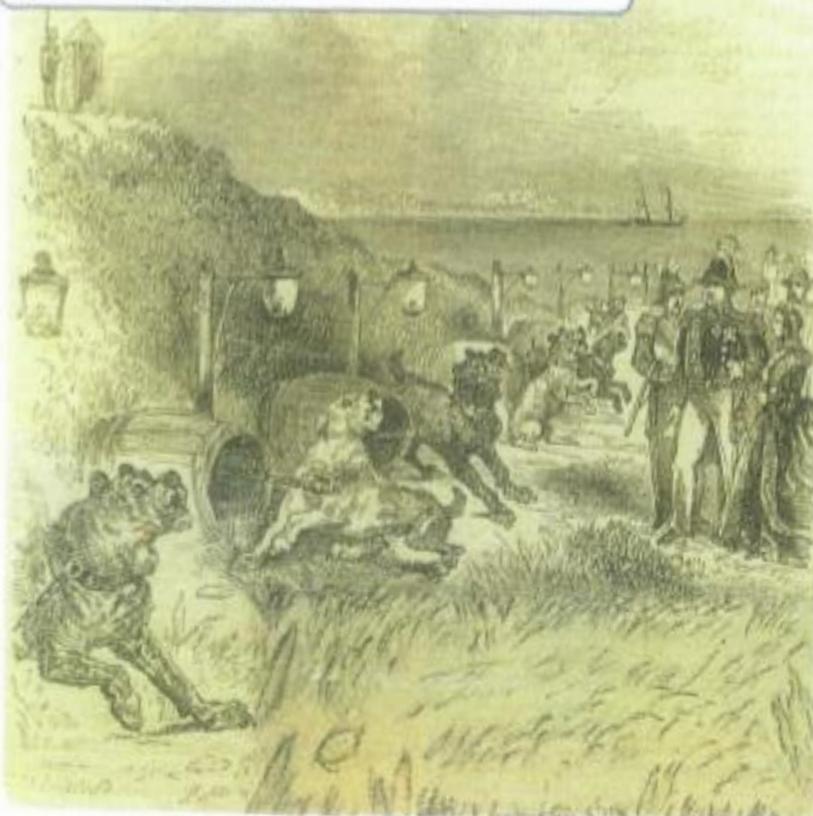
were assigned as servants to officers, free settlers and even ex-convicts. Whether they were treated well or badly depended on the person for whom they worked.

Punishments and rewards

As punishment for wrongdoing during their sentences, convicts could be put into chain gangs, where they worked chained together, or sent to a secondary penal settlement. These settlements, such as Norfolk Island and Macquarie Harbour, were places of terrible suffering. The most common punishment was flogging with a vicious whip called the cat o' nine tails.

Convicts who behaved well or were lucky could receive a ticket-of-leave. This meant they could work for themselves during the remainder of their sentences. A convict who received a conditional pardon was free but could not leave the colony. A full pardon allowed an ex-convict to return home, although few could afford to do so.

Source 5 A sketch of bloodhounds on Eaglehawk Neck, Tasmania, used to prevent the escape of convicts



Migrants

The main destination of free European migrants was the United States. Between 1830 and 1910 at least 26 million people, most of them poor Europeans, migrated to the USA. They included many Irish, who fled a terrible famine in the 1840s. Migrants also included many Germans, Italians, Poles, Czechs, Serbs, Croats and Jews from central or eastern Europe. They came to escape poverty and oppression at home, but they became cheap labour for America's factories, railways and mines, and tenants in America's growing urban slums.

Australia's changing population

The Australian colonies could not long remain large prisons. Ex-convicts, or emancipists as they were called, made up a significant part of the population, as did their

Source 4 A convict tramway, drawn in Australia and published in London in 1852



Jacaranda World History Atlas
Movement of peoples pp. 136–7
Convict transportation to Australia pp. 166–7



children and the children of those still serving sentences. The first free settlers had been soldiers and officials. They were followed by wealthy free settlers attracted by land grants, free convict labour and profits from wool. From 1831 workers were also encouraged to migrate to provide the colonies with needed skills. The British government even helped them to migrate, at least partly because it feared many of the poor could become rebellious if they remained in Britain and Ireland. By

1851 convicts made up only 1.5 per cent of Australia's population.

The gold rushes brought a new influx of migrants. Sixty-seven thousand people arrived by ship in Port Phillip Bay during just the last six months of 1852. Between 1851 and 1861 Australia's population rose from 400 000 to 1.2 million. Immigration continued but at a much slower pace after the gold rushes. By 1901 Australia's population stood at just under 4 million.

Activities



CHRONOLOGY, TERMS AND CONCEPTS

- 1 Create a timeline of significant developments affecting slaves, convicts and migrants between 1775 and 1910.
- 2 Explain the following terms: assigned convicts; chain gangs; secondary penal settlements; tickets-of-leave; conditional pardons; and full pardons.

EXPLANATION AND COMMUNICATION

- 3 Which countries were the main transporters of slaves from the mid seventeenth century?
- 4 Why did slavery continue in the British Empire even after Britain banned the slave trade in 1807?
- 5 For how long after the Emancipation Proclamation did African Americans continue to suffer?
- 6 Why did Britain send convicts to Australia?
- 7 During which part of the nineteenth century did Australia receive the most immigrants?

secede break away to form a separate country

Student workbook
1.3

- 8 How many people migrated to the United States between 1830 and 1910?

ANALYSIS AND USE OF SOURCES

- 9 Explain how you would use **Sources 1 and 2** as evidence of slavery in the United States.
- 10 Using **Source 3** for evidence, write a paragraph explaining the characteristics of the typical convict. For example, you could say that most convicts of both sexes were transported for theft.
- 11 How does **Source 4** support the view that the convict system was a lottery?

HISTORICAL QUESTIONS AND RESEARCH

- 12 Work in small groups to decide on six questions that you would ask about **Sources 5 and 6** to use as evidence in an investigation of the experiences of convicts in Australia.

Year 9 Humanities

“Global Population Movements – Slaves, Convicts & Migrants “

Write the answers to these questions in proper full sentences and stick into your work book. Remember to read the information from the pages carefully before attempting the questions.

OPENING INTRODUCTORY QUESTIONS.

1) During the 18th and 19th centuries, how many people moved from continent to continent?

2) Where were slaves moved from and why?

3) Where were convicts sent from and where were they sent?

SLAVES

4) Write down the information in the ‘Did you know?’ box.

5) Which economies were supported by slave labour?

ABOLITION OF SLAVERY

6) When and by whom was slave labour abolished throughout the British Empire?

7) Did this help to change the lives of those who were already slaves? When was slavery totally abolished in Britain?

8) What does the photo in Source 2 depict?

9) In the southern states of the U.S.A, how did plantation owners profit?

10) When was slavery abolished in the U.S.A and why?

11) Which American president was pivotal in freeing slaves? What was the Proclamation called?

12) How were the Southern states different? Explain.

CONVICTS

13) During the 18th Century, what two factors resulted in the British and Irish people becoming convicts?

14) Were all of those convicted, violent criminals? Explain.

15) What did the government do to try to reduce crime?

16) In what year did the British Government start sending convicts to N.S.W?

17) How many were sent as convicts to N.S.W?

HOW WERE CONVICTS TREATED?

18) How were convicts treated?

19) Were any set free? What jobs did they do?

PUNISHMENT AND REWARDS

20) What was the most common form of punishment and why?

MIGRANTS

21) Where did most free European migrants go to? Why?

22) Name two (2) reasons why migrants fled their countries?

AUSTRALIA'S CHANGING POPULATION

23) Who made up Australia's changing population?

24) What effect did the Gold Rush have on Australia's population? Explain.

Year 9 Humanities

"Timeline of Movement of People 1750-1901"



1770: Captain James Cook first sights the east coast of Australia.



1788: The First Fleet arrives in Botany Bay.



1807: The British Parliament passes a bill abolishing the trading of slaves in their territories.



1847: Freed American slaves found the Republic of Liberia in West Africa.



1845 – 1857: A potato blight in Ireland creates widespread famine.



1851: The Victorian gold rush begins.



1861: The American Civil War begins.



1863: Abraham Lincoln issues the Emancipation Proclamation.



1865: The American Civil War ends.



1901: Australia celebrates Federation.

Over this unit, we will look at three large movements of people that occurred during the Industrial Revolution: the slave trade, convict transportation to Australia and Immigration to Australia.

The time line above contains brief information and images from three large movements of people around the world from 1770 to 1901.



Your **homework task** is to:

- **research** at least three (3) events and write a paragraph of at least 50 to 100 words explaining how each event relates to the movement of people. Your teacher will assign the events to you. This task needs to be handed in next year.
- *You will be then required to present two of your research paragraphs to the class in a two (2) minute oral presentation. Oral presentation date will be set first day back next year.*

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 9

SCIENCE

Resources Required:

- Atoms and Elements PowerPoint.
- Build an Atom box of materials
- What is the world made of Homework task
- Atoms and Elements Word search

Learning Intention:

- *To build on my knowledge of atoms and elements.*

SWPBS Focus

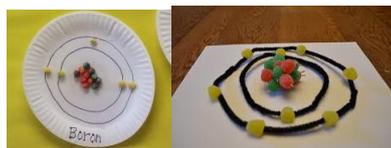
- *Listen and promptly follow instructions*

Skill Focus

- Note Taking
- Understanding of atoms as a concept through the creation of a model

Application Task

- Students are to build an atom out of the supplies provided (cotton balls, coloured paper, paper plates, ect).
- The atom must be built correctly and must include the following components:
 - Nucleus
 - Protons
 - Electrons
 - Neutrons
 - Name of atom that it is.
- Some examples of completed atoms can be found bellow.
- If students finish early, there is an Atoms and Elements word search they may do.



Homework Task: To be posted on google classrooms

- Collect a real life example or if not feasible a picture of an element from your 'everyday' life and bring to class at the beginning of next year

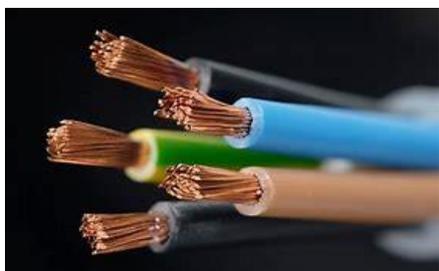
Year 9 Science
"Atoms & Elements"

You will be given 2 Elements from the periodic table by your teacher:

1. _____
2. _____

Collect a real life example or if not feasible a picture of this element from their `everyday` life and bring to class at the beginning of next year.

EXAMPLES



Copper



Chlorine



Aluminium



ATOMS AND ELEMENTS



U U C F R E A C T I O N M T O A
U N O T R E R F O R M U L A N C
Y O M A T E R I A L I Y I T P I
E I B L U B M E I R E L I N A D
T T I E S C O N L R C N T E L O
E A N S E T T P S B C A L M A I
P U E A N M A I O A A K A E C R
R Q D D N U O P M O C T T L I E
O E D O E F E T E I Q N S E M P
D S W M L P T I O L A I Y E E G
U L Y O S N A U U T U E R U H Q
C A E M R M T U C N B C C T C L
T T M X B D S A R R W M E N O E
R E I T T O E U I C O O V L R D
B M R E E R L A T E M N O N O O
O U E M N S E I T R E P O R P M



WORD LIST

ELEMENT	COMPOUND	PERIODIC
TABLE	ATOM	MOLECULE
SYMBOL	FORMULA	STATE
PROPERTIES	REACTANT	PRODUCT
REACTION	WORD	EQUATION
MATERIAL	CHEMICAL	COMBINED
CRYSTAL	MODEL	METAL
NONMETAL	NUTRIENT	

ESSENDON KEILOR COLLEGE

2018 STEP UP PROGRAM



YEAR 9

STEM

Resources Required:

- Pens, pencils & Highlighters

Learning Intention:

- *I will have a greater understanding what STEM can achieve*

SWPBS Focus:

- *Embrace new challenges in learning*

Skill Focus:

- Note Taking
- Group Work
- Understanding of concept through the creation of a model
- Problem Solving

ACTIVITIES:

APK: What do these representations have in common?

Activity 1: Ann Mokosinski

- Read attached story and answer questions from PowerPoint.

Activity 2: Building robots

- Work in pairs to build the Wiggle bot. Your teacher will supply the instructions and the materials.

HOMEWORK TASK: To be completed and returned to teacher Day 1 2019

Passion Project:

- What problem am I going to solve?

- How will I solve this problem using STEM?

ANN MAKOSINSKI

INVENTOR

Once there was a girl who couldn't study when it was dark because her house didn't have electricity. One day, her friend Ann came to visit and together they talked about the issue.

Ann was great at building things and she was especially passionate about transistors, devices that regulate the flow of electric current.

"What if I could invent a flashlight that is powered by your body?" Ann asked her friend. "After all, our bodies give off lots of energy in the form of heat."

The girls got very excited.

"Just think how many people could have electricity if this worked!"

Ann was just fifteen years old but she already had a lot of experience taking things apart and putting them back together.

So she started to work on this mysterious new flashlight. She called it the Hollow Flashlight because she built it using a hollow aluminum tube.

When she presented it to the Google Science Fair, she won first prize! It's the first flashlight that doesn't need batteries, wind, or sun: just body heat.

Today Ann is considered one of the most promising inventors of our time.

Her dream is to make Hollow Flashlights available for free to everyone in the world who can't afford electricity.

"I like the idea of using technology to make the world a better place and to keep our environment clean," she always says.

BORN OCTOBER 3, 1997

CANADA

1. How old is she?

2. What problem was she trying to solve?

3. Do you have a problem that needs to be solved?

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 9

HEALTH AND PE

Resources Required:

- Health – Notebook/Laptops
- PE – PE uniform
- College Navy Polo tee
- College Navy Shorts with Teal Stripe (No Leggings)
- Rugby Top
- Navy Tracksuit pants
- Runners
- Hats and Drink Bottles

Learning Intention:

Health = I will be able to provide examples of relationships both positive and negative.

PE = I will be able to distinguish and provide examples of traditional and non-traditional sports and activities. I will participate in a Fitness Circuit.

SWPBS Focus:

- *Bring all required equipment and materials*

Skill Focus

Health = PowerPoint Presentation

- Types of relationships
- Characteristics of a positive/negative relationship

PE = Whiteboard in Gym

- Traditional and non-traditional sports
- Physical fitness national recommendations

Application Task:

Health =

- Brainstorm individually to construct a class list of the different types of relationships
- Brainstorm characteristics of a positive versus a negative relationship

PE =

- Brainstorm as a class different sports and activities that are traditional versus non traditional
- Explain that physical fitness is a national recommendation
- Fitness Circuit 45 sec work: 15 sec rest (move to next station)

Homework Task: To be posted on google classrooms

- A weekly physical fitness log including intentional activity and unintentional activity

Year 9 Health & Physical Education
"Relationships "



A RELATIONSHIP is

Types of Relationships

Positive Relationship Characteristics	Negative Relationship Characteristics



Holiday Homework Task

Provide 4 examples/pictures/photos of different relationships that you have in your life.

- Provide a brief description why you have this relationship
- Include 1 positive and 1 negative aspect of these relationships

Year 9 Health & Physical Education
"Relationships "



Uniform Requirements:

What are the Government Recommendations for Physical Activity Levels for 14 – 16 year olds?

Describe the differences in INTENSITIES and provide an example

What are some ways that you could include more INCIDENTAL physical activity into your day?

Year 9 Health & Physical Education

"Holiday Homework"

Fill in the table below

Keep a log for 1 week of all the physical activity that you complete and include any incidental physical activities

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Examples of physical activities undertaken							
Intensity of each activity (High/Moderate/Low)							
Time Taken in each activity (minutes)							
Examples of incidental physical activity							
Total Time (minutes)							



ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 9

ART

Resources Required:

- Paper
- Coloured Pencils
- Ruler
- Eraser
- Grey lead 2B
- Black fine liner

Learning Intention:

- To revise design elements learnt in previous years
- To learn Calligraphy writing.

SWPBS Focus:

- *Allow others to learn and teach*

Skill Focus:

- Designing
- Drawing
- Rendering

Application Task

- Folio Name:
- Introduction to Calligraphy writing & Zodiac Signs
- Students will design and make "Folio Name"
- Final Folio Name to be completed by beginning of 2019

Homework Task:

- Complete Folio Name
- Hand in first lesson 2019 connect to Google classroom (code = ehqpo4)

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 9

PERFORMANCE

Resources Required:

- Drama props: chairs, tables, pieces of fabric, any available costumes
- Characterisation YouTube video based on movie 'Frozen': <https://www.youtube.com/watch?v=-ZnDOAGqQ7I>

Learning Intention:

- Today I will learn about positive and negative character traits and how to apply them when building a character.

SWPBS Focus:

- *Move safely & sensibly*

Skill Focus:

- Learning to build a character by assigning a character traits; Working in a team to devise a drama play; Spatial awareness: Stage set-up

Application Task:

1. Characters of the movie 'Frozen' – YouTube video

- Discussion related to different characters of this movie and characters related to TV series or Movies that they are familiar with.
- Continue discussion about the characters by analysing a few class characters and talk about how everyone is different and has different character traits.

2. Important questions to ask when building/analysis a character:

- How do characters talk?
- How do characters communicate with each other?
- Where do characters direct their speech and action?

3. WARM UP: My name is Seinfeld

- Students stand in a circle and think of a television personality or a character to imitate.
- Teacher starts with: "My name is Seinfeld and I'm shopping for cereal." The gesture and action have to be added to the improvisation.
- The rest of the class mimic the action, words and voice: "Her name is Seinfeld and she is shopping for cereal."
- Each student presents their own character until everyone has had a turn.

4. Group Performance- 'TV show send-ups'

In group of five to six, students choose a television show to send up. It can be a sitcom, sport program, reality TV show, current affairs program or the news, e.g.

- A CURRENT AFFAIR
- THE BLOCK
- NEWS
- PLAY SCHOOL
- TRAVEL GUIDES
- BONDI RESCUE
- MY KITCHEN RULES
- X- FACTOR, etc.

- Each piece should be between 2 to 5 minutes long.
- Students are to consider the following roles people play in the programs: narrator, presenters, characters, personalities, hosts, guests, contestants etc.
- Play devising and rehearsal: 30 minutes
- Play Performance followed by Peer Evaluation

Homework Task: To be posted on google classrooms/hard copy is available

- Character Analysis

Year 9 Performance
"Characterisation"

Name: _____ Year 9 _____

Task:

Chose a character from a TV show or Movie and complete the **Character Analysis template:**

Character Name: _____

Age: _____

Occupation: _____

Role in the Movie/TV Serial: _____

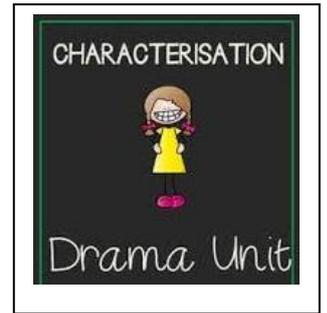
Usual style of dress: _____

Describe the main problem in this character's life. _____

Does he/she ever behave out of character? Give an example of this. _____

Is this a simple character or a deep and complicated human being? _____

Are there any expressions, phrases which character uses and which help to create a personality?



Insert a Character's photo / drawing of the character

TEACHER'S COMMENT:

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 9

FOOD

Resources Required:

- Students to bring a container and writing equipment

Learning Intention:

- To understand the availability and influence of indigenous food in Australia
- To make a recipe using an indigenous ingredient

SWPBS Focus:

- *Ask questions and regularly act upon feedback*

Skill Focus:

- Revision of equipment and preparation skills
- Baking
- Rubbing in

Application Task:

- Students will make 'Lemon Myrtle Shortbread'
- Introduction to 'Bush Tucker' via Research Task

Homework Task:

- Bush Tucker Research to be handed in on google classroom (code = okvhw6)

Year 9 Food

"Lemon Myrtle Shortbread"

INGREDIENTS:

100 gm butter
 1/3 cup icing sugar
 1 cup plain flour
 1/2 tsp ground lemon myrtle



METHOD:

1. Preheat oven to 170C.
2. Put baking paper on tray.
3. Collect all ingredients.
4. Sift flour, lemon myrtle and icing sugar.
5. Rub in butter and then mix into a firm dough.
6. Roll or press out to approx. 1cm. thickness.
7. Use cookie cutters (dip cutters into flour to prevent sticking) to cut out shapes.
8. Use metal spatula to carefully lift onto tray.
9. Bring remaining dough together and repeat steps 6-7.
10. Bake for 15 mins or till there is a slight colour change.
11. When taken out they will still be soft, carefully slide paper onto cooling rack.
12. DO NOT touch until cool.

BUSH TUCKER

The Australian environment supplies a wide range of foods providing a nutritious diet for Aboriginal and Torres Strait Islander people. These foods are known as **bush tucker**, a term that relates to the huge variety of edible native Australian herbs, spices, mushrooms, fruits, flowers, vegetables, animals, birds, reptiles and insects.

Investigate 2 indigenous foods - One animal and one plant. Present as an A4 poster.

- Name the food
- Source
- Method of obtaining food
- Nutritional value
- How it can be used in Modern Australian dishes.
- Find a recipe for each.



FRUITS	VEGETABLES	SEEDS	ROOTS	NUTS	FLOWERS
Bush tomato Lilly pilly Native passionfruit Bush banana Illawarra plum Quandong Nonda plums	Bulrushes Pigweed Waterlily Mangrove	Wattle Wild rice Millet and grass seeds	Yam Bush potato Waterlily root	Bunya Macadamia Kurrajong Moreton Bay chestnut	Native fuchsia Honey grevillea Flowering gum
MAMMALS	BIRDS	INSECTS	REPTILES	SEAFOOD	
Kangaroo Wallaby Koala Wombat Bandicoot Water rat	Duck Emu Pigeon Cockatoo Parrot Mallee fowl	Ant Locust Witchetty grubs Honey bee Moth	Crocodile Turtle Snake Goanna	Barramundi Crab Frog Eel Freshwater bream Clam Oyster Pippie Yabby	

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 9

Y-CHALLENGE

Resources Required:

- Laptop with internet

Learning Intention:

- I can understand the expectations and commitments required to this subject.
- I can distinguish between a right and a responsibility relating to volunteering.

SWPBS Focus:

- *Volunteer in the community*

Skill Focus:

- Understand the expectations and commitments required for this subject.
- Understand the difference between a 'right' and 'responsibility' relating to volunteering.

Application Task:

- Refer to PowerPoint presentation.
- Go through PowerPoint presentation (explicitly teaching the difference between a for-profit and non-for-profit organisation).
- Join Google classroom.
- Class brainstorm of 'rights' and 'responsibilities'.
- 'Rights and Responsibility' task (scenario cards placed into table).

Homework Task: To be posted on google classrooms

- Finish 'Rights and Responsibility' task.
- Create a list of 10 possible placement opportunities, including name of organisation, phone number, address, how they would get to the placement and home from the placement.

Year 9 Y-Challenge
"Rights & Responsibilities "

The Rights and Responsibilities of a Volunteer

Below you will find statements. These statements are either rights or responsibilities of a volunteer. Your job is to work out which are which.

You are to:

- Cut out the statements
- In your workbook, rule up 2 columns
- Title 1 column rights
- Title the other column, responsibilities
- Stick the statements under the appropriate column
- Write a brief explanation of each statement

To be dependable	Not to be subjected to abuse	To be guided through the activities they do
To have input into choosing the activities they do	To be willing to learn	To ask questions
To enjoy what they are doing	To feel accepted by the organisation and treated as part of the team	To keep information confidential
To have empathy	To work as part of a team	Not to be overloaded
To have up to date information	To be reimbursed for out of pocket expenses	To be given feedback
To know your own limitations	To be non-judgmental	To give help cheerfully and gracefully
To receive recognition	To orientation and training	To be attentive and trustworthy
To have a professional appearance	To put a client at ease	To be broad minded and well informed
To be treated fairly	To keep up to date with relevant information	To have job satisfaction
To say no	To speak up	To have a job to suit their needs
To be an active listener	To make a commitment	To use time wisely
To create a caring environment		

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 9

Product Design & Technology (Woodwork)

Resources Required:

- Computer room or own device
- 2 pieces of timber
- Ruler
- Pencil

Learning Intention: *I am aware of other joints that can be used in furniture manufacture*

SWPBS Focus:

- *Look after our property and the property of others*

Skill Focus:

- Measuring accurately,
- Correct use of Tenon saw, chisel and mallet

Application Task:

There are various woodworking joints in use. Some are stronger than others. Use the internet to find details of these wood joints. (You can import the pictures, but the explanations are to be in your own words)

- BUTT JOINT
- BRIDLE JOINT
- DADO (JOINERY)
- DOVETAIL WOOD JOINT
- FINGER JOINT
- LAP WOOD JOINT
- MORTISE AND TENON WOODWORKING JOINTS
- POCKET-HOLE JOINERY
- RABBET WOODWORKING JOINTS
- TONGUE AND GROOVE WOODWORKING JOINTS

Homework Task: To be posted on google classrooms

- Draw a Tenon Saw
- Explain what the correct method of use is.
- Find Pictures of wood chisels (The family handyman/tools)
- Explain the correct method of using wood chisels to make a Mortise cut, Paring cut, Chop & Pare and scrape a glue joint.

Year 9 Product Design & Technology (Woodwork)

"Joints Research"

JOINT NAME	EXPLANATION OF THE JOINT	PICTURE
Butt Joint		
Bridle Joint		
Dado (Joinery)		
Dovetail Wood Joint		
Finger Joint		
Lap Wood Joint		
Mortise And Tenon Woodworking Joints		
Pocket-Hole Joinery		
Rabbet Woodworking Joints		
Tongue And Groove Woodworking Joints		

ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 9

JAPANESE

Resources Required:

- Hai 4 workbook
- Japanese exercise book
- Pens, pencils, erasers, highlighters

Learning Intention:

By the end of the lesson, I will be able to:

- Describe things using a range of adjectives
- Talk about natural disaster preparation in Japan
- Understand some aspects of current trends in Japan

SWPBS Focus:

- *Encourage and support others in their learning*

Skill Focus:

- Understanding different types of adjectives
- Learning key words related to earthquakes and tsunami
- Understanding language and modern culture from TV commercials

Application Task:

- Revising Japanese adjectives that were introduced in Year 7 and 8
- Learning new adjectives and practising to describe various people/things
- Categorising the adjectives in two different types
- Watching short videos to understand what Japanese people do to prepare for a natural disaster
- Watching Japanese commercials and recognising adjectives used to describe products

Homework Task: To be posted on google classrooms

- Adjectives worksheet

Year 9 Japanese

"Japanese TV Commercials"

Culture Study: Japanese TV commercials なまえ ()

1. Calpis soda (Asahi)

Samurais take their armours off and start dancing. A message comes out on the screen. Complete the message in Hiragana.

世界よ、_____ !

What do you think this phrase means? _____

2. DUALSAW Double cutter

A cowboy hat man shows what he can cut with the cutter. List three things he cut.

What did the boy say to the man at the end of this commercial?

3. Game – Monster Summer

4. Kororo candy

You can hear rhyme in a sentence in this commercial. There are three words that end with ^{te}て. Listen carefully and write what you heard. Write their English translation in the brackets.

_____ ()

_____ ()

_____ ()

5. Wonder Core 2

Two in Japanese is pronounced 'Tsuu'. You'll hear a lot of 'tsuu' in this commercial.

6. Mets (Kirin)

7. Pocari Sweat (sports drink)

You'll see many Japanese school sports in this commercial. List names of sports you see as many as possible.

At the song ending, the lyric repeats ♪ kimi no yume wa boku no yume ♪ きみのゆめは ぼくのゆめ きみの means 'your'

ゆめ means 'dreams'. What do you think this phrase means?

8. What is the name of this product? Write it in Hiragana. _____ ^{u o - ku} ウォーク
What is the purpose of using this product? _____

9. Pocky (Glico)

10. Mobile phone (Softbank)

What can you do with this phone? _____

11. Rakuten (Internet shopping company)

In this commercial, they are advertising how easy to earn Rakuten points as you shop. Why are panda characters used for this? Listen carefully what they are saying.

12. What is this commercial for? _____

Hint: A message will appear towards the end.

^{saikounosozai o erab in uku}
最高の素材を選び抜く → Single out the best materials.

13. This commercial shows that two boys' past and present. One boy calls the other 'Senpai' which means a senior in school, work and social activity. They are early years of office employees at present and are recalling their high school baseball club activity.

Do you think they like their job at the moment? _____

^{mi sete ya resoko jikara}
A message 見せてやれ底力 (Show them what you're made of) appears towards the end. What is this commercial for? _____.

14. Curry rice (Nisshin)

Watch carefully and guess what the following phrases mean.

^{yacchi matta na a}
ヤッチマッタナー ()

^{o yude tsukureru}
お湯でつくれる ()

^{renji wa mou irimasen} () ^{renji}
レンジはもうありません () レンジ= microwave

15. Takada (Moving company)

The advertisement is that removing an air-con is free when moving a house.

16. This company is called **AU**. A message comes out at the end, ^{zutto zutto zutto issho ni} ずっとずっとずっと一緒に.

^{zutto} ずっと= ever or always ^{isshoni} 一緒に=together

What kind of product is AU selling? _____

17. Game (GungHo Online Entertainment)

18. Kincho is the name of this company.

What is the name of the product? Listen to the girls. What are they repeatedly saying?

What is it used for? _____

19. Cup noodles (Nisshin)

20. Amazon (Online shopping)

21. Seikyo Shimbun

This commercial is filmed at a Japanese primary school. Do you see any differences from your primary school regarding to the classroom, uniform and school ground? List things you noticed.

The message is ^{kotobato i kite iku}言葉と、生きていく。(We'll live with our words.) This commercial is made by **Seikyo Shimbun**. Seikyo is a name but what do you think Shimbun means? _____

22. Noodles (Nisshin)

23. D-card

What is the name of a Japanese toy the girl is playing with? _____

Write THREE おとく(benefits) to have a D-card?

- 1) _____
- 2) _____
- 3) _____



Year 9 Japanese
 "Homework Task"

Describe the pictures below using an adjective and a noun in Japanese. Use the adjectives and nouns we learnt in Step Up. See the first picture as an example.



o o k i i kawa
 大きい 川



ESSENDON KEILOR COLLEGE

2019 STEP UP PROGRAM



YEAR 9

ITALIAN

Resources Required:

- Pens, highlighter

Learning Intention:

- Learn the Italian words for some sports
- Learn how to say you play/do a sport
- Giving your opinion: Saying you like/don't like a sport

SWPBS Focus:

- *Encourage and support others in their learning*

Skill Focus:

- Vocabulary development - sports
- Listening and speaking practice
- Writing

Application Task:

- Labelling pictures of sports in Italian
- Pronouncing the Italian words for sports
- Vocab game: eg sports tombola
- Completing sentences about sport.
- Expressing likes/dislikes about sports.
- Surveying classmates in Italian about sports they play / sports they like

Homework Task: To be posted on google classrooms

- Create a labelled collage showing Italian words for sports, gender of nouns and phrases expressing likes and dislikes.

Year 9 Italian
 “Lo Sport - Sport “



VOCABULARY REFERENCE SHEET gli sport – the sports

l'italiano	l'inglese	l'italiano	l'inglese
il calcio	soccer	il nuoto	swimming
il football australiano	Australian football (AFL)	il ciclismo	cycling
il golf	golf	la pallavolo	volleyball
il tennis	tennis	La pallacanestro	basketball
il netball	netball	l' atletica	athletics
Il cricket	cricket	la ginnastica	gymnastics

giocare – to play (a sport or game)

io	gioco	I play / I'm playing
tu	giochi *	you play / you are playing
lui / lei Lei	gioca	he/she plays / is playing you play (polite) / are playing
noi	giochiamo*	we play / are playing
voi	giocate	you play (plural) /are playing
loro	giocano	they play / are playing

***note: in 'giochi' & 'giochiamo' an 'h' must be added to keep the [k] sound.**

fare - to do, to make

io	faccio	I do / I'm doing
tu	fai	you do / you are doing
lui / lei Lei	fa	he/she does / is doing you do (polite) / are doing
noi	facciamo	we do / are doing
voi	fate	you do (plural) /are doing
loro	fanno	they do / are doing

Year 9 Italian
 "Lo Sport Worksheet "



1. 'giocare' means _____ (a sport or game)

(a) Complete the blank spaces in the table below

pronomio	il verbo	L'inglese – English
io		I play / I'm playing
	giochi *	
lui / lei Lei		he/she plays / is playing you play (polite) / are playing
	giociamo*	we play / are playing
voi	giocate	you play (plural) /are playing
		they play / are playing

*Remember : for 'giochi' & 'giociamo' an 'h' must be added to keep the [k] sound.

(b) Write a list of sports (in Italian) that are used with **'giocare'** to say you play them:

example: il golf _____

2. 'fare' - means _____

(a) Complete the blank spaces in the table below:

pronomio	il verbo	L'inglese - English
	faccio	I do /
tu		/ you are doing
lui / lei Lei		you do (polite) / are doing
	facciamo	
voi	fate	you do (plural) /are doing
loro		they do /

(b) Write a list of sports (in Italian) that are used with **'fare'** to say you do them:

3. Chatting about sport

Jamie and Jackie are talking about sport. Practise the conversation with a partner.

Jackie: Ciao, Jamie, tu giochi a golf ?

Jamie: Ciao, Jackie. No, non mi piace il golf. io non gioco a golf. E tu?

Jackie: Anch'io. io gioco a netball. Mi piace giocare a netball.

Jamie: io preferisco il football australiano. io sono molto bravo in football.

Jackie: ha ha !

(a) Your turn !

Use Jackie & Jamie's conversation as a model and make small changes to make your own conversation with a classmate about sport.

(b) Be brave, perform your conversation for the class !

4. Survey time ! (Your teacher will provide you with a blank survey task sheet)

Your tasks:

- Select from the question starters below and set up your survey sheet
- Interview at least 6 students, a mix of girls and boys
- Make sure they respond to you '*in italiano*'.

If they don't, prompt them by saying: **'in italiano, per favore !'**

Questions:

Ti piace? Do you like?

Ti piace giocare a ? Do you like to play?

(tu) giochi a? Do you play.....?

(tu) fai.....? Do you do.... ? (See the vocab sheet for these sports)

• How to answer questions:

✓ Si, gioco a.... / Si, mi piace.... / Si, mi piace giocare a/ Si, faccio.....(for sports you 'do')

X No, non gioco a.... / No, non faccio..... / No, non mi piace...../ No, non mi piace giocare a...

Year 9 Italian
"Lo Sport Homework"



I compiti - homework

- This is a homework task that is to be completed in the school holidays
- It is due on your first Italian class
- You must upload it onto our Year 9 Italian Google Classroom Page

Task:

Create an A4 digital collage or poster showing at least 8 sports

You must include:

1. A title for the collage/ poster: 'Lo sport'
2. A picture for each sport: e.g equipment; someone playing the sport
3. A label in Italian with the name of the sport and the definite article (il / la / l') showing the noun's gender: masculine (m) or feminine (f). Example: il tennis
4. Under each picture: (i) A short sentence expressing if you like the sport or not.
(ii) A short sentence saying if you play or do that sport or not.

Here is an example:

il calcio



Mi piace il calcio. (I like soccer)

Io non gioco il calcio (I don't play soccer)