

Year 9 Term 1 2026 Curriculum Overview

<p>Science</p> <p>In this unit students will be learning how the processes of sexual and asexual reproduction work as well as the advantages and disadvantages of both.</p> <p>Students will also learn scientific skills such as</p> <ul style="list-style-type: none"> • how scientists check each other's work by using peers to review their work • how science and society are connected through topics such as how ethics guides science but also restricts what can be done • how to construct scientific arguments and prepare scientific documents such as reports. <p>Students will be assessed by applying the topics above to create a scientific report researching if sexual or asexual reproduction is better for the survival of a species as well as ethical and societal considerations. Students will be given 6 class lessons to work on the assignment but will need to work on the assessment outside of class in addition to this.</p>	<p>English</p> <p>In their Analytical unit, the year 9's will be learning about how Australians are perceived in media, and the effect this portrayal has on individuals. Across the term, students will engage with a range of different text types including (but not limited to); tv episodes, "The Aussie Gentleman" poem, "I Still Call Australia Home" song and "Finding our Heart" short story. In week 3 students will have the opportunity to practice writing an analytical paragraph with provided feedback. Year 9 will receive their assessment at the end of Week 4; students will be required to submit a draft for paragraph 1 in week 6 and the second paragraph draft in week 7. The final will be due in week 9. Throughout the term, all students will have the opportunity in class and out of class to review the knowledge and skills learnt in preparation for their assignment.</p>
<p>Maths</p> <p>In term 1 the year 9's will learn to recognize that the real number system includes the rational numbers (can be written as a fraction using whole numbers) and the irrational numbers (numbers that can't be written as a fraction and solve problems involving real numbers using digital tools. They will also be applying exponent laws to simplify expressions. They will use their knowledge of indices to write and solve problems with large/small numbers in scientific notation.</p> <p>The year 9's will also learn to simplify expressions using algebra. They will also expand binomial products (FOIL) and break quadratic expressions into their factors. They will complete two exams across the term to demonstrate their understanding.</p>	<p>Health and Physical Education</p> <p>In this unit Students will evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. Across the term students will practice in class responding to stimulus with opportunity for teacher feedback in preparation for their final assessment. Students will learn specific skills such as</p> <ul style="list-style-type: none"> • Explanation of how attitudes and beliefs influence the way people interact (quality of relationships) • Evaluating on the role of media on our attitudes and beliefs. <p>Students will be assessed in class at the end of the term in a response to stimulus exam.</p>
<p>Food and Fiber Production (Ag)</p> <p>In this unit students will learn about pasture management from a regenerative agriculture and sustainable farming point of view. Students will learn about the benefits of multispecies pastures and their benefits in improving soil health and carrying capacity. Students will learn to identify pasture species and plan improvements to pastures. Students will be assessed by producing a plan to eliminate a pest species from the school's pasture in the animal enclosure. The best proposal which can be conducted in a school setting will be implemented by students in term 2.</p>	<p>Geography</p> <p>In this unit, students explore biomes like deserts, grasslands, and rainforests, examining how these vital environments support life and are impacted by human activities such as farming and tourism. They investigate real-world case studies, including Bilby conservation and China's Giant Panda programs, and learn how Indigenous land management supports sustainable care of Country. Through fieldwork and research, students analyse land use, evaluate environmental change, and develop skills to explain their thinking clearly using evidence, preparing a Fieldwork Journal on a threatened Australian biome.</p>

<p>Design and Technology</p> <p>This term, students will develop foundational metalwork skills through the manufacture of a drill stand. Working with mild steel, aluminium and perspex, students will learn how different materials are selected and used in practical projects. The unit places a strong emphasis on hands-on learning using mostly hand tools, while also introducing students to the advantages of fixed plant machinery. Students will explore how modern technology and machinery can improve accuracy, efficiency and safety in manufacturing. Throughout the term, students will build essential workshop skills, including interpreting technical drawings, accurate marking out, cutting, shaping and fastening techniques. A strong focus on workshop safety will be maintained at all times, with students learning to identify hazards and follow safe operating procedures. By the end of the unit, students will have a deeper understanding of metalwork processes, improved practical skills, and greater confidence working safely and effectively in a workshop environment while producing a functional, high-quality product.</p>	<p>Food Specialisations</p> <p>In this unit, Year 9 students will be exposed to and refresh their memory of food, nutrition and cooking skills and the use of a variety of kitchen procedures. Students will also be introduced to both simple and more complex food planning, preparation and presentation techniques, and will increase their knowledge and habits for safety and hygiene procedures in a kitchen environment. Students will cook a variety of different dishes with a focus on different cooking techniques and making dishes nutritious. For their assessment, students will design a healthy family dinner considering success criteria that they develop in relation to the context of their task, create their family dinner and then evaluate their dinner based on their success criteria.</p>
<p>The Arts</p> <p>In this unit, students explore the idea of “colour obsessions” by creating an experimental art folio. They follow an inquiry process of research, develop, reflect and resolve to guide their learning. They choose a personal focus and explore how colour can communicate ideas and feelings. Studying the work of abstract artists and experiment with different styles, techniques and materials; they use a range of media, including acrylic paint, watercolour and textured materials, to try out ideas and develop skills. Throughout the unit, students keep a reflective diary to record their ideas and reflect on what is working well and what could be improved. The unit finishes with creating a final abstract acrylic artwork that shows their learning, experimentation and use of colour.</p>	

<p>Maths</p>	<p>Assessment Details</p>
<p>Teacher name: Justin Hendershott Email: jhend267@eq.edu.au</p>	<p>Technique: Two Exams Conditions: 70 minutes in class each exam, formula booklet provided First Exam: Thursday 5 March (Week 6) Second Exam: Thursday 26 March (Week 9)</p>

English	Assessment Details
Teacher name: Miss Amiee Dolman Email: adolm0@eq.edu.au	Technique: Short Response Conditions: 300-350 words per paragraph Draft: Paragraph 1: Week 6 (2/3/26) Paragraph 2: Week 7 (13/3/26) Final: Paragraph 1 and 2: Week 9, week beginning 23 rd March
Science	Assessment Details
Teacher name: Colin Schiemer Email: cschi92@eq.edu.au	Technique: Research Investigation Conditions: 600-800 words, individual, access to internet. Draft checkpoints : Week 5 – Lesson 2 (Week beginning 23 rd Feb) Week 6 – Lesson 1 (Week beginning 2 nd Mar) Week 7 – Lesson 2 (Week beginning 9 th Mar) Final: Friday 20 th March
Health and Physical Education	Assessment Details
Teacher name: Rachael Miller Email: rmill423@eq.edu.au	Technique: Project Conditions: Response to stimulus, 600-800 words Draft: Checkpoint 1 Monday 16th (Week 8) Receive stimulus, complete planning document Checkpoint 2 Wednesday 18th (Week 8) Write and submit essay Final: 19/03/2026
Food Specialisations	Assessment Details
Teacher name: Robert Dezwart Email: rdezw0@eq.edu.au	Technique: Project Conditions: Length of written responses: • Booklet responses: 300 – 400 words • Evaluation: 250 - 350 words Practical Final: 18/03/2026 Evaluation Final: 25/03/2026
The Arts	Assessment Details
Teacher name: Liz Cunningham Email: egram10@eq.edu.au	Technique: Practical and written folio Conditions: Individual – access to resources over 9 weeks Draft: Friday, Week 6 (06/03/26) – check date and feedback Final: Friday, Week 7 (13/03/26) – Visual Diary Wednesday, Week 9 (25/03/26) – Artwork
Design and Technology	Assessment Details
Teacher name: Jonathon Alexander Email: jalex158@eq.edu.au	Technique: Practical demonstration Conditions: Individual, safety rules must be followed Draft: 11 th March 2026 Final: 20 th March 2026

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Geography	Assessment Details
Teacher name: Liz Cunningham Email: egram10@eq.edu.au	Technique: Investigation Conditions: Open access to resources - Individual Task - 600-700 words Draft: Week 6 Friday (06/03/26): Aim, Enquiry Questions & Research Week 8 Monday (16/03/26): Fieldwork Journal, including Data Representation and Data Interpretation and Analysis. Final: Week 9 Monday (23/03/26)
Food and Fiber Production (Ag)	Assessment Details
Teacher name: Colin Schiemer Email: cschi92@eq.edu.au	Technique: Project Conditions: 400-600 words Draft: 1 st half week 6 Friday 6 th Mar, 2 nd half Week 7 Friday 13 th Mar Final: Week 8 Friday, 20 th March

Leadership Team Term 1 2026	
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