



Kandos

HIGH SCHOOL

YEAR 8
ASSESSMENT
BOOKLET
2022

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COURSE REQUIREMENTS

Over the four years covering Years 7 to 10, you need to have studied the following courses:

English - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Mathematics - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Science - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Human Society and Its Environment - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 - 8 and 100 hours each of Australian History and Australian Geography in Years 9 - 10.

Creative Arts - studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.

Technological and Applied Studies - studied for 200 hours and consisting of the Technology Mandatory course.

Personal Development, Health and Physical Education - studied in each of Years 7 - 10 with 300 hours to be completed by the end of Year 10.

Languages - studied for at least 100 hours, to be completed in one language over one continuous 12 month period between Years 7 and 10 but preferably in Years 7 or 8.

If you think you will not meet these requirements by the end of Year 10, you should speak to your Year 10 Coordinator or your Principal.

ATTENDANCE

Absence during the year

Principals may grant students leave for legitimate reasons such as illness, physical injury or medical procedures. If leave has been granted during the year, there will be no effect on course completion requirements provided that you have completed assignments during the period of absence or have been able to catch up on missed work on your return to school.

If absence is prolonged and work is not possible during the period, it may be deemed that it is not feasible to make up the work during the year.

Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on your eligibility for the completion of Year 10 course(s).

RECORD OF SCHOOL ACHIEVEMENT GRADES

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the course content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

LIFE SKILLS

Life Skills courses recognise that post-compulsory years of schooling should cater for all students who choose to participate.

The New South Wales Education Standards Authority (NESA) has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the Record of School Achievement (RoSA).

- If students undertake one or more courses based on Life Skills outcomes and content, they will receive a Profile of Student Achievement. The profile will outline the Life Skills outcomes they have achieved in each course.
- The Profile of Student Achievement will be printed and issued by NESA to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via *Students Online*.
- Life Skills outcomes will be shown on the profile as:
 - Achieved – for outcomes the student has achieved independently
 - Achieved with support – for outcomes that have been achieved with additional support.

ASSESSMENT TASK NOTIFICATION

What do I need to know about an Assessment Task?

Students will be informed, *in writing*, of the set dates and details of each assessment task, *at least one week* prior to the task due date.

When a student returns to school from any absence, it is *the student's responsibility* to enquire about any work set during the absence.

If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, to discuss any necessary re-arrangements to the scheduling of each task and to complete a form requesting an Application for Extension (Appendix 2).

What if I don't complete an Assessment task?

All students are expected to undertake all assessment tasks set to meet course requirements.

Where a candidate fails to submit an assessment task specified in the Assessment Program, they might request consideration for Illness/Misadventure (Appendix 3). This form is to be completed and handed to your subject teacher who will discuss an appropriate course of action with their Head Teacher. The teacher will advise the outcome on the same form. If the Subject Teacher considers the student has a valid reason, e.g. illness or approved leave, then a mark will be awarded based on late submission or a substitute task. In exceptional circumstances (e.g. where the completion of a substitute task is not feasible or unreasonable, or where the missed task is difficult to duplicate), the Subject Teacher and Head Teacher will authorise the use of an estimate based on other appropriate evidence.

In all other cases where a candidate fails to complete an assessment task, 15% deduction per day and a zero after three days **MUST** be recorded for that task.

If a student has been given zero marks because of 'non-attempts' or failure to make a serious attempt at assessment tasks totalling 50% or more of the final course assessment mark, the Principal *must* certify that the course has not been studied satisfactorily. This course will not appear on the RoSA.

What if I know I will be absent on the day of an Assessment task or cannot complete a task by its due date?

Students *must* complete an Application for Extension form (Appendix 2) if applying *BEFORE* the due date **OR** an Illness/Misadventure form (Appendix 3) if applying *AFTER* the due date. These forms are to be completed and handed to your subject teacher.

HOME STUDY EXPECTATIONS

At Kandos High School we recommend that our students in years 7-10 should be completing *at least* 10 minutes of home study per subject daily prior to assessment and exam periods.

To assist parents and students with skills in home study we have paid a subscription to:

www.studyskillshandbook.com.au

Username: kandoshs

Password: 28success

This can be accessed at any time by students and parents. Feel free to contact your child's Year Advisor if you require additional assistance.

SENTRAL PARENT PORTAL

Our school has undertaken a new initiative, the student and parent portal, to provide both parents and students information about each student's timetable and attendance.

Please log on to the internet to access our Parent Portal here:

<https://kandoshs.sentral.com.au/portal/>

This portal is rolling out in 2022. Please contact the Kandos High School office if you need assistance.

PARENT/TEACHER INTERVIEWS

At Kandos High School, our main Parent/Teacher evening is held within the first two weeks of Term 3. This is a chance to meet with your student's teachers and discuss their progress along with ways to assist your student at home.

If you have young children, we will be running a crèche/play group that can be accessed at any time, for any length of time on the night. No bookings for this are necessary.

However, it is advisable that you book in to see your student's teachers using the booking sheet that will be given to them prior to the night. Look out for these on brightly coloured paper, so that they can't get lost in their bags, in the first week back in Term 3.

Parents who have concerns prior to or after this event are encouraged to contact either their students' Year Advisor or Teacher/s directly so that measures can be taken to alleviate these concerns.

ENGLISH

Year 8 Course Content

In their study of English in Year 8, students continue to respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

Task Number	Topic	Task Description	Due	Weight
1	Novel Study	Reading, Writing and Comprehension response	Term 1 Week 6	20%
2	Ballads	Speaking response	Term 2 Week 4	20%
3	Picture Books	Viewing & Representing response	Term 3 Week 3	20%
4	Drama	ALARM Essay response	Term 4 Week 2	20%
5	In-class Task		Term 4 Week 4/5	20%
			TOTAL	100%

GEOGRAPHY

Year 8 Course Content

Students study the following topics in Year 8 Geography in 2022:

- Water in the World
- Interconnections

In the topic Water in the World, students examine water as a resource and the factors influencing the nature of water scarcity and assess ways of overcoming this in different places. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.

In the topic Interconnections, students examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

Task Number	Topic	Task Description	Due	Weight
1	Water in the World	Water Resources booklet	Term 3 Week 6	30%
2	Water in the World	Investigation of the values of water for a country or culture	Term 3 Week 10	30%
3	Interconnections	Interview and Report	Term 4 Week 6	25%
4	Book Mark		Term 4 Week 6	15%
TOTAL				100%

HISTORY

Year 8 Course Content

This course will be semesterised and will only be studied by Year 8 in Terms 1 & 2. Students will study three main topics in this subject. These are:

- Japan Under the Shoguns
- Renaissance Italy
- The Black Death

In each one, the students will be required to focus on key questions relating to the impact of humans, the consequences of these impacts and the importance for future generations, such as:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Task Number	Topic	Task Description	Due	Weight
1	Japan Under the Shoguns	Essay on the Japan Under the Shoguns	Term 1 Week 7	25%
2	Renaissance Italy	Model and Explanation	Term 2 Week 2	30%
3	The Black Death	Artefact and Museum Display	Term 2 Week 8	30%
4	Book Mark		Term 2 Week 9	15%
			TOTAL	100%

**INFORMATION & COMMUNICATION TECHNOLOGY
(ICT)**

Year 8 Course Content

Information and Communication Technology (ICT) is designed to prepare life-long learners to work in the 21st Century.

There are 6 key areas that make up 21st Century Learning, each of which represents an important skill for students to develop:

- collaboration
- knowledge construction
- self-regulation
- real-world problem-solving and innovation
- the use of ICT for learning
- skilled communication

Students will participate in learning activities in class to demonstrate these areas.

Task Number	Topic	Task Description	Due	Weight
1	Application Software	Use of ICT for Learning Self-Regulation Communication	Term 2 Week 2	30%
2	Problem Based Learning	Use of ICT for Learning Self-Regulation Collaboration	Term 3 Week 4	30%
3	Personal interest Project	Knowledge Construction Skilled Communication Use of ICT for Learning Real-world problem solving and innovation	Term 4 Week 2	40%
TOTAL				100%

MATHEMATICS

Year 8 Course Content

During Year 8, the students will investigate the following topics:

Number and Algebra

- Whole Numbers
- Computation with Integers
- Fractions, Decimals and Percentages
- Financial Mathematics
- Ratios and Rates
- Algebraic Techniques
- Indices
- Equations
- Linear Relationships

Measurement and Geometry

- Time, Length and Area
- Volume, Capacity and Mass
- Pythagoras
- Properties of Geometrical Figures

Statistics and Probability

- Data Collection and Representation
- Single Variable Data Analysis
- Probability

Half-Yearly and Yearly exams will contain some content from all three syllabus strands. Working Mathematically will be incorporated into all three strands.

Task Number	Task Description	Due	Weight
1	Class Tests/Assignments	Students will be notified in advance.	20%
2	Book Mark/Homework Mark		5%
3	Half-Yearly Examination	Term 2 Week 5	20%
4	Class Tests/Assignments	Students will be notified in advance.	30%
5	Book Mark/Homework Mark		5%
6	Yearly Examination	Term 4 Week 4/5	20%
TOTAL			100%

MUSIC

Year 8 Course Content

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic, and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences.

The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real-world practice of performers, composers, and audiences. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

While students will develop knowledge and skills in each of the individual areas of performing, composing, and listening, the integration of experiences in these areas enhances the understanding and manipulation of the concepts of music in differing musical contexts.

Task Number	Topic	Task Description	Due	Weight
1	Film Music	Music and Animation aural tasks	Term 1 Week 9	10%
		Performance of a film theme	Term 1 Week 9	10%
		Composing for animated film	Term 2 Week 6	10%
2	Classwork	Tasks completed in class	Term 2 Week 6	20%
3	Aboriginal Music	Aboriginal Musicology	Term 3 Week 5	10%
4	Popular Music	Composing & Performance	Term 3 Week 9	20%
5	Classwork	Tasks completed in class	Term 4 Week 6	20%
TOTAL				100%

**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION
(PDHPE)**

Year 8 Course Content

The Personal Development, Health & Physical Education (PDHPE) course provides students with opportunities to enhance their own and others' health, safety, wellbeing and participation in physical activity. Students develop self-management, interpersonal and movement skills to become empowered, self-confident and socially responsible citizens.

Students undertake learning from three core content strands;

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

Task Number	Task Description	Due	Weight
1	Topic Task 1	Term 1 Week TBA	15%
2	Topic Task 2	Term 2 Week TBA	15%
3	Topic Task 3	Term 3 Week TBA	15%
4	Yearly Examination	Term 4 Week 4/5	15%
5	Practical Assessment (10% per term) <ul style="list-style-type: none"> • Participation • Skill/Technique • Sportsmanship/Teamwork • Overall Improvement 	Terms 1, 2, 3 & 4	40%
TOTAL			100%

SCIENCE

Year 8 Course Content

During year 8, the students will investigate the following topics:

- Energy
- Living Things – Plants
- Chemical Change
- Elements, Compounds and Mixtures
- Resources
- Body Systems
- Ecosystems and Adaptations

Task Number	Topic	Task Description	Due	Weight
1	Energy	Topic Test	Term 1 Week 5	20%
2	Living Things - Plants	Project	Term 1 Week 10	20%
3	Chemical Change	Skills Assessment	Term 2 Week 5	20%
4	Resources	Bookwork and Poster	Term 3 Week 6	20%
5	Yearly Examination		Term 4 Week 4/5	20%
			TOTAL	100%

STEM

Year 8 Course Content

During year 8, the students will investigate the following topics:

- Flight
- Egg Drop
- Bridges
- Eco-Design
- Catapults

Task Number	Topic	Task Description	Due	Weight
1	Flight	Portfolio	Term 1 Week 7	20%
2	Egg Drop	Summary Sheet	Term 2 Week 6	20%
3	Bridges	Presentation	Term 3 Week 3	20%
4	Eco-Design	Portfolio	Term 4 Week 1	20%
5	Catapults	Poster	Term 4 Week 7	20%
			TOTAL	100%

TECHNOLOGY MANDATORY

Year 8 Course Content

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

Students develop knowledge and understanding of the four Technology contexts through the Design and Production of solutions to meet identified needs or opportunities.

Over two years of study students will rotate through a series of specialist areas. Each teacher for these areas will conduct practical lessons that will include assessable tasks during the time they are with that class. Assessment will primarily be based on the completion of practical tasks and design portfolios as well as nominated theory tasks that can include class bookwork, assignments and in class tests.

Task Number	Topic	Task Description	Due	Weight
1	Safety and the Working Environment	Observation and Writing	Will depend on when the topic is being taught. Students will be notified in advance	10%
2	Context Area study	Research Task		20%
3	Design Process Portfolio	Graphics and Evaluation		20%
4	Creating and making	Individual Class Project Task(s)		50%
			TOTAL	100%

VISUAL ART

Year 8 Course Content

OBJECTIVES

Students will develop knowledge, understanding and skill:

- To make artworks informed by their understanding of Practice, the Conceptual Framework and the Frames
- To critically and historically interpret art informed by their understanding of Practice, the Conceptual Framework and the Frames

Task Number	Task Description	Due	Weight
1	Practice & Critical/Historical Studies (Art Project & VAPD)	Term 1 Week 6	20%
2	Practice & Critical/Historical Studies (VAPD & Research Task)	Term 2 Week 4	30%
3	Practice & (Art Project)	Term 3 Week 3	30%
4	Critical/Historical Studies In-class Task	Term 4 Week 4/5	20%
TOTAL			100%

INFORMATION FOR PARENTS AND STUDENTS

Information for Parents and Students:

Great news!

Our school has subscribed to the ELES Online Study Skills Handbook.

The ELES Online Study Skills Handbook provides a comprehensive and interactive online guide for the school community (students, parents and teachers) as to the study skills needed for success in high school studies. This approach taps into students' affinity with technology to create a new and effective way to improve students' study skills.

This is a great online resource for parents and students to address all their study skills issues and concerns and enable students to learn new ways to improve their results at school. The handbook has a huge amount of information for both students and parents as well as a large number of interactive activities.

To access the handbook, go to www.studyskillshandbook.com.au and login as a subscriber with these details:

Username:
Password:

The topics currently covered by the handbook are:

WORKING BETTER AT HOME UNITS

1. Home Study Environment
2. Organisation and Filing
3. Time Management Skills
4. Managing Workload
5. Dealing with Distractions
6. Overcoming Procrastination
7. Developing Motivation
8. Goal Setting
9. Lifestyle and Balance
10. Managing Stress

WORKING BETTER AT SCHOOL UNITS

1. Will we ever use this?
2. Using Classtime
3. Asking for Help
4. Dealing with Conflict
5. Groupwork Skills

IMPROVING YOUR SKILLS UNITS

1. Reading Skills
2. Writing Skills
3. Mathematical Skills
4. Language Skills
5. Research Skills
6. Presentation Skills
7. Science Skills
8. Assignment Skills

IMPROVING HOW YOU STUDY UNITS

1. Summarising
2. Active Studying
3. Preparing for Exam Blocks
4. Test-Taking Techniques
5. After Tests & Exams

EXTRA GENERAL MINI-UNITS

1. Starting Secondary School
2. Becoming a Senior Student
3. Bullying: Issues and Strategies
4. Managing Part-Time Jobs
5. Your Brain and Memory
6. Live Your Best Life
7. Educational Kinesiology
8. Living Across 2 Houses
9. Travel: A Motivator to Learn
10. University: A New Adventure

EXTRA TECHNOLOGY MINI-UNITS

1. Technology Tools
2. Basic Computer Skills
3. Be CyberSmart
4. Apps for iPhone, iPad or Android
5. Microsoft OneNote



We encourage all parents and students to take advantage of this opportunity to further develop their students' study skills abilities through this online resource.

www.studyskillshandbook.com.au

Please note:

The above user name and password is for the use of the secondary school parents and students AT OUR SCHOOL ONLY. Please do not pass our school's details onto students or parents from other schools or other individuals or organisations as this is a prosecutable breach of copyright and also will result in frequent password changes for our school. Please also ensure you read through the terms of use the first time you access the handbook.

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**Enhanced Learning
Educational Services**
"the study skills specialist"

ASSESSMENT TASK CALENDAR

Schedule of Assessment Task for Year 8 2022												
Week	English	Geography	History	Information & Communication Technology (ICT)	Mathematics	Music	PDHPE	Science	STEM	Technology Mandatory	Visual Arts	
Term 1 2022	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
	11											
Term 2 2022	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
Term 3 2022	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
Term 4 2022	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
	11											

Examination period

Assessment task to be submitted

KANDOS HIGH SCHOOL

ASSESSMENT FORMS

The following **Cover Sheet Appendix 1** must be used by students to accompany every assessment task. **Appendix 2** and **3** may be used where necessary to accompany requests or by teachers to advise students:

APPENDIX 1	Student to Teacher	COVER SHEET – This form should accompany every assessment task. STUDENT RECEIPT – Students should sign a notification sheet for every task handed in.
APPENDIX 2	Student to Teacher then to Head Teacher	APPLICATION FOR EXTENSION – This form should be completed by the student: <ol style="list-style-type: none">1) then handed to the Course Teacher.2) the Course Teacher must send it to the Head Teacher.3) both Course Teacher and Head Teacher should retain their copies.
APPENDIX 3	Student to Teacher then to Head Teacher	ILLNESS/MISADVENTURE FORM – This form must be completed if: <ol style="list-style-type: none">1) you know you will be absent from an assessment task with a valid reason2) had an illness or misadventure that <u>prevented</u> you from or impacted your ability to complete an assessment task or examination.



ASSESSMENT TASK COVER SHEET

COURSE _____

STUDENT NAME _____

SCHOOL _____

DATE DUE _____

ASSESSMENT TITLE/QUESTION _____

NUMBER OF PAGES (Not including coversheet) _____

DATE HANDED IN _____
(Signed by Teacher)

RESULT: GRADE _____ RANK _____
(Optional)

COMMENTS _____

MARKER'S SIGNATURE _____

✂-----

KANDOS HIGH SCHOOL

RECEIPT of an ASSESSMENT TASK

(Student's Copy)

Student's Name: _____

Course: _____

Teacher: _____

Assessment Task received
by: _____

Signature: _____

Date: _____

Time: _____

Please detach this receipt if the Assessment Task has been handed in to the office and give to Student to keep for their own records.

KANDOS HIGH SCHOOL

APPLICATION FOR EXTENSION

NAME _____ SCHOOL _____

SUBJECT _____ TEACHER _____

ASSESSMENT No _____

TITLE _____ DUE _____

REASON FOR APPLICATION _____

(Note: appropriate evidence must accompany this application, e.g. Doctor's Certificate)

Signature: _____
Student

Signature: _____
Parent

INFORMATION FOR STUDENTS

1. Where a candidate fails to complete an assessment task, 15% deduction per day and a zero after three days MUST be recorded for that task.
2. An extension may be granted in genuine cases of illness or misadventure. To be considered, an application for extension must be requested in writing before the due date.
3. Hand in your assessment task even if it is late. A student who does not complete tasks to the value of 50% of the assessment tasks in a course may not be certified as satisfactory in that course and may not be eligible for a Record of School Achievement.

✂-----
Please complete the following. This slip will be returned to you by the subject teacher.

APPLICATION FOR EXTENSION

NAME _____ SCHOOL _____

SUBJECT _____ ASSESSMENT TASK _____

EXTENSION GRANTED

EXTENSION DENIED

REASON _____

Teacher Signature

Date

ILLNESS/MISADVENTURE FORM

FOR SCHOOL BASED ASSESSMENT TASKS, INCLUDING EXAMINATIONS

Name _____ Date _____

This form must be submitted if you:

1. Know you will be absent from an assessment task with a valid reason or
2. Had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination.

This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Deputy Principal).

I, _____ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

Year 7

Year 8

Year 9

Assessment Task: _____ **Teacher:** _____

Outline of Reason/s for misadventure/illness: _____

Note: Documentary evidence from Parent/Doctor must be provided.

Evidence of illness/misadventure: Doctors Certificate Parent Note

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student Signature _____ Date _____

Parent Signature _____ Date _____

✂-----

RECOMMENDATION AND DECISION

Extension

Penalty applied

No penalty for lateness

Estimate to be used

Other _____

Signatures: _____
Head Teacher

Class Teacher

Deputy Principal Signature: _____

Head Teacher informs student of Decision

Date: _____

Signatures: _____
Head Teacher

Student

PLANNING TIMETABLE

PLEASE DETACH THIS SHEET FOR YOUR OWN USE

Planning Timetable 4 – WEEK WORK PLAN FOR YOUR ASSIGNMENTS							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							

PLEASE DETACH THIS SHEET FOR YOUR OWN USE

Planning Timetable 6 – WEEK WORK PLAN FOR YOUR ASSIGNMENTS							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							