



Toogoolawah State High School

Years 7 –10

Assessment Plan

2019

Updated 15 Dec 2018

Core

English
Mathematics
Science
PDP
HPE
Geography
History
LOTE

The Arts

Art
Drama
Music

Technology

Home Economics
IDT
Agriculture
ICT
Business

Core

Year	Subject : English			
	Term 1	Term 2	Term 3	Term 4
7	Term Topics: Reading and creating life-writing – 1. Biographies 2. Memoirs	Term Topics: Persuasion in advertisements and speeches	Term Topics: Reading and interpreting literature about Australia and Australians; Examining representations of Australia and Australians in literature	Term Topics: Exploring poetry and song
	<ul style="list-style-type: none"> • Written - Biography (400-500 words) • Written – Literary memoir (300-400 words) 	<ul style="list-style-type: none"> • Persuasive motivational speech (3-4 minutes) 	<ul style="list-style-type: none"> • Written – Imaginative recount • Persuasive argument (400 words) 	Persuasive discussion (individual presentation and panel discussion)
8	Term Topics: Representations in news media; Teens in texts	Term Topics: Representing human experience; Understanding how texts communicate ideas about ideas	Term Topics: Expressing viewpoints on ethical issues in a drama text	Term Topics: Analysing digital texts; Creating an illustrated short story
	<ul style="list-style-type: none"> • Imaginative response to a novel - Journal entries 	<ul style="list-style-type: none"> • Written analytical response • Analytical oral response 	<ul style="list-style-type: none"> • Persuasive monologue 	<ul style="list-style-type: none"> • Exam (Homepage analysis) • Written – Create an illustrated short story (500-700 words)
9	Term Topics: Examining perspectives on issues (7 wks)	Term Topics: Creating speculative fiction (6 wks); Reading and interpreting information texts (6wks)	Term Topics: Evaluating characters in a novel (10 wks)	Term Topics: Exploring ethical issues in a drama text (8 wks)
	<ul style="list-style-type: none"> • Spoken – Persuasive speech 	<ul style="list-style-type: none"> • Written – Narrative • Written – Exam (3x70mins) 	<ul style="list-style-type: none"> • Spoken – Radio Interview Transcript 	<ul style="list-style-type: none"> • Written – Analytical Essay
10	Term Topics: Creating literary responses	Term Topics: Reading and comprehending a novel; Responding to literary texts	Term Topics: Responding to a Shakespearean drama; Responding to interpretations of Shakespeare in film	Term Topics: Evaluating representations in news media texts
	<ul style="list-style-type: none"> • Exam 	<ul style="list-style-type: none"> • Written – Extended Written Response • Written 	<ul style="list-style-type: none"> • Written – Extended Written Response 	<ul style="list-style-type: none"> • Multimodal

Year	Subject : Maths			
	Term 1	Term 2	Term 3	Term 4
7				
	Unit 1: Measurement Written Test Unit 2: Geometric Reasoning Written Test	Unit 3: Number Written Test Unit 4: Number 2 Written Test	Unit 5: Algebra Written Test Unit 6: Chance Written Test	Unit 7: Statistics Written Test Unit 8: Financial Mathematics Written Test
8				
	Unit 1: <u>Measurement</u> Portfolio <ul style="list-style-type: none"> • Popper Task • Flag Task • Circles Task Unit 2: <u>Algebra 1</u> Exam <ul style="list-style-type: none"> • Multiple choice questions • Short answer questions 	Unit 3: <u>Algebra 2</u> Exam <ul style="list-style-type: none"> • Multiple choice questions • Short answer questions Unit 4: <u>Number & Time</u> Portfolio <ul style="list-style-type: none"> • Rational Numbers • Types of Decimals • Ratios and Rates 	Unit 5: <u>Probability</u> Exam <ul style="list-style-type: none"> • Multiple choice questions • Short answer questions Unit 6: <u>Financial Maths</u> Exam <ul style="list-style-type: none"> • Multiple choice questions • Short answer questions 	Unit 7: <u>Statistics</u> Assignment <ul style="list-style-type: none"> • Research Car Data • Compare Heights Unit 8: <u>Geometry</u> Portfolio <ul style="list-style-type: none"> • Congruence • Transformation

9				
	<p>Unit 1: <u>Pythagoras and Trigonometry</u> Written Test</p> <ul style="list-style-type: none"> • Exam-Multi Choice • Exam-Short Answer <p>Unit 2: <u>Probability</u> Assignment</p> <ul style="list-style-type: none"> • Written – Research Task (Assignment, ERT) 	<p>Unit 3: <u>Area, Volume, Surface Area of Composite shapes</u> Written Test</p> <ul style="list-style-type: none"> • Exam-Multi Choice • Exam-Short Answer <p>Unit 4: <u>Geometric Reasoning</u> Written Test</p> <ul style="list-style-type: none"> • Exam-Multi Choice • Exam-Short Answer 	<p>Unit 5: <u>Ratio and Index Laws</u> Written Test</p> <ul style="list-style-type: none"> • Exam-Multi Choice • Exam-Short Answer <p>Unit 6: <u>Linear and Non-linear Relationships</u> • Written Test Exam-Multi Choice Exam-Short Answer</p>	<p>Unit 7: <u>Statistics</u> Assignment</p> <ul style="list-style-type: none"> • Written – Research Task (Assignment, ERT) <p>Unit 8: <u>Financial Mathematics</u> Written Test</p> <ul style="list-style-type: none"> • Exam-Multi Choice • Exam-Short Answer

Year	Subject : Science			
	Term 1	Term 2	Term 3	Term 4
7	Unit 1: <u>Water – waste not, want not</u> Exam Unit 2: <u>Water – waste not, want not</u> Extended experimental investigation	Unit 3: <u>Moving right along – exploring motion</u> Extended experimental investigation Unit 4: <u>Moving right along – applications in real systems</u> Exam	Unit 5: <u>Heavenly bodies/Sensational seasons</u> Exam Unit 6: <u>Renewable resources</u> Research assignment	Unit 7: <u>Organising organisms</u> Exam Unit 8: <u>Affecting organisms</u> Exam
8	Unit 1: <u>Energy in my life</u> Exam Unit 2: <u>What’s up</u> Extended experimental investigation	Unit 3: <u>Building blocks of life</u> Research assignment Unit 4: <u>Survival</u> Exam	Unit 5: <u>Rocks never die</u> Unit 6: <u>Rock my world</u> Exam	Unit 7: <u>Particles matter</u> Extended experimental investigation Unit 8: <u>Chemistry of common substances</u> Exam
9	Unit 1: <u>Energy on the move</u> Exam Unit 2: <u>Making waves</u> Exam	Unit 3: <u>My life in balance</u> Extended experimental investigation Unit 4: <u>Responding to change</u> Exam	Unit 5: <u>It’s elementary</u> Unit 6: <u>Chemical patterns</u> Research assignment	Unit 7: <u>Changing Earth</u> Exam
10	Unit 1: <u>Chemistry isn’t magic</u> Unit 2: <u>Chemical reactions matter</u> Extended experimental investigation	Unit 3: <u>Life blueprints</u> Unit 4: <u>Life evolves</u> Research assignment	Unit 5: <u>Moving along</u> Unit 6: <u>Energy of motion</u> Exam	Unit 7: Senior science preparatory class: Exam Non-continuing science class: Project

Year	Subject :Health and Physical Education			
	Term 1	Term 2	Term 3	Term 4
7	Research Assignment – Approaching Adolescence	Project – Super Snacks	Collection of Work – Mental Health and Wellbeing	Research Assignment - I Can Make Good Decisions
	Performance – Observation – Initiative Games/Touch	Performance – Observation – In the Running	Performance – Observation – Futsal/Soccer	Performance – Observation – Thrown Together
8	Research Task - Food for Life	Research Task - My decisions my life	Response to Stimulus - My Adolescent Relationships	Collection of Work - Cultural Understandings
	Performance – Observation – Touch	Performance – Observation – European Handball and street hockey	Performance – Observation – Fitness/Basketball/Netball	Performance – Observation – Sofcrosse/Ultimate Disc
9	Exam – Respectful Relationships	Multimodal – Sustainable Health Challenge	Persuasive Essay – Illicit Drugs	Research Task – Active Aussies
	Performance – Observation – Strike Out	Performance – Observation – Invasion Games	Performance – Observation – Minor Games – Student Led	Performance – Observation – Moving More Matters
10	Argumentative Essay - Sociology of Sport	Product – Fitness Program	Research Assignment – Psychology	Exam & Multimodal Presentation - Anatomy and Biomechanics
	Performance – Observation – Volleyball	Performance – Observation – Training Program	Performance – Observation – Touch Football	Performance – Observation – Softball/Golf

Year	Subject : History		
2019	Term 1-2 (13 weeks)	Term 2-3 (12 weeks)	Term 3-4 (13 weeks)
9/10 Year A	Term Topics: World War II	Term Topics: Rights and freedoms	Term Topics: Migration experiences
	<ul style="list-style-type: none"> • Exam – Short answer; Response to stimulus 	<ul style="list-style-type: none"> • Exam – Essay (Analytical discussion incorporating historical argument) • Written – Research task; multimodal presentation 	<ul style="list-style-type: none"> • Written and multimodal presentation (analysis and evaluation)
9/10 Year B (2020)	Term Topics: The Industrial Revolution	Term Topics: Making a nation	Term Topics: World War I
	<ul style="list-style-type: none"> • Written – Research task 	<ul style="list-style-type: none"> • Exam – Short answer; Response to stimulus 	<ul style="list-style-type: none"> • Written – Research task • Multimodal Product - Project

Year	Subject : Humanities			
	Term 1	Term 2	Term 3	Term 4
7	Term Topics: History: Investigating the past	Term Topics: History: Ancient Greece; Civics and citizenship	Term Topics: Geography	Term Topics: Economics and business
	<ul style="list-style-type: none"> • Written – Research Task (Assignment, ERT) 	<ul style="list-style-type: none"> • Written – Research Task (Assignment, ERT) • Written – Extended Written Response (essay, report, story, journal, etc) 	<ul style="list-style-type: none"> • Exam-Short Answer • Exam-Essay/Response to stimulus 	<ul style="list-style-type: none"> • Written – Extended Written Response (essay, report, story, journal, etc)
8	Term Topics: History: Vikings	Term Topics: Geography: Landforms and landscapes	Term Topics: Civics and citizenship: Exploring influences that shape citizenship in Australia's democracy	Term Topics: Economics and business: Responding to business opportunities in the Australian market
	<ul style="list-style-type: none"> • Exam-Short Answer • Written – Research Task (Assignment, ERT) 	<ul style="list-style-type: none"> • Exam-Short Answer 	<ul style="list-style-type: none"> • Exam-Essay/Response to stimulus 	<ul style="list-style-type: none"> • Written – Research Task (Assignment, ERT)

Year	Subject : Indonesian			
7&8	Term 1	Term 2	Term 3	Term 4
7	<p>Term Topics: Unit 1: How do I express my self-identity? (10 weeks)</p>	<p>Term Topics: Unit 2: What is friendship? (10 weeks)</p>	<p>Term Topics: Unit 3: What's for dinner? (10 weeks)</p>	<p>Term Topics: Unit 4: What is community? (10 weeks)</p>
7	<p><i>In this unit:</i> Students explore how Indonesian and Australian children express their self-identity, by considering their clothing, accessories, hairstyles, objects of significance and activities they participate in. <i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss their personal style, describing what they and others wear. • Identify key ideas and details in personal blogs about identity and style. • Create a poster which displays their self-identity and personal style. • Learn how to identify and use me- verbs to give details relating to their personal style. <p>Assessment task — Collection of work: writing, analysing.</p>	<p><i>In this unit:</i> Students will explore the concept of friendship and how it is expressed across cultures. <i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss friendships and qualities of good friends. • Organise activities with friends using modal verbs to invite, accept and decline. • Read and create texts about extraordinary friendships. • Reflect on ways teens communicate with one another including the use of teenspeak. <p>Assessment task — Collection of work: speaking, reflecting.</p>	<p><i>In this unit:</i> Students will explore eating habits in Indonesia and the cultural significance of food. <i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss dishes of personal significance and prepare a dish by giving and responding to instructions • Engage with texts relating to eating experiences in Indonesian cultures. • Translate a recipe into Indonesian, considering ways of translating culturally-specific terms. • Reflect on the relationship between language relating to food and personal or cultural values. <p>Assessment task — Collection of work: speaking, writing, reflecting.</p>	<p><i>In this unit:</i> Students will explore community life in Indonesia and reflect on their community involvement and identity. <i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss personal connections with their community including people and places • Read texts and identify cultural values in unique Indonesian communities • Reflect on connections to different types of communities • Understand the influence of technology on Indonesian. <p>Assessment task — Collection of work: speaking, analysing.</p>
8	<p>Term Topics: Unit 5: How do we celebrate community? (10 weeks)</p>	<p>Term Topics: Unit 6: What's in a time capsule? (10 weeks)</p>	<p>Term Topics: Unit 7: What are memorable places? (10 weeks)</p>	<p>Term Topics: Unit 8: What are oral traditions? (10 weeks)</p>
8	<p><i>In this unit:</i> Students will explore language and cultural values relating to community and ways of celebrating community identity. <i>Students will:</i></p> <ul style="list-style-type: none"> • Interact with others to share ideas about community 	<p><i>In this unit:</i> Students explore ways that personal, community and national identity are represented by items of personal and cultural significance. <i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss items of personal 	<p><i>In this unit:</i> Students will explore the concept of memorable places in Australia and Indonesia. <i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss places they have been and what makes them memorable • Explore interesting places in 	<p><i>In this unit:</i> Students will explore language and cultural values in traditional Indonesian stories. <i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss their favourite traditional stories and why they are meaningful

	<p>celebrations</p> <ul style="list-style-type: none"> • Engage with and create a range of texts to obtain and convey information about community and events that celebrate community identity • Analyse and understand language variation relating to audience, context and purpose • Participate in intercultural experiences to understand the relationship between language and culture. <p>Assessment task — Collection of work: writing, speaking, reflecting</p>	<p>significance</p> <ul style="list-style-type: none"> • Read and create informative and imaginative texts about personal journeys in the past • Reflect on own biography and reactions to intercultural experiences • Understand how to extend ideas using cohesive devices in descriptive sentences. <p>Assessment task — Collection of work: writing, reflecting, analysing</p>	<p>Indonesia through an interactive text</p> <ul style="list-style-type: none"> • Recount travel experiences and make comparisons • Consider how to transfer meaning when translating place names • Understand how to use me-verbs and pernah to extend ideas. <p>Assessment task — Collection of work: reading, writing, analysing</p>	<ul style="list-style-type: none"> • Read and respond to traditional Indonesian stories • Create an adapted version of a traditional Indonesian story • Reflect on cultural values embedded in traditional stories. <p>Assessment task — Collection of work: writing, speaking, reflecting, analysing</p>
--	--	---	--	---

The Arts

Year	Subject : VISUAL ART			
	Term 1	Term 2	Term 3	Term 4
7	Term Topics: Introduction to the Elements of Art			
	Term Topics: Introduction to the Elements of Art and Principles of Design <ul style="list-style-type: none"> • Product - Project (e.g. Art, Manual Arts, HEC) • Exam-Essay/Response to stimulus 			
8	Term Topics: Introduction and Apply the Elements of Art			
	Term Topics: Introduction and Apply the Elements of Art <ul style="list-style-type: none"> • Product - Project (e.g. Art, Manual Arts, HEC) • Exam-Essay/Response to stimulus 			
9	Term Topics: 2019 Still Life – Drawing techniques	Term Topics: 2019 Mask Making - Cubism	Term Topics: 2019 Recycled Sculpture	Term Topics: 2019 Surrealism - Metamorphism
	Term Topics: Still Life – Drawing techniques Product - Project (e.g. Art, Manual Arts, HEC) Exam-Essay/Response to stimulus	Term Topics: Mask Making - Cubism Product - Project (e.g. Art, Manual Arts, HEC) Exam-Essay/Response to stimulus	Term Topics: Recycled Sculpture Product - Project (e.g. Art, Manual Arts, HEC) Exam-Essay/Response to stimulus	Term Topics: Surrealism - Metamorphism Product - Project (e.g. Art, Manual Arts, HEC)
10	Term Topics: 2019 Still Life – Drawing techniques	Term Topics: 2019 Mask Making - Cubism	Term Topics: 2019 Recycled Sculpture	Term Topics: 2019 Surrealism - Metamorphism
	Term Topics: Still Life – Drawing techniques Product - Project (e.g. Art, Manual Arts, HEC) Exam-Essay/Response to stimulus	Term Topics: Mask Making - Cubism Product - Project (e.g. Art, Manual Arts, HEC) Exam-Essay/Response to stimulus	Term Topics: Recycled Sculpture Product - Project (e.g. Art, Manual Arts, HEC) Exam-Essay/Response to stimulus	Term Topics: Surrealism - Metamorphism Product - Project (e.g. Art, Manual Arts, HEC)

Year	Subject : DRAMA			
	Term 1	Term 2	Term 3	Term 4
7		Term Topics: Introduction to the Elements of Drama and Performing Skills		
		Term Topics: Introduction to the Elements of Drama and Performing Skills <ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Exam-Essay/Response to stimulus 		
8		Term Topics: Introduction and Apply the Elements of Drama and Performing Skills		
		Term Topics: Introduction and Apply the Elements of Drama and Performing Skills <ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Exam-Essay/Response to stimulus 		

Year	Subject : DRAMA			
	Term 1	Term 2	Term 3	Term 4
9	Term Topics: Realism	Term Topics: Children's Theatre	Term Topics: Clowning	Term Topics: Physical Theatre
	Term Topics: Realism <ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Written – Script Writing 	Term Topics: Children's Theatre <ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Exam-Essay/Response to stimulus 	Term Topics: Clowning <ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Exam-Essay/Response to stimulus 	Term Topics: Physical Theatre <ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Written – Extended Written Response (essay, report, story, journal, etc.)
10	Term Topics: Realism	Term Topics: Children's Theatre	Term Topics: Clowning	Term Topics: Physical Theatre
	Term Topics: Realism <ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Written – Script Writing 	Term Topics: Children's Theatre <ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Exam-Essay/Response to stimulus 	Term Topics: Clowning <ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Exam-Essay/Response to stimulus 	Term Topics: Physical Theatre <ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Written – Extended Written Response (essay, report, story, journal, etc.)

Year	Subject : Music			
	Term 1	Term 2	Term 3	Term 4
	Term Topics: Introduction to the Music Elements (Class group 1)	Term Topics: Introduction to the Music Elements (Class group 1)	Term Topics: Introduction to the Music Elements (Class group 2)	Term Topics: Introduction to the Music Elements (Class group 2)
7	<ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Written – Extended Written Response (essay, report, story, journal, etc) 	<ul style="list-style-type: none"> • Written – Portfolio 	<ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Written – Extended Written Response (essay, report, story, journal, etc) 	<ul style="list-style-type: none"> • Written – Portfolio
8				
	Term Topics: Musicianship and the Media	Term Topics: Musicianship and the Media	Term Topics: Jazz and Blues	Term Topics: Jazz and Blues
9	<ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Written – Extended response • Exam-Multi Choice • Exam-Short Answer 	<ul style="list-style-type: none"> • Written – Portfolio • Performance - Cultural (e.g. music, drama) • Exam-Essay/Response to stimulus 	<ul style="list-style-type: none"> • Exam-Essay/Response to stimulus • Performance - Cultural (e.g. music, drama) • Written – Portfolio 	<ul style="list-style-type: none"> • Exam-Multi Choice • Exam-Short Answer • Exam-Essay/Response to stimulus • Performance - Cultural (e.g. music, drama)
	Term Topics: Musicianship and the Media	Term Topics: Musicianship and the Media	Term Topics: Jazz and Blues	Term Topics: Jazz and Blues
10	<ul style="list-style-type: none"> • Performance - Cultural (e.g. music, drama) • Written – Extended response • Exam-Multi Choice • Exam-Short Answer 	<ul style="list-style-type: none"> • Written – Portfolio • Performance - Cultural (e.g. music, drama) • Exam-Essay/Response to stimulus 	<ul style="list-style-type: none"> • Exam-Essay/Response to stimulus • Performance - Cultural (e.g. music, drama) • Written – Portfolio 	<ul style="list-style-type: none"> • Exam-Multi Choice • Exam-Short Answer • Exam-Essay/Response to stimulus • Performance - Cultural (e.g. music, drama)

Technology

Year	Subject : HOME ECONOMICS (B)			
	Term 1	Term 2	Term 3	Term 4
9	Term Topics: Food Around the World	Term Topics: Sewing	Term Topics: How to Become a Healthier Adolescent	Term Topics: Food Service and Catering
	Term Topics: Food Around the World <ul style="list-style-type: none"> • Research Report 	Term Topics: Sewing <ul style="list-style-type: none"> • Project (Written & Practical) 	Term Topics: How to Become a Healthier Adolescent <ul style="list-style-type: none"> • Project (Written & Practical) 	Term Topics: Food Service and Catering <ul style="list-style-type: none"> • Project (Written & Practical)
10	Term Topics: Food Around the World	Term Topics: Sewing	Term Topics: How to Become a Healthier Adolescent	Term Topics: Food Service and Catering
	Term Topics: Food Around the World <ul style="list-style-type: none"> • Research Report 	Term Topics: Sewing <ul style="list-style-type: none"> • Project (Written & Practical) 	Term Topics: How to Become a Healthier Adolescent <ul style="list-style-type: none"> • Project (Written & Practical) 	Term Topics: Food Service and Catering <ul style="list-style-type: none"> • Project (Written & Practical)

Technology – Industrial Designs and Technologies

Year	Subject :IDT- Manual Arts			
	Term 1	Term 2	Term 3	Term 4
8	Onguard safety training Key rack project	Onguard safety training Key rack project		Photo Frame Metal box
	Product - Project (e.g. Art, Manual Arts, HEC)	Product - Project (e.g. Art, Manual Arts, HEC)		Product - Project (e.g. Art, Manual Arts, HEC)
9	Woodturning – bat Metal turning Scriber Pencil case(wood)	Woodturning – bat Metal turning Scriber Cake Slice Parts Box	Woodturning – bat Metal turning Scriber Camp stool CO2 Dragster	Woodturning – bat Metal turning Scriber Tea tray Nail tin
	Product - Project (e.g. Art, Manual Arts, HEC)	Product - Project (e.g. Art, Manual Arts, HEC)	Product - Project (e.g. Art, Manual Arts, HEC)	Product - Project (e.g. Art, Manual Arts, HEC)
10	Wood Turning Bowl Metal turning Screw driver Cassette box	Wood Turning Bowl Metal turning Screw driver Carry all Sliding bevel	Wood Turning Bowl Metal turning Screw driver Coffee table Clock	Wood Turning Bowl Metal turning Screw driver Copper shim (metal art) Tool box
	Product - Project (e.g. Art, Manual Arts, HEC)	Product - Project (e.g. Art, Manual Arts, HEC)	Product - Project (e.g. Art, Manual Arts, HEC)	Product - Project (e.g. Art, Manual Arts, HEC)

Year 9/10	Subject : Agricultural Science			
	Term 1	Term 2	Term 3	Term 4
A	Introduction to Agriculture/Poultry	Beef Cattle/Dairy Cattle	Climate and Soils/Pastures	Bees
	Introduction to Agriculture – Exam Poultry – Investigation Practical Assessment	Beef cattle – Project Dairy Cattle – Exam Practical Assessment	Climate and soils – Exam Pastures – Investigation Practical Assessment	Bees - Exam Practical Assessment
B	Livestock Handling / Animal Anatomy and Physiology	Plant Structure / Reproduction in Plants	Weeds/Agricultural Chemicals	Small Engines
	Anatomy and Physiology Exam Practical Assessment – Gardens and Cattle Handling	Plant – Investigation Practical Assessment	Weeds – collection of work Agricultural Chemicals – Exam Practical Assessment	Small engines - exam Practical Assessment

Year	Subject : ICT			
	Trimester			
7	MS Word and Excel	MS PowerPoint		
	Assignment: Create a newspaper article	Product: Create PowerPoint (Digital Storybook)		
	Term 1	Term 2	Term 3	Term 4
8	MS PowerPoint	MS Excel	MS PowerPoint	MS Excel
	Product: Create PowerPoint (Digital Storybook)	Exam: Portfolio of tasks under exam conditions	Product: Create PowerPoint (Digital Storybook)	Exam: Portfolio of tasks under exam conditions

Year	Subject : Business Studies			
	Trimester			
7	Business and Economics	Business Ventures		
	Exam: Business and Economics	Project: Creating and running a business		
	Term 1	Term 2	Term 3	Term 4

Year	Subject : Business Studies – Year A (2015)			
	Term 1	Term 2	Term 3	Term 4
9/10	Accounting Fundamentals	Managing Financial responsibilities, risks and rewards	Enterprise	Competing as a business in the global economy
	Exam: General Journal to Trial Balance	Research: Statement of advice report	Business Report: Enterprise Day	Research: Multimodal pitch deck presentation

Year	Subject : Business Studies – Year B (2016)			
	Term 1	Term 2	Term 3	Term 4
9/10	Managing economic performance and standard of living	Advertising and Consumer Rights	Improving business productivity	Business Documents – Petty Cash/ Tax invoices
	Research: Analytical response	Project: Create a product	Investigative report: Business Letter Investigative report: Major financial decisions	Exam: Petty Cash/Tax Invoices



Toogoolawah State High School

Years 7 –10

Curriculum Plan

2019

Updated 15 December 2018

Contents

What students in Years 7 to 10 will be studying in 2019	3
The Arts – Art/Drama YEAR 7 updated July 2018	4
The Arts – Art/Drama YEAR 8	5
YEAR 9 and 10 -Rotation A (2019/2021)- Updated December 2018	6
YEAR 9 and 10 -Rotation B – (2020/2022) -Updated December 2018	8
The Arts – Music YEAR 7	11
The Arts – Music YEAR 9 & 10 (Rotation A and B)	12
English YEAR 7 updated December 2018	13
English YEAR 7 (CORE) updated July 2018	14
English YEAR 8 updated Dec 2018	15
English YEAR 9 updated July 2018	16
English YEAR 10 (Extension) updated Dec 2018	17
English YEAR 10 (Core) updated Dec 2018	18
Health and Physical Education YEAR 7	19
Health and Physical Education YEAR 8	20
Health and Physical Education YEAR 9	21
Health and Physical Education YEAR 10	22
Humanities- YEAR 7 Updated Dec 2018	23
Humanities- YEAR 8 Updated Dec 2018	24
History YEAR 9 & 10 (Rotation A)	26
History YEAR 9 & 10 (Rotation B)	27
Humanities YEAR 10	28
Mathematics YEAR 7	29
Mathematics YEAR 8	30
Mathematics YEAR 9	31
Science Year 7	32
Science Year 8	33
Science Year 9	34
Science Year 10	35
Technology – Home Economics YEAR 9 & 10 (Year A)	36
Technology – Home Economics YEAR 9 & 10 (Year B)	37
Technology – Industrial Designs and Technologies YEAR 8	38
Technology – Industrial Designs and Technologies YEAR 9	39
Technology – Industrial Designs and Technologies YEAR 10	40
Technology – Agriculture YEAR 9-10 (A year 2015, 2017,...)	41
Technology – Agriculture YEAR 9-10 (B year 2014, 2016,...)	42
Technology – ICT YEAR 7 and 8	43
Technology – Business Education YEAR 9 and 10(Year A)	44
Technology – Business Education YEAR 9 and 10(Year B)	45
Languages other than English Year 7	46
Languages other than English Year 8	47
Personal Development Program YEAR 7-9	49
Personal Development Program YEAR 10-12	50

What students in Years 7 to 10 will be studying in 2019

The organisation of the school day and timetable plays a significant role in supporting the delivery of the curriculum and impacts upon resource requirements. A variety of factors have influenced the School's decisions about the organisation of the school day and line structures. The table below shows the subjects offered by our school and the number of 70 minute lessons they will study each subject.

Subjects	Year 7	Year 8	Year 9	Year 10		
	Lessons per week	Lessons per week	Lessons per week	Lessons per week		
English	5	5	4	4		
Maths	5	5	4	3		
Science	2	2	3	3		
HPE	3	2	3	Elective Line History and Geography HPE	3	
Humanities & Social Science	2	2	2		Composite 9 and 10 electives	
The Arts (Music and Art Technology (Home Economics, ICT and IDT))	2	2	Elective Line Art Music Ag Studies Home Ec	3	Elective Line Art Music Ag Studies Home Ec	3
			Elective Line History Drama ITD Business Ag Studies	3	Elective Line History Drama ITD Business Ag Studies	3
LOTE or Literacy & Numeracy Enhancement	1					
Literacy & Numeracy Extension	1					
Personal Development Program	1					
Total	20					

The Arts – Art/Drama YEAR 7

updated July 2018

TERM	1	2
Sequencing teaching and learning	<p style="text-align: center;">Art</p> <p style="text-align: center;">UNIT 1: Introduction to the Elements of Art and Principles of Design</p> <p>TASK 1: <i>Appraisal</i></p> <ul style="list-style-type: none"> - Short Response - Exam Conditions - Elements and Principles of Art <p>TASK 2: <i>Visual Literacy</i></p> <ul style="list-style-type: none"> - Various Exercises from class <p><i>Cross-curriculum Priorities: Sustainability (Learning experiences: Materials used)</i></p>	<p style="text-align: center;">Drama</p> <p style="text-align: center;">UNIT 2: Introduction to the Elements of Drama and Performing Skills</p> <p>TASK 1: <i>Responding</i></p> <ul style="list-style-type: none"> - Short Response - Exam Conditions - Elements of Drama <p>TASK 2: <i>Presenting</i></p> <ul style="list-style-type: none"> - Class devised play - Specified Theme - Groups 3-4 - Scene per Group - Demonstrate Performing Skills <p><i>Cross-curriculum Priorities: Cross-curriculum Priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia (Learning experiences: Various functions of stories)</i></p>

The Arts – Art/Drama YEAR 8

TERM	1	2
Sequencing teaching and learning	<p style="text-align: center;">Art</p> <p style="text-align: center;">UNIT 1: Apply the Elements of Art and Principles of Design</p> <p>TASK 1: <i>Appraisal</i></p> <ul style="list-style-type: none"> - Extended Written Response - Basic Analysis of an Artwork specific to a medium studied in class - Artists use recycled materials - Different mediums of Artwork <p>TASK 2: <i>Making</i></p> <ul style="list-style-type: none"> - Choose one medium of artwork studied in class - Artworks must use recycled material - Demonstrate skills of the medium <p><i>Cross-curriculum Priorities: Sustainability (Learning experiences: Materials used)</i></p>	<p style="text-align: center;">Drama</p> <p style="text-align: center;">UNIT 2: Apply the Elements of Drama and Performing Skills</p> <p>TASK 1: <i>Responding</i></p> <ul style="list-style-type: none"> - Extended Response - Live Theatre - Exam Conditions <p>TASK 2: <i>Forming</i></p> <ul style="list-style-type: none"> - Script Writing - Theme Specified: Dreaming - Elements of Drama <p>TASK 3: <i>Presenting</i></p> <ul style="list-style-type: none"> - Perform Written Script - Demonstrate Performing Skills <p><i>Cross-curriculum Priorities: Cross-curriculum Priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia (Learning experiences: Stories from various cultures)</i></p>

YEAR 9 and 10 -Rotation A (2019/2021)- Updated December 2018

Unit	1 (10 Weeks)	2 (10 weeks)	3 (13 weeks)	4 (7 weeks)
Sequencing teaching and learning	<p>Still Life – Drawing Techniques</p> <p>Students build on their awareness of formal processes. They explore this by researching artists who create still-life artworks then compositions and drawing techniques.</p> <p><u>Task 1: Making/ Responding</u></p> <p><i>Students will research an Australian artist who creates still life's and respond to the materials and influences of that artist in their own work. They are to create an experimental folio of works showing progression of skill with one resolved work displaying what they have learnt. The final submission will include and appraisal of an artist, a minimum of 3 experimental artworks, one resolved work and an artist statement reflecting their process submitted digitally.</i></p> <ul style="list-style-type: none"> • Extended response • Experimental folio • Resolved work • Reflection <p><i>Cross-curriculum Priorities –</i></p>	<p>Recycled Sculpture</p> <p>Students reflect on the impact of artworks created with recycled materials. The theme of this unit is sustainability, students will use recycled materials to bring knowledge to viewers about the environmental issues.</p> <p><u>Task 2: Making/ Responding</u></p> <p><i>Students will research artists who use recycled materials in their work. They will evaluate and analyse the intentions and products of one artist. Students will respond to their research by creating a sculpture that conveys a message around sustainability using recycled and found material. The final submission will include a process folio of recycled sculpture documentation that includes sketches and annotated research with an artist statement reflecting their process submitted digitally.</i></p> <ul style="list-style-type: none"> • Extended response • Resolved work • Reflection <p><i>Cross-curriculum Priorities – Critical and creative thinking, Literacy,</i></p>	<p>Surrealism – Metamorphism</p> <p>Students respond to Surrealism and appropriate formal elements of the movement to create original artworks. The theme of this unit is metamorphism, students will transform one object into another while building an informed personal aesthetic.</p> <p><u>Task 3: Making/ Responding</u></p> <p><i>Students will respond to the movement of Surrealism by creating a five stage metamorphosis between two juxtaposed objects that expresses connection through difference. They will do this by applying formal painting techniques to the surface of a skateboard. The final submission will include a process folio of documentation that includes sketches and annotated research with an artist statement reflecting their process submitted digitally.</i></p> <ul style="list-style-type: none"> • Resolved work • Process folio • Reflection <p><i>Cross-curriculum Priorities – Critical</i></p>	<p>Modernism</p> <p>Students explore various Modernism movements through various research tasks that explicitly build on the skills developed over the year to uncover the motivations and intentions of artists working in Modernism.</p> <p><u>Task 4: Exam- Responding</u></p> <p><i>Students will complete an extended response exam by responding to questions and stimulus drawing from their knowledge of Modernism, and their understanding of the Elements of Art and Principles of Design.</i></p> <ul style="list-style-type: none"> • Exam – Extended Response <p>Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)</p> <p>Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and</p>

	<p><i>Critical and creative thinking, Literacy, Numeracy, ICT capability</i></p> <p>Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)</p> <p>Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)</p> <p>Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)</p> <p>Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)</p> <p>Plan and design artworks that represent artistic intention (ACAVAM128)</p> <p>Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)</p>	<p><i>Numeracy, ICT capability, Ethical understanding, Sustainability</i></p> <p>Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)</p> <p>Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)</p> <p>Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)</p> <p>Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)</p> <p>Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)</p> <p>Plan and design artworks that represent artistic intention (ACAVAM128)</p> <p>Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)</p>	<p><i>and creative thinking, Literacy, Numeracy, ICT capability, Personal and social capability</i></p> <p>Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)</p> <p>Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)</p> <p>Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)</p> <p>Plan and design artworks that represent artistic intention (ACAVAM128)</p>	<p>enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)</p>
--	---	---	---	---

YEAR 9 and 10 -Rotation B – (2020/2022) -Updated December 2018

Unit	1 (10 weeks)	2 (10 weeks)	3 (13 weeks)	4 (7 weeks)
Sequencing teaching and learning	<p style="text-align: center;">Self-Portrait – 2D Techniques – Multimedia</p> <p>Students will research artists who create 2D artworks exploring personal identity. They will respond to this by creating multiple experimental works with multimedia techniques they will combine to make a resolved work expressing their ideas of self.</p> <p>Task 1: Making/ Responding</p> <p><i>Students will research an Australian, Indigenous and Asian artist who explore self and identity and respond to the materials and influences of those artists in their own work. They are to create an experimental resolved work that expresses personal identity and aesthetic. The final submission will include and appraisal of three influential artists, 25 experimental artworks displayed as a considered and resolved artwork and an artist statement reflecting their process submitted digitally.</i></p> <ul style="list-style-type: none"> • Resolved Work • Extended response • Reflection <p><i>Cross-curriculum Priorities –</i></p>	<p style="text-align: center;">Rebound-Bags -Screen printing</p> <p>Students will consider the elements of art and design in relation to marketing and product promotion to create an original logo. Students will respond to their local community and create something that will enhance understanding and promote sustainability.</p> <p>Task 2: Making/ Responding</p> <p><i>Students will design a logo that responds to a design brief. They will demonstrate skills learnt in screen-printing and stencil design to create a canvas shopping bag promoting sustainability to reuse. The final submission will include a process folio, resolved artwork and an artist statement reflecting their process submitted digitally.</i></p> <ul style="list-style-type: none"> • Process folio • Resolved work • Reflection <p><i>Cross-curriculum Priorities – Critical and creative thinking, Literacy, Numeracy, ICT capability, Ethical understanding, Sustainability</i></p>	<p style="text-align: center;">Clay Creatures</p> <p>Students explore the myths, legends and dreaming of the Asia Pacific while learning pinch pot pottery techniques. Students will respond by creating their own explanations and create for a natural phenomenon (Storms/Drought/Fire.)</p> <p>Task 3: Making/ Responding</p> <p>Students will research the meaning behind a myth, legend or dreaming to understand how these stories developed. They will respond to this by creating their own myth creating reason for a natural phenomenon such as storms, drought or fire. They will do this by creating central creature that causes or creates the phenomenon. The final submission will include a clay sculpture depicting an original creature, an annotated process folio showing logical development of the creature through research and understanding of creatures depicted in myths, legends and dreaming and an original myth submitted digitally.</p> <ul style="list-style-type: none"> • Extended response 	<p style="text-align: center;">Contemporary Art</p> <p>Students explore the Contemporary Art movement the various research tasks that explicitly build on the skills developed over the year to uncover the motivations and intentions of artists working in the Contemporary Art space.</p> <p>Task 4: Exam- Responding</p> <p><i>Students will complete an extended response exam by responding to questions and stimulus drawing from their knowledge of Contemporary Art, and their understanding of the Elements of Art and Principles of Design.</i></p> <ul style="list-style-type: none"> • Exam – Extended Response <p>Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130) Analyse a range of visual artworks from contemporary and past times to explore</p>

	<p><i>Intercultural understanding, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's involvement with Asia, Literacy, Numeracy, ICT capability, critical and creative thinking</i></p> <p>Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal <u>style</u>, reflecting on the styles of <u>artists</u>, including Aboriginal and Torres Strait Islander <u>artists</u> (ACAVAM125)</p> <p>Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)</p> <p>Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)</p> <p>Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)</p> <p>Plan and design artworks that represent artistic intention (ACAVAM128)</p> <p>Analyse a range of visual artworks from contemporary and past times to explore differing <u>viewpoints</u> and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait</p>	<p>Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)</p> <p>Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)</p> <p>Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)</p> <p>Plan and design artworks that represent artistic intention (ACAVAM128)</p>	<ul style="list-style-type: none"> • Resolved Work • Reflection <p>Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)</p> <p>Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)</p> <p>Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)</p> <p>Plan and design artworks that represent artistic intention (ACAVAM128)</p> <p>Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)</p>	<p>differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)</p>
--	--	---	---	--

		Islander Peoples, and consider international artworks (ACAVAR131)			
--	--	---	--	--	--

The Arts – Music YEAR 7

Unit 1 What is Music – Part 1?	
The Arts - Music	<p>Y7 In this unit, students are introduced to the Elements of Music, and how to apply this knowledge and understanding to the three pillars of Performing, Composing and Responding.</p> <p>Students perform repertoire from a range of contexts and build skills on a range of instruments including voice, tuned and un-tuned percussion. Students also use team work and cooperation to play in an ensemble.</p> <p>Students listen to, deconstruct and evaluate repertoire from a variety of contexts, as well as learning to use Arts languages and processes in presenting written responses and discussions.</p> <p>Students apply their knowledge of the Elements of Music to the creation of music within contexts. Students will utilise compositional devices such as ostinato, riff, motif and melody in the construction of their own compositions.</p> <p>NB: In 2017, Year 7 students study Music for one semester, 2 x 70 minute lessons per week. This unit is of one semester's duration.</p>
Unit 2 What is Music- Part 2?	
The Arts - Music	<p>Y8 Students apply musicianship skills, languages and processes to the study of Contemporary Music</p> <p>Students further develop their knowledge and understanding of the role of music in society, and of the relationships between art and culture.</p> <p>Students will focus on using the Six Elements of Music to analyse repertoire from this genre, and will apply this analysis through audition and score reading.</p> <p>Students will perform, either individually or as part of an ensemble, Contemporary repertoire, and will reflect on how their performances relate to context, genre and style.</p>

The Arts – Music YEAR 9 & 10 (Rotation A and B)

N.B. In 2018 students only study units from the Year A program. In 2019 students will study units from the Year B program.

		Unit 1 Musicianship and the Media	Unit 2 Jazz and Blues
The Arts - Music	Y9/10 Year A 2018 / 2020	<p>Students build upon skills learned in Year 7 and 8 in Performing (Making), Responding and Composing (Making) music. Students apply musicianship skills, languages and processes to the study of Music of the Media.</p> <p>Students will further develop their knowledge and understanding of the role of music in the media, and how it is used for a purpose.</p> <p>Students will develop their compositional skills through the learning of scales, tonality, key signatures, rhythmic devices such as polyrhythm, and melodic devices such as riff, ostinato and motif.</p> <p>Students will compose repertoire, including polyrhythms, with reference to the Six Elements of music.</p> <p>Students will respond to and analyse repertoire with reference to the Six Elements of Music, and will apply this analysis through audiation and score reading.</p> <p>Students will perform, either individually or as part of an ensemble, repertoire from a variety of contexts and will reflect on how their performances relate to context, genre and style. Students will further develop their practical skills on their chosen instrument.</p>	<p>Students apply musicianship skills, languages and processes to the study of Jazz and Blues</p> <p>Students will develop an understanding of the role of music in social and political histories, and the relationships between art and culture.</p> <p>Students will create music using blues scales and harmonies whilst utilising their existing knowledge of compositional devices such as ostinato and melody. Students will create and arrange music using computer notation software whilst utilising their existing knowledge of compositional devices.</p> <p>Students will perform repertoire from the Jazz and Blues genre in ensembles.</p> <p>Students will respond to and analyse a range of studied and unstudied repertoire from the Jazz genre with reference to the Elements of Music and will apply this analysis through audiation and score reading.</p> <p>NB: In 2018, Year 9 and 10 students study music for the whole year as an elective subject choice. Music is 3 x 70 minute lessons per week. Unit 1 and Unit 2 are semester units each.</p>
		Unit 1 Back to Basics	Unit 2 Rock and Pop Music
The Arts - Music	Y9/10 Year B 2019 / 2021	<p>Students build upon skills learned in Year 7 & 8 in Performing (Making), Responding and Composing (Making) music. Students apply musicianship skills, languages and processes to the study of compositional devices and computer notation software.</p> <p>Students will develop their musical skills through the learning of scales, tonality, key signatures, compositional devices and harmony.</p> <p>Students will analyse repertoire with reference to the Six Elements of Music, and will apply this analysis through audition and score reading.</p> <p>Students will create and arrange music using computer notation software whilst utilising their existing knowledge of compositional devices.</p> <p>Students will perform repertoire from a range of contexts, both individually and in ensembles, and will select an instrument on which to further develop their practical skills.</p>	<p>Students apply musicianship skills, languages and processes to the study of Rock and Pop Music. Students build upon skills learned in Year 7 & 8 in Performing, Analysing, Composing and Arranging.</p> <p>Students further develop their knowledge and understanding of the role of music in society, and of the relationships between art and culture.</p> <p>Students will focus on using the Six Elements of Music to analyse repertoire from this genre, and will apply this analysis through audition and score reading.</p> <p>Students will perform, either individually or as part of an ensemble, Rock repertoire, and will reflect on how their performances relate to context, genre and style.</p> <p>NB: In 2019, Year 9 and 10 students study music for the whole year as an elective subject choice. Music is 3 x 70 minute lessons per week. Unit 1 and Unit 2 are semester units each.</p>

English YEAR 7 updated December 2018

		Unit 1 Reading and creating narrative stories.	Unit 2 Reading and creating life writing: literary memoirs	Unit 3 Analysing persuasion in media texts, and motivational speaking.	Unit 4 Reading and interpreting literature about Australia and Australians	Unit 5 Examining representations of Australia and Australians in literature	Unit 6 Exploring poetry and song
English	Y7	In this unit, students read biographies to identify text structures and language features. They demonstrate their knowledge of the language features of a biography in a reading comprehension task. Students gather information to create a written biography about a person who has displayed courage.	Students continue their study of life writing by reading and analysing autobiographical narratives, including pictures books. They identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event. Students create a literary memoir inspired by an abstract noun, adapting stylistic features of literary texts.	Students understand how text structures and language features combine in media texts to influence audiences. Students will examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined. Students will deliver a persuasive motivational speech to promote a point of view or enable a new way of seeing to an audience.	Students listen to, read and view literature about Australia and Australians, including the close study of a literary text. Students demonstrate their understanding of the literary text by responding to comprehension questions. They also explore ideas and viewpoints about events, issues and characters represented in the text. Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. They create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition.	Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments. Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text.	Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. They create and present a persuasive response to a song to promote a point of view, and participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue.
	ASSESSMENT	Write a biography about a person who has displayed courage. Evaluate this person's life and achievements, focusing on their courage and the legacy this has left for others. Part A: Plan a biography Part B: Draft a biography Part C: Edit a biography Part D: Publish a biography	Create a literary memoir that is inspired by an abstract noun and is based on a significant life event. The memoir should be written as a narrative and use descriptive, figurative and evaluative language to develop the central idea and significant life event. Part A: Plan a literary memoir Part B: Draft a memoir Part C: Edit a memoir Part D: Publish a memoir.	Create and deliver a persuasive motivational speech , selecting voice qualities and body language to influence an audience. Part A: Plan and create a persuasive motivational speech Part B: Present a persuasive motivational speech	Create an imaginative recount of an event from a literary text (Black snake: The daring of Ned Kelly) to provide a particular point of view.	Write an argument to persuade the reader to accept a particular point of view about a character from an Australian literary text (Black snake: The daring of Ned Kelly).	Persuasive argument & panel discussion: persuade an audience that a song provides an effective social commentary on an issue.

English YEAR 7 (CORE)

updated July 2018

		Unit 1 Analysing persuasion and motivational speaking.	Unit 2 Reading and creating narrative stories	Unit 3 Reading and creating life writing: literary memoirs	Unit 4 Reading and interpreting literature about Australia and Australians	Unit 5 Exploring perspectives in poetry and songs Reimagining poetry
English	Y7	Students will examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined. Students will deliver a recording of a persuasive motivational speech to promote a point of view or enable a new way of seeing.	Students read narrative stories to identify text structures and language features. They demonstrate their knowledge of the language features of a narrative story in a reading comprehension. Students gather information to create a written narrative from a provided unseen stimulus.	Students continue their study of life writing by reading and analysing autobiographical narratives including picture books. They identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event. Students create a literary memoir inspired by a person they admire relating to an abstract noun, adapting stylistic features of literary texts.	Students listen to, read and view literature about Australia and Australians, including the close study of a literary text. Students demonstrate their understanding of the literary text by responding to comprehension questions. They also explore ideas and viewpoints about events, issues and characters represented in the text. Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about whether Ned Kelly was a victim, hero or villain.	Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. They create and present a persuasive response to a song to promote a point of view, and participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue. Students read and interpret a variety of poems. They analyse the text structure and language devices used in each poem to create particular effects and meaning. In groups, students select a poem and transform it into a multimodal presentation to promote a new way of seeing the issues and images conveyed through the poem.
	ASSESSMENT	Students will write a motivational/persuasive essay on an influential Australian.	Write a short story using the provided stimulus.	Reading Comprehension - Analyse an example memoir – read and answer questions using evidence from the text. Write your own memoir based on the provided title.	Students write an argumentative essay based on the novel 'Black Snake'.	Students write and present a persuasive response to a song to promote a point of view. Students will choose a poem and create a presentation to discuss the issues and images conveyed.

English YEAR 8 updated Dec 2018

		Unit 1 Imaginative response to a novel	Unit 2 Representing human experience	Unit 3 Understanding how texts communicate ideas about values	Unit 4 Analysing and expressing viewpoints on ethical issues in a drama text	Unit 5 Analysing digital texts	Unit 6 Creating an illustrated short story
English	Y 8	<p>Students read excerpts from a novel that focuses on significant teen issues. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints. For assessment, students create a series of imaginative journal entries written from the perspective of a teenage character to explore an issue taken from the novel. Students arrange text structures and language features to highlight the effects of the selected issue on a teenager and to encourage a specific emotional response in their audience.</p> <p>Assessment: Imaginative journal entries</p> <p>Year 8 Extension: create a series of imaginative journal entries that reflect on a teen issue from a literary text.</p>	<p>Students read, view and listen to a variety of texts that create representations of Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They analyse the text structures & language, audio & visual features that create these representations and position the audience in relation to the specific groups represented. Students then choose a text about Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures; analyse the features that create representations & position the audience & write an analysis to express their opinion about the text.</p> <p>Assessment: Analytical exposition on literary text</p> <p>Year 8 Extension: Analysis - analyse a literary text that creates representations of Aboriginal peoples' and/or Torres Strait Islander peoples' Country and Place, people, identity and culture.</p>	<p>Students view a selection of film clips about Aboriginal peoples and Torres Strait Islander peoples to understand how texts communicate ideas about the values of a group in society. They examine the film clips to identify and explain the features that communicate ideas about values. Students then compare and evaluate the effectiveness of two film clips and, using interaction skills, present their opinion in a persuasive oral response to engage and influence an audience of peers.</p> <p>Assessment: Persuasive speech</p> <p>Year 8 Extension: Analytical oral response - Prepare and present an analytical oral response evaluating the effectiveness of a multimodal text in communicating ideas about the values of a group in society.</p>	<p>Students examine a television drama series to understand how meaning is created. They read and view a selection of script excerpts and film clips to interpret stated and implied meanings. They identify and explain text structures and language features that convey character, plot and issues. They also analyse the impact of modes and media on an audience, understand how tone is created in texts and examine how speech conventions influence the identities of communities. They examine characters and their differing viewpoints on ethical issues raised in the text. Through a panel discussion and blogging tools, students use persuasive language choices and supporting evidence to express personal and in-role character viewpoints that engage and influence an audience. The aesthetic qualities of the drama text are explored and evaluated, and students appreciate how knowledge of other texts influences their responses.</p> <p>Assessment: Persuasive monologue</p>	<p>Students reflect on ways digital technology has influenced language use and communication. They read and analyse a variety of homepages as examples of digital texts to identify and explain features that engage an audience. In the assessment task, students use knowledge and understanding to interpret a homepage. For the remainder of the unit, students examine and create social media profiles.</p> <p>Assessment: Exam</p>	<p>Students read and comprehend a variety of short stories to understand the features that engage an audience. They will identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects. Students will also have opportunities to practise short story writing to experiment with visual and language choices that engage an audience. In the assessment task, students will write and illustrate a short story.</p> <p>Assessment: Illustrated short story</p>

English YEAR 9

updated July 2018

		Unit 1 Examining perspectives of Australia's histories, peoples and cultures (C2C Unit 6 & 1) – 7 wks	Unit 2 Creating speculative fiction (C2C Unit 3) – 7 wks	Unit 3 Reading and interpreting information texts (C2C Unit 3) - 6 wks	Unit 4 Evaluating characters in a novel (C2C Unit 5) – 10 wks	Unit 5 Exploring ethical issues in a drama text (C2C Unit 4) – 10 wks
English	Y9	Students listen to, read and view literary texts to examine how authors present different perspectives of Australia's histories, peoples and cultures. Students also examine persuasive text structures and language features that influence an audience to accept a particular perspective. Students create and deliver a persuasive presentation to support chosen representations of Australia's histories, peoples and cultures.	Students listen to, read and view a variety of information texts and speculative fiction texts to create a speculative fiction short story, using <i>The Hunger Games</i> , as a stimulus. In particular, students will develop an understanding of how experimenting with the features of a short story allows authors to create different levels of meaning in their writing.	Students listen to, read and view a variety of information texts to produce close readings of these texts. In particular, students will examine how authors of information texts use text structures, language and visual features to present information, opinions and perspectives about issues that provide insight into human nature and give a new outlook on life, such as those commonly represented in works of speculative fiction.	Students read a novel* to understand how representations of characters and issues are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations in novels. They create and perform a radio interview transcript to examine characters, their relationships and how they allow the reader to see different perspectives on characters and issues. <i>*The Outsiders novel for ENX or Worldshaker extracts by C2C for ENG</i>	Students read and view a drama text* to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships. Students examine the representations of issues in a drama text and write an analytical response. <i>*PDF stored on G Drive – 12 Angry Men</i>
		Assessment: Persuasive multimodal speech based on representations of Australia's peoples, histories and cultures.	Assessment: Short Story Narrative	Assessment: Exam 3x70 mins	Assessment: Radio Interview Transcript – written or spoken	Assessment: Analytical Essay

English YEAR 10 (Extension)

updated Dec 2018

		PREPARATION FOR SENIOR					
		Unit 1 Creating literary responses	Unit 2 Reading and comprehending a novel	Unit 3 Responding to literary texts	Unit 4 Responding to a Shakespearean drama	Unit 5 Responding to interpretations of Shakespeare in film	Unit 6 Evaluating representations in news media texts
English	Y10	<p>Students examine the text structures and language features of poetry. They experiment with a range of literary features and learn strategies to enhance imaginative writing. Students create their own poem, then justify the language choices they made in a rationale.</p>	<p>Students read and respond to a contemporary novel that explores issues relevant to Australian society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students create a literary analysis that examines how narrative viewpoint, characterisation and plot structure privilege particular social, moral and/or ethical positions in a novel. At the same time, students evaluate the value of the novel for young-adult readers.</p> <p>Novel: <i>Tomorrow when the war began</i></p>	<p>Students continue their analysis and evaluation of a contemporary novel in order to develop complex responses to literature. Throughout the unit, students examine elements of creative writing and the stylistic features of authors to prepare for assessment. For assessment, students create an imaginative transformation - a short story that contributes an additional scene to the narrative of a novel.</p> <p>Novel: <i>Tomorrow when the war began</i></p>	<p>Students read and interpret a Shakespearean tragedy. Students begin the unit by developing knowledge that will help them interpret Shakespearean drama; this is followed by a series of lessons where students read and analyse the play. Students will then produce interpretations of plot, characterisations and themes using language features and text structures commonly used in literary analysis. Finally, they evaluate an interpretation of the play, analysing arguments and accompanying evidence to support or refute ideas presented by the author.</p> <p>Play review as background for Film Review</p>	<p>Students view a film interpretation of a Shakespearean play. They use their knowledge of visual codes, elements of sound and the text structures and language features of film review to evaluate the value of the selected film for contemporary Australian teenage audiences.</p> <p><i>It is difficult to complete two assessments.</i></p> <p><i>Therefore read the play then move onto the film.</i></p>	<p>Students listen to, read, view and discuss a variety of news texts. They examine how text structures, language features and the arrangement of information within news texts position audiences to respond to people, cultures, places, events, objects and concepts. Students develop a multimodal presentation to analyse, evaluate and compare how two news texts from different sources of news media represent a person, group, culture, place, event, object and/or concept.</p>
		<p>Assessment:</p> <p>Create a poem (social issue) Present to the class (spoken)</p>	<p>Assessment:</p> <p>Blog entries</p>	<p>Assessment:</p> <p>Short Story: Imaginative transformation / additional scene to the story.</p>	<p>Assessment:</p> <p>Film Review Romeo and Juliet – the movie</p>	<p>Assessment:</p> <p>Essay – Response to Stimulus Newspaper article + Webnews article on same topic (under exam conditions)</p>	

English YEAR 10 (Core)

updated Dec 2018

		PREPARATION FOR SENIOR					
		Unit 1 Creating literary responses	Unit 2 Reading and comprehending a novel	Unit 3 Responding to literary texts	Unit 4 Responding to a Shakespearean drama	Unit 5 Responding to interpretations of Shakespeare in film	Unit 6 Evaluating representations in news media texts
English	Y10	Students examine the text structures and language features of poetry. They experiment with a range of literary features and learn strategies to enhance imaginative writing. Students create their own poem, then justify the language choices they made in a rationale.	Students read and respond to a contemporary novel that explores issues relevant to Australian society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students create a literary analysis that examines how narrative viewpoint, characterisation and plot structure privilege particular social, moral and/or ethical positions in a novel. At the same time, students evaluate the value of the novel for young-adult readers. Novel: <i>Tomorrow when the war began</i>	Students continue their analysis and evaluation of a contemporary novel in order to develop complex responses to literature. Throughout the unit, students examine elements of creative writing and the stylistic features of authors to prepare for assessment. For assessment, students create an imaginative transformation - a short story that contributes an additional scene to the narrative of a novel. Novel: <i>Tomorrow when the war began</i>	Students read and interpret a Shakespearean tragedy. Students begin the unit by developing knowledge that will help them interpret Shakespearean drama; this is followed by a series of lessons where students read and analyse the play. Students will then produce interpretations of plot, characterisations and themes using language features and text structures commonly used in literary analysis. Finally, they evaluate an interpretation of the play, analysing arguments and accompanying evidence to support or refute ideas presented by the author. Play review as background for Film Review	Students view a film interpretation of a Shakespearean play. They use their knowledge of visual codes, elements of sound and the text structures and language features of film review to evaluate the value of the selected film for contemporary Australian teenage audiences. <i>It is difficult to complete two assessments.</i> <i>Therefore read the play then move onto the film.</i>	Students listen to, read, view and discuss a variety of news texts. They examine how text structures, language features and the arrangement of information within news texts position audiences to respond to people, cultures, places, events, objects and concepts. Students develop a multimodal presentation to analyse, evaluate and compare how two news texts from different sources of news media represent a person, group, culture, place, event, object and/or concept.
		Assessment: Create a poem (social issue) Present to the class (spoken)	Assessment: Blog entries	Assessment: Short Story: Imaginative transformation / additional scene to the story.	Assessment: Film Review Romeo and Juliet – the movie	Assessment: Multi Modal: Creating a MEDIA TEXT (Magazine article)	

Health and Physical Education YEAR 7

		Unit 1	Unit 2	Unit 3	Unit 4
Health and physical education	Y7	<p>Theory Topic: Approaching Adolescents</p> <p>In this unit, students focus on the individual as they grow from childhood to adolescence. They investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. Students explore the development of self-values and beliefs, and address increases in adult expectations as they transition towards independence. Students examine the benefits of diversity and the impact of social inclusion on wellbeing during the adolescence transition. They investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence.</p> <p>Note – this unit contains some explicit concepts, images and terminology related to puberty.</p> <p>Students will:</p> <ul style="list-style-type: none"> examine the stage of growth known as adolescence and consider how society recognises this examine how the adolescence transition impacts on personal identity investigate physical and cognitive changes occurring during puberty explore how the changes associated with puberty impact on identity analyse a variety of emotional responses associated with adolescence and consider what might influence these responses evaluate how diversity and changing relationships impact on wellbeing during adolescence investigate a range of strategies and resources suitable for helping manage the changes and transition during puberty <p>Practical Topic: Initiative Games/ Touch</p> <p>Students will participate in a range of initiative games. Students will acquire the following skills:</p> <ul style="list-style-type: none"> Communication Team work Decision making Taking charge Carrying out a plan Leadership 	<p>Theory Topic: Super Snacks</p> <p>In this unit, students engage in a variety of learning experiences about health information and its interpretation. Students investigate the Australian Guide to Healthy Eating and analyse food products and promote the health and wellbeing of individuals and others.</p> <p>Students will:</p> <ul style="list-style-type: none"> understand how to choose healthy food options for adolescents interpret the Australian Guide to Healthy Eating to draw conclusions about their own food intake investigate and propose strategies to implement to make more sustainable food choices interpret food labels to draw conclusions as to the place snacks have in a healthy diet use positive health messages to promote healthy snacks to improve health and wellbeing of self and others <p>Practical Topic: In the Running</p> <p>In this unit, students participate in a variety of activities to demonstrate control and accuracy when performing specialised jumping and throwing movement skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the jump and throw movement skills develop skills to perform the jumps and throws use feedback to improve accuracy and control perform jump and throw movement skills. 	<p>Theory Topic: Mental Health and Wellbeing</p> <p>In this unit, students will learn that keeping your mind healthy is as important as keeping your body healthy.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define mental health Identify the impact other aspects of health have on mental health Identify the impact body image and self-worth have on mental health Identify strategies to remove the stigma attached to mental illness in the community Understand resilience and the skills that support resilient behaviour Evaluate health information Propose and implement strategies for connecting to the environment to promote health and wellbeing in the community <p>Practical Topic: Futsal/Soccer</p> <p>In this unit, students will apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They will participate in a variety of Futsal/Soccer games. They will apply and refine movement concepts and strategies to suit different movement situations in Futsal/Soccer.</p> <p>Students will:</p> <ul style="list-style-type: none"> Practise, apply and transfer movement concepts and strategies Practise and apply personal and social skills when undertaking a range of roles in physical activities Modify rules and scoring systems to allow for fair play, safety and inclusive participation 	<p>Theory Topic: I can make good decisions</p> <p>In this unit, students investigate alcohol and drugs, the laws associated with their use, and the long- and short-term effects these have on the body. Students examine health information with respect to alcohol and drugs to evaluate possible health concerns and develop assertive skills to use in peer situations.</p> <p>Students will:</p> <ul style="list-style-type: none"> recognise the availability of alcohol/drugs and investigate the social context of alcohol/drug use identify the types of alcohol/drugs that are available and the laws associated with alcohol and drug use by adolescents investigate the short- and long-term effects alcohol and drugs have on the body evaluate health information available and possible health concerns regarding the usage of alcohol and drugs explore the circles of influence from peers around decision making on alcohol/drugs and develop assertiveness skills to use in peer situations <p>Practical Topic: Thrown Together</p> <p>In this unit, students apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity in games and sports. They apply and refine movement concepts and strategies in response to a range of modifications made to Newcombe games.</p> <p>Students will:</p> <ul style="list-style-type: none"> examine and apply personal and social skills which contribute to working in teams adopt roles and responsibilities that support and enhance team cohesion examine and apply fair-play and inclusivity principles within games and teams investigate and apply movement concepts and strategies used in Newcombe games and game modifications explore adjustments to strategies required for success in Newcombe games and game modifications identify, apply and refine strategies in response to modifications (rules and/or scoring systems) made to Newcombe games.

Health and Physical Education YEAR 8

		Unit 1	Unit 2	Unit 3	Unit 4
Health and physical education	Y8	<p>Theory: Food for Life</p> <p>In this unit, students explore dietary options for adolescents and the social and cultural influences on this. They will identify health concerns and explore the information used by them to facilitate choice. An evaluation of these materials will be completed by students and they will select strategies for planning and maintaining a healthy diet</p> <p>Students will:</p> <ul style="list-style-type: none"> investigate strategies and practices that enhance their own health and wellbeing demonstrate skills to make informed decisions, and propose and implement an eating plan that will promote their own health and wellbeing explore the changes that are occurring throughout adolescence investigate the impact that these changes have on their food choices understand the Dietary Guidelines for Adolescents understand the Australian Guide to Healthy Eating understand the nutritional health concerns for adolescents understand how to determine the validity of health information investigate and select strategies for planning and maintaining a healthy diet for different groups of adolescents. <p>Practical: Touch</p>	<p>Theory: My decisions my life</p> <p>In this unit, students examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They will identify the family's role in decision making and how to communicate and support peers in situations using alcohol and drugs, as well as the steps to follow in an emergency situation.</p> <p>Students will:</p> <ul style="list-style-type: none"> investigate why young people choose to use drugs/alcohol and strategies to make informed choices examine pressures/influences and family influences on choosing to use alcohol/drugs and strategies to address this demonstrate effective communication skills/assertive behaviour to manage self in stressful or uncomfortable peer situations with regard to alcohol/drugs analyse health messages in the media in relation to alcohol and other drugs and assess their credibility practice various strategies and behaviours to ensure control in pressure/emergency situations regarding alcohol and drugs examine how diversity and gender are represented in the media and communities and explore the influence these representations have on identities. <p>Practical: European Handball/Street Hockey</p>	<p>Theory: My Adolescent Relationship</p> <p>In this unit, students recognise that they are becoming independent and explore risk-taking behaviour and identity experimentation as they grow up. They explore respectful relationships with peers and how to conduct these relationships in real life and online. They explore a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social-networking situations.</p> <p>Students will</p> <ul style="list-style-type: none"> identify how teenagers are growing and changing and want to be independent explore being safe and independent explore respectful relationships between peers — establishing, rights, responsibilities and bullying behaviours both in relationships and online recognise the impact bullying and harassment can have on relationships, including online relationships — Facebook, Twitter etc. — and explore strategies to seek help for others plan and use behaviours to enhance mental health, safety and wellbeing of school communities. <p>Practical: Basketball/Netball</p> <p>In this unit, students will investigate, develop and apply a personal fitness plan to improve fitness and movement skills within the context of basketball/netball. They will apply elements of space, time, effort and relationships to compose and perform basketball/netball skill sequences.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore components of health- and skill-related fitness develop the components of health- and skill-related fitness practice and apply components of health- and skill-related fitness compose a routine of health- and skill-related components to form a fitness plan monitor personal progress using their fitness plan. 	<p>Theory: Cultural Understandings</p> <p>In this unit, students explore family and kinship groups in their own and other cultures and the values and beliefs in various cultures. They explore the historical significance of physical activities in various cultures and their health practices. They identify behaviours and resources to enhance the health and wellbeing of communities, and identify family groups and kinship groups in own and other cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore how traditions and cultural practices, such as dance, influence personal and cultural identities examine values and beliefs about cultural and social issues, such as gender, race, sexuality and disability explore the health and physical activity practices of different groups within the community identify behaviours and resources to enhance health and wellbeing of communities – increased physical activity, healthy canteen, decreased litter, reduced graffiti or decorative graffiti, community gardens, connecting with communities outside the school investigate the cultural and historical significance of a range of physical activities plan and implement strategies for connecting to the natural and built environment to promote the health and wellbeing of their communities. <p>Practical: Ultimate Disc/Sofcrosse</p>

Health and Physical Education YEAR 9

		Unit 1	Unit 2	Unit 3	Unit 4
Health and physical education	Y9	<p>Respectful Relationships</p> <p>In this unit, students identify what respectful relationships are and how empathy and ethical decision making contribute. They examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses as they reflect on possible outcomes and make decisions in relationship contexts.</p> <p>Practical: Strike Out</p> <p>In this unit, students evaluate their own and others' performance of movement skills and sequences that are used in a game that fits the striking/fielding category. They make their judgments and provide feedback using criteria based on the elements of movement — effort, space, time, objects and people. They use the criteria and feedback to refine their performance. The use of ICTs to video the skills is encouraged in this unit. This unit could also be addressed in the context of athletics.</p>	<p>Sustainable Health Challenge</p> <p>In this unit, students identify the factors that contribute to sustainable health, such as regular exercise food intake and a healthy and balanced state of mind. They examine the external influences that could impact on their ability to make good decisions and plan creative interventions that promote their own connection to the community and enhance health and wellbeing.</p> <p>Practical: Invasion Games</p> <p>In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.</p>	<p>Illicit Drugs</p> <p>In this unit, students investigate social norms, behaviours and stereotypes with regard to alcohol/drugs and identify the way adolescents think about risk-taking behaviours. They examine media messages about alcohol and having a good time while reviewing the expectations of others and how they can influence decision making. The students identify safe practices in social situations and compare personal decisions acknowledging the right to act differently. They investigate strategies to deal with challenging situations.</p> <p>Practical: Minor Games</p> <p>In this unit, students will demonstrate leadership, fair play and cooperation as they design and implement a minor game. They work collaboratively to apply and evaluate their own minor game.</p>	<p>Active Aussies</p> <p>In this unit, students examine the role that physical activity, outdoor recreation and sport have played in defining the Australian cultural identity. They critique behaviours and contextual factors that influence participation in physical activity and changing cultural identity.</p> <p>Practical: Movement Matters</p> <p>In this unit, students explore how the role of physical activity in daily life has changed over time. They will plan, perform and evaluate an intervention/fitness workout that can be performed in a confined space and improve fitness and physical activity levels in their community. Students will: propose and evaluate an intervention to improve fitness and physical activity levels in their community.</p>

Health and Physical Education YEAR 10

		Unit 1	Unit 2	Unit 3	Unit 4
Health and physical education	Y10	<p>Theory: Sociology and Sport Students evaluate the influence of socio-cultural factors on personal and community participation in sport. They investigate, analyse and evaluate the role the media plays in in the promotion of sport and the issue of gender equality in sport. Assessment will be an argumentative essay. A topical question will be posed and students need to respond to the question in an essay format drawing upon information discussed and studied in class. Students will participate in the sport of volleyball. They will receive several methods of feedback and will be required to adjust their personal play to reflect recognised patterns of play that enhance the team's performance.</p> <p>Practical:- Volleyball</p>	<p>Theory: Fitness Programs Students devise and implement a health-related fitness program applying principles of training (FITT principle, Specificity, Progressive Overload). Reflect a fitness program that considers personal priorities and goals. Evaluate progress and make recommendations based on results.</p> <p>Practical:- Fitness program</p>	<p>Theory: Psychology in Sport Students acquire knowledge about psychological techniques utilised in sport. These include arousal and the inverted U hypothesis, goal setting, motivation and feedback. Students will analyse their own performance through a variety of feedback mechanisms and adjust their performance accordingly. They will apply these techniques to their golf performance in a range of performance environments.</p> <p>Practical:- Training for Touch Football</p>	<p>Theory: Anatomy and Biomechanics Students will apply decision-making and problem-solving skills regarding Anatomy and Biomechanics when taking action to enhance their own and others' health. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.</p> <p>Practical:- Softball/Golf</p>

Humanities- YEAR 7

Updated Dec 2018

		Unit 1- Civics and citizenship <i>Exploring influences that shape citizenship in Australia's democracy</i>	Unit 2 – Geography <i>Water in the World</i>	Unit 3 – Economics and Business <i>Individual and business success in the market</i>	Unit 4– History <i>Investigating the Ancient Past</i>
Humanities	Y7	<ul style="list-style-type: none"> Understand that the study of Civics and Citizenship involves investigating political and legal systems, and exploring the nature of citizenship, diversity and identity in society today. Recognise that the participation of citizens takes place at many levels — the home, school, community, the Australian nation and the global community — with this unit focusing on the Australian nation. 	<p>In this unit, students will examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.</p> <p><i>Water in the world</i> develops students' understanding of the concept of environment, that people value the environment in different ways and that the environment has its specific hazards.</p> <p>Water is investigated using studies drawn from Australia, countries of the Asian region, and countries from West Asia and/or North Africa.</p>	<p>Business opportunities in the Australian market</p> <p>In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> <i>Why are markets needed, and why are governments involved?</i> <i>Why do consumers and businesses have both rights and responsibilities?</i> <i>What may affect the ways people work now and in the future?</i> <i>How do different businesses respond to opportunities in the market?</i> <p>In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar and unfamiliar national or regional economics or business issue</p>	<p>In this unit, students investigate the following key inquiry question:</p> <ul style="list-style-type: none"> <i>How do we know about the ancient past?</i> <p>In this unit, students will:</p> <ul style="list-style-type: none"> identify the tools, techniques and methods used by historians and archaeologists to investigate history explore the range of sources that can be used in a historical investigation and the usefulness of these sources investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists appreciate the importance of and controversies surrounding the conserving of past remains.
		<p>Assessment: Research an important Australian who has contributed to Australian Society E.g. <i>An Australian of the Year</i></p> <p>(Identity)</p>	<p>Assessment: Exam</p>	<p>Assessment: Folio of work</p>	<p>Assessment: Exam</p>

		Unit 1– Geography: <i>Landforms and landscapes</i>	Unit 2 – Geography: <i>Changing Nations</i>	Unit 3– History <i>The Black Death</i>	Unit 4 – History: <i>Japan under the Shoguns</i>
Humanities	Y8	<p>Investigating geomorphology through a study of landscapes and their landforms.</p> <p>Key inquiry questions:</p> <ul style="list-style-type: none"> • <i>How do environmental and human processes affect the characteristics of places and environments?</i> • <i>What are the consequences of changes to places and environments and how can these changes be managed?</i> <p>This unit focuses on:</p> <ul style="list-style-type: none"> • processes that shape individual landforms • the values and meanings placed on landforms and landscapes by diverse cultures, • hazards associated with landscapes, and management of landscapes. • the significance of landscapes to people, including Aboriginal and Torres Strait Islander peoples. 	<p>The process of urbanisation in Asia and Australia.</p> <p>The unit explores:</p> <ul style="list-style-type: none"> • the process of urbanisation – a case study of an Asian country e.g. China to show changes in economies and societies of low- and middle-income countries. • reasons for the high level of urban concentration in Australia, • internal migration through case studies of Australia and China, and how it reinforces urban concentration in Australia. • issues related to the management and future of Australia’s urban areas. 	<p>Medieval Europe – The Black Death</p> <p>In this unit, student will investigate the following topics:</p> <p>Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God</p> <p>The role of expanding trade between Europe and <u>Asia</u> in the Black Death, including the origin and spread of the disease</p> <p>Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology</p>	<p>Japan under the shoguns (c. 794-1867)</p> <p>In this unit students will investigate the following inquiry questions:</p> <ul style="list-style-type: none"> • <i>What key beliefs and values emerged and how did they influence societies?</i> • <i>Which significant people, groups and ideas from this period have influenced the world today?</i> <p>In this unit, students investigate the way of life in shogunate Japan including social, cultural, economic and political features. In particular, the role of the Tokugawa Shogunate in imposing a feudal system and environmental policies on Japan will be examined.</p> <p>Students will explore theories about the decline of the shogunate including modernisation and westernisation.</p>

				<p>Japan under the shoguns (c. 794-1867)</p> <p>In this unit students will investigate the following inquiry questions:</p> <ul style="list-style-type: none"> • <i>What key beliefs and values emerged and how did they influence societies?</i> • <i>Which significant people, groups and ideas from this period have influenced the world today?</i> <p>In this unit, students investigate the way of life in shogunate Japan including social, cultural, economic and political features. In particular, the role of the Tokugawa Shogunate in imposing a feudal system and environmental policies on Japan will be examined.</p> <p>Students will explore theories about the decline of the shogunate including modernisation and westernisation.</p>
--	--	--	--	---

History YEAR 9 & 10 (Rotation A)

		Unit 1 – World War II	Unit 2 – Rights and freedoms	Unit 3 – Migration experiences
History	Y9/10 Year A	<p>In this depth study students will investigate the following key questions:</p> <ul style="list-style-type: none"> How did the nature of global conflict change during the twentieth century? What were the consequences of World War II? How did these consequences shape the modern world <p>The depth study investigates:</p> <ul style="list-style-type: none"> wartime experiences through a study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. <p>The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.</p>	<p>Human rights have a long but irregular history. Their origin can be traced back to the ancient world, but it was not until after the Second World War that they assumed an international presence. In this unit, human rights are put into an historical and world context in order to frame the study on Australia.</p> <p>The background to and the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights and freedoms is traced from the 1930s to the 21st century, with a particular focus on the Stolen Generations and the Mabo decision. The influence on and parallels between the American Civil Rights Movement and the struggle for Indigenous rights in Australia is also explored. The continuing effort to secure civil rights and freedoms nationally and internationally concludes the unit.</p> <p>The content provides opportunities to develop historical understandings through the key concepts of continuity and change, cause and effect, perspectives, empathy, significance and contestability.</p>	<p>The depth study investigates:</p> <ul style="list-style-type: none"> The nature of migration to Australia after World War II, changes in government policies in Australia and the impact of migration on Australian society. <p>The nature of Australian national identity and character has changed significantly since 1945. In this unit, students investigate patterns of immigration to Australia since 1945, including the causes and effects of changing migration policies. They will examine the impact of significant world events and developments on migration policies and the impact of migration on Australian society and identity and on Australia's international relations. Students will examine the population changes that have made Australia one of the most culturally diverse nations on earth.</p>
		<p>Assessment:</p> <p>Stimulus Response Exam</p>	<p>Assessment:</p> <p>Essay under exam conditions</p>	<p>Assessment:</p> <p>Research assignment and MM Response</p>

History YEAR 9 & 10 (Rotation B)

		Unit 1 – The Industrial Revolution	Unit 2 – Making a nation	Unit 3 – World War I
History	Y9/10 Year B	<p>In this depth study students will investigate the following key questions:</p> <ul style="list-style-type: none"> How did new ideas and technological developments contribute to change in this period? <p>The following content is taught as part of an overview for the historical period:</p> <ul style="list-style-type: none"> the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia the emergence and nature of significant economic, social and political ideas in the period, including nationalism. <p>The depth study investigates how life changed in the period from 1750 to 1914 through the study of the Industrial Revolution. The study includes the causes and effects of the Industrial Revolution, and the Australian experience.</p>	<p>The key question driving this depth study is:</p> <ul style="list-style-type: none"> 'What were the key events, developments and ideas that contributed to the making of Australia?' <p>At the turn of the 20th century Australia became a nation when its six colonies federated in 1901. A modern Australia offered much. It was seen as a land of opportunity - 'a worker's paradise', leading the world with developments in equality, democracy and social welfare. But for those excluded, Australia was a different place. This unit seeks to explore the rich tapestry of our national story.</p> <p>The following overview content provides an introduction to this depth study: the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) and the extent of European imperial expansion.</p>	<p>This depth study investigates the first major world war, in which powerful nation-states vied with each other for economic and political supremacy. Australia had only been a nation for thirteen years when war broke out in Europe and the Australian Imperial Forces (AIF) were committed to fight for the 'Mother Country'. Many politicians saw the war as a chance for Australia to prove itself on the world stage. On the battlefields of Gallipoli and on the Western Front the resourcefulness, heroism and bravery of the Australian soldiers helped to personify the Anzac legend. The lasting legacy of the war was the death of a generation of young men. It marked a significant turning point in the formation of the Australian national identity, embodied in the Anzac legend.</p> <p>The major short and long term causes of the war will be investigated as well as the impacts on the civilian population and the conscription debate. The significance of the commemoration of World War I will be investigated through an examination of the meaning of the Anzac legend.</p>
		<p>Assessment: Research and MM Presentation</p>	<p>Assessment: Exam – Stimulus Response</p>	<p>Assessment: Yr 9: Essay under exam conditions Yr 10: Research Presentation</p>

Humanities YEAR 10

		Unit 1 – Popular culture	Unit 2 – Geography: Geographies of Human Wellbeing	Unit 3 – Legal Studies <i>The Court System</i> (Preparation for Senior)	Unit 4 – Geography: Environmental change and management (Preparation for Senior)
Humanities	Y10	<p>In this depth study students will investigate the following key question:</p> <ul style="list-style-type: none"> How was Australian society affected by other significant global events and changes in this period? <p>In this unit, students will investigate the nature of popular culture since the end of World War II. They will trace developments and changes in popular culture and the impacts on Australian society. Students will examine the influence of overseas developments in popular culture, particularly in the areas of music, film, sport and television, and Australia’s contributions to international popular culture.</p> <p>The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect, perspectives and significance.</p>	<p>In this unit students will investigate the inquiry questions identified from the Australian Curriculum: geography:</p> <ul style="list-style-type: none"> How can the spatial variation between places and changes in environments be explained? What management options exist for sustaining human and natural systems into the future? How do world views influence decisions on how to manage environmental and social change? 	<p>In this unit, students study key features of Australia’s system of government and explore how this system aims to protect all Australians. They examine the Australian Constitution and how its features, principles and values shape Australia’s democracy. Students look at how the rights of individuals are protected through the justice system. Examine the hierarchy of the Court System.</p>	<p>In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: geography</p> <ul style="list-style-type: none"> How can the spatial variation between places and changes in environments be explained? What management options exist for sustaining human and natural systems into the future? How do world views influence decisions on how to manage environmental and social change? <p>Case Studies: Examples: Murray Darling Basin / Three Gorges Dam (China)</p>
		<p>Assessment: Research and Multi Modal presentation</p>	<p>Assessment Stimulus Response Essay</p>	<p>Assessment Exam</p>	<p>Assessment Research activity – Three Gorges Dam</p>

Mathematics YEAR 7

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y7	<p>Unit 1: <u>Measurement</u> Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving (ACMMG159) Calculate volumes of rectangular prisms (ACMMG160) 	<p>Unit 2: <u>Geometric Reasoning</u> Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Classify triangles according to their side and angle properties and describe quadrilaterals (ACMMG165) Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral (ACMMG166) Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal (ACMMG163) Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning (ACMMG164) Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries (ACMMG181) Draw different views of prisms and solids formed from combinations of prisms (ACMMG161) 	<p>Unit 3: <u>Number 1</u> Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149) Investigate and use square roots of perfect square numbers (ACMNA150) Apply the associative, commutative and distributive laws to aid mental and written computation (ACMNA151) Compare, order, add and subtract integers (ACMNA280) 	<p>Unit 4: <u>Number 2</u> Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152) Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (ACMNA153) Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMNA154) Express one quantity as a fraction of another, with and without the use of digital technologies (ACMNA155) Round decimals to a specified number of decimal places (ACMNA156) Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157) Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (ACMNA158) Recognise and solve problems involving simple ratios (ACMNA173) 	<p>Unit 5: <u>Algebra</u> Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Introduce the concept of variables as a way of representing numbers using letters (ACMNA175) Create algebraic expressions and evaluate them by substituting a given value for each variable (ACMNA176) Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177) Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point (ACMNA178) Solve simple linear equations (ACMNA179) Investigate, interpret and analyse graphs from authentic data (ACMNA180) 	<p>Unit 6: <u>Chance</u> Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Construct sample spaces for single-step experiments with equally likely outcomes (ACMSP167) Assign probabilities to the outcomes of events and determine probabilities for events (ACMSP168) 	<p>Unit 7: <u>Statistics</u> Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169) Construct and compare a range of data displays including stem-and-leaf plots and dot plots (ACMSP170) Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data (ACMSP171) Describe and interpret data displays using median, mean and range (ACMSP172) 	<p>Unit 8: <u>Financial Mathematics</u> Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Investigate and calculate 'best buys', with and without digital technologies (ACMNA174)

Mathematics YEAR 8

		Unit 1 – Measurement	Unit 2: Algebra 1	Unit 3: Algebra 2	Unit 4: <u>Number and Time</u>	Unit 5: <u>Probability</u>	Unit 6 – Financial Maths	Unit 7: <u>Statistics</u>	Unit 8: <u>Geometry</u>
Mathematics	Y8	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Choose appropriate units of measurement for area and volume and convert from one unit to another. [ACMMG195] Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites. [ACMMG196] Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area. [ACMMG197] Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume. [ACMMG198] 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies. [ACMNA183] Use index notation with numbers to establish the index laws with positive integral indices and the zero index. [ACMNA182] 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Extend and apply the distributive law to the expansion of algebraic expressions. [ACMNA190] Factorise algebraic expressions by identifying numerical factors. [ACMNA191] Simplify algebraic expressions involving the four operations. [ACMNA192] Plot linear relationships on the Cartesian plane with and without the use of digital technologies. [ACMNA193] Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution. [ACMNA194] 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Investigate terminating and recurring decimals. [ACMNA184] Investigate the concept of irrational numbers, including π. [ACMNA186] Solve a range of problems involving rates and ratios, with and without digital technologies. [ACMNA188] Solve problems involving duration, including using 12- and 24-hour time within a single time zone. [ACMMG199] 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Identify complementary events and use the sum of probabilities to solve problems. [ACMSP204] Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and'. [ACMSP205] Represent events in two-way tables and Venn diagrams and solve related problems. [ACMSP292] 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies. [ACMNA187] Solve problems involving profit and loss, with and without digital technologies. [ACMNA189] 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Investigate techniques for collecting data, including census, sampling and observation. [ACMSP284] Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes. [ACMSP206] Explore the variation of means and proportions of random samples drawn from the same population. [ACMSP293] Investigate the effect of individual data values, including outliers, on the mean and median. [ACMSP207] 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Define congruence of plane shapes using transformations. [ACMMG200] Develop the conditions for congruence of triangles. [ACMMG201] Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning. [ACMMG202]

Mathematics YEAR 9

	Unit 1 – Pythagoras and trigonometry	Unit 2 – Probability	Unit 3 – Area, volume, surface area and composite shapes	Unit 4 – Geometric reasoning	Unit 5 – Ratio and index laws	Unit 6 – Linear and non-linear relationships	Unit 7 – Statistics	Unit 8 – Financial mathematics
Y9	<p>Students have opportunities to develop understandings of:</p> <p>Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles. (ACMMG222)</p> <p>Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. (ACMMG223)</p> <p>Apply trigonometry to solve right-angled triangle problems. (ACMMG224)</p>	<p>Students have opportunities to develop understandings of:</p> <p>List all outcomes for two-step chance experiments, both with and without replacement, using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events. (ACMSP225)</p> <p>Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'. (ACMSP226)</p>	<p>Students have opportunities to develop understandings of:</p> <p>Calculate the areas of composite shapes. (ACMMG216)</p> <p>Calculate the surface area and volume of cylinders and solve related problems. (ACMMG217)</p> <p>Solve problems involving surface area and volume of right prisms. (ACMMG218)</p>	<p>Students have opportunities to develop understandings of:</p> <p>Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar. (ACMMG220)</p> <p>Solve problems using ratio and scale factors in similar figures. (ACMMG221)</p>	<p>Students have opportunities to develop understandings of:</p> <p>Solve problems involving direct proportion. Explore the relationship between the graphs and equations corresponding to simple rate problems. (ACMNA208)</p> <p>Apply index laws to numerical expressions with integer indices. (ACMNA209)</p> <p>Extend and apply the index laws to variables, using positive integral indices and the zero index. (ACMNA212)</p> <p>Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate. (ACMNA213)</p>	<p>Students have opportunities to develop understandings of:</p> <p>Express numbers in scientific notation. (ACMNA210)</p> <p style="background-color: #ADD8E6;">(Covered in Year 8 Science T1)</p> <p>Find distance between two points located on the Cartesian plane using a range of strategies, including graphing software. (ACMNA214)</p> <p>Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software. (ACMNA294)</p> <p>Sketch linear graphs using the coordinates of two points and solve linear equations. (ACMNA215)</p> <p>Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations. (ACMNA296)</p>	<p>Students have opportunities to develop understandings of:</p> <p>Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources. (ACMSP228)</p> <p>Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi-modal'. (ACMSP282)</p> <p>Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread. (ACMSP283)</p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Solve problems involving simple interest. (ACMNA211)

Science Year 7

	Term 1		Term 2		Term 3		Term 4	
Y7	<p>Unit 1: <u>Water - Waste not, want not</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)</p>	<p>Unit 2: <u>Waste not, want not (continued)</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)</p>	<p>Unit 3: <u>Moving right along - Exploring motion</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object (ACSSU117)</p>	<p>Unit 4: <u>Moving right along - applications in real systems</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object (ACSSU117)</p>	<p>Unit 5: <u>Heavenly bodies/Sensational seasons</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115)</p> <p>Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object (ACSSU117)</p>	<p>Unit 6: <u>Renewable resources</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116)</p>	<p>Unit 7: <u>Organising organisms</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Classification helps organise the diverse group of organisms (ACSSU111)</p> <p>Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)</p>	<p>Unit 8: <u>Affecting organisms</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)</p>

Science Year 8

Term 1		Term 2		Term 3		Term 4		
Y8	<p>Unit 1: <u>Energy in my life</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems (ACSSU155)</p>	<p>Unit 2: <u>What's up</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems (ACSSU155)</p>	<p>Unit 3: <u>Building blocks of life</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Cells are the basic units of living things; they have specialised structures and functions (ACSSU149)</p> <p>Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce (ACSSU150)</p>	<p>Unit 4: <u>Survival</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Cells are the basic units of living things; they have specialised structures and functions (ACSSU149)</p> <p>Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce (ACSSU150)</p>	<p>Unit 5: <u>Rocks never die</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153)</p> <p>Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems (ACSSU155)</p>	<p>Unit 6: <u>Rock my world</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153)</p>	<p>Unit 7: <u>Particles matter</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Properties of the different states of matter can be explained in terms of the motion and arrangement of particles (ACSSU151)</p> <p>Chemical change involves substances reacting to form new substances (ACSSU225)</p>	<p>Unit 8: <u>Chemistry of common substances</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Chemical change involves substances reacting to form new substances (ACSSU225)</p> <p>Differences between elements, compounds and mixtures can be described at a particle level (ACSSU152)</p> <p>Properties of the different states of matter can be explained in terms of the motion and arrangement of particles (ACSSU151)</p>

Science Year 9

Term 1		Term 2		Term 3		Term 4	
Y9	<p>Unit 1: <u>Energy on the move</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Energy transfer through different mediums can be explained using wave and particle models (ACSSU182)</p>	<p>Unit 2: <u>Making waves</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Energy transfer through different mediums can be explained using wave and particle models (ACSSU182)</p>	<p>Unit 3: <u>My life in balance</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (ACSSU175)</p>	<p>Unit 4: <u>Responding to change</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)</p>	<p>Unit 5: <u>It's elementary</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (ACSSU177)</p>	<p>Unit 6: <u>Chemical patterns</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (ACSSU177)</p> <p>Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (ACSSU178)</p> <p>Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (ACSSU179)</p>	<p>Unit 7: <u>Changing Earth</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>The theory of plate tectonics explains global patterns of geological activity and continental movement (ACSSU180)</p>

Science Year 10

	Term 1		Term 2		Term 3		Term 4
Y10	<p>Unit 1: <u>Chemistry isn't magic</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Different types of chemical reactions are used to produce a range of products and can occur at different rates (ACSSU187)</p> <p>The atomic structure and properties of elements are used to organise them in the Periodic Table (ACSSU186)</p>	<p>Unit 2: <u>Chemical reactions matter</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Different types of chemical reactions are used to produce a range of products and can occur at different rates (ACSSU187)</p>	<p>Unit 3: <u>Life blueprints</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Transmission of heritable characteristics from one generation to the next involves DNA and genes (ACSSU184)</p>	<p>Unit 4: <u>Life evolves</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)</p> <p>Transmission of heritable characteristics from one generation to the next involves DNA and genes (ACSSU184)</p>	<p>Unit 5: <u>Moving along</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Energy conservation in a system can be explained by describing energy transfers and transformations (ACSSU190)</p> <p>The motion of objects can be described and predicted using the laws of physics (ACSSU229)</p>	<p>Unit 6: <u>Energy of motion</u></p> <p><i>Students have opportunities to develop understandings of:</i></p> <p>Energy conservation in a system can be explained by describing energy transfers and transformations (ACSSU190)</p> <p>The motion of objects can be described and predicted using the laws of physics (ACSSU229)</p>	<p>Unit 7:</p> <p>Senior science preparatory class:</p> <p>Students will be focussing on developing and strengthening science thinking and practical skills in preparation for senior sciences.</p> <p>Non-continuing science class:</p> <p>Students will participate in a forensics unit which focuses on practical science skills.</p>

Technology – Home Economics YEAR 9 & 10 (Year A)

		Unit 1	Unit 2	Unit 3	Unit 4
Technology – Home Economics	Y9&10 A	<p>Introducing nutrition Knowledge of nutrition is essential to making healthy food choices. it is essential to have an understanding of the impact of food consumption on nutrition and to explore ways of meeting nutritional requirements to maintain optimum nutrition or manage nutritional issues. Students will: Describe the relationship between food consumption, the nutritional value of foods and the health of individuals and communities. Collect, evaluate and apply information from a variety of sources. Communicate ideas and information using a range of media and appropriate terminology Evaluate the impact of activities related to food on the individual, society and the environment.</p>	<p>Creative with textiles Textile choices and practices within the textile industry impact directly on the wellbeing of individuals, families and communities. Students will: Acquire knowledge of textiles relating to clothing choices, use throughout the household, sustainability and cultural influences. Develop inquiry skills through the effective use and evaluation of resources for the provision of textiles. Students will access information to discern, design and develop a variety of practical skills to construct and enhance textile products.</p>	<p>Food for special needs Whether preparing meals for ourselves or others, you need to plan safe and nutritious foods for everyone’s individual needs. This can be achieved in the home by learning the knowledge required and developing skills in the preparation of foods to suit those individuals requiring either diets low in fat and salt or those higher in protein and fibre. Through this, you can assist all individuals to meet their individual needs and maintain a healthier diet throughout their lives. Students will Justify food choices by applying the factors that influence food choices Select and apply appropriate techniques for a variety of food specific purposes. Plan, prepare, present and evaluate food solutions for specific purposes Evaluate the relationship between food technology and society.</p>	<p>Food service and catering Food service and catering are important areas of the food industry. These establishments provide people with both food and employment and contribute to the Australian economy. Students will Justify food choices by analysing the factors that influence eating habits Select and employ appropriate techniques and equipment for a variety of food specific purposes. Plan, prepare, present and evaluate food solutions for specific purposes Examine the relationship between food, technology and society.</p>

Technology – Home Economics YEAR 9 & 10 (Year B)

		Unit 1	Unit 2	Unit 3	Unit 4
Technology – Home Economics	Y9&10 B	<p>Food from Around the World Students will investigate different cultures, their food, and explore different food techniques. Food items will be prepared and a menu based on a chosen country developed. A variety of every day food, cooking techniques, food specialties will be analysed.</p>	<p>Sustainability in Sewing Sustainability in sewing is pertinent to the preservation of the world. Students will develop basic sewing skills and link skills to sewing in the home and technologies. Ways in which people can contribute to a sustainable world will be investigated; and the uses of recycling and finding uses for old items.</p>	<p>How do I Become a Healthier Adolescent Being a healthy adolescent is crucial to growth and development. Students will explore food and nutrition, analyse the recommended daily intake of sugar, and identify the typical diet of an adolescent in relation to the Australian Guide to Healthy Eating</p>	<p>Food service and catering Food service and catering are important areas of the food industry. These establishments provide people with both food and employment and contribute to the Australian economy. Students will: * Justify food choices by analysing the factors that influence eating habits. * Select and employ appropriate techniques and equipment for a variety of food specific purposes. * Plan, prepare, present and evaluate food solutions for specific purposes * Examine the relationship between food, technology and society.</p>

Technology – Industrial Designs and Technologies YEAR 8

		Unit 1	Unit 2	Unit 3	Ext Unit 4	Ext Unit 5	Ext Unit 6
Technology – Industrial Designs and Technologies	Y8	Please note that Year 8's may undertake any of the below programs during their Term duration.					
		<p>Key Rack Project</p> <p>Assessable Elements</p> <p>Producing – Make Key Rack Project</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • plan, manage and refine production procedures for efficiency • select resources, techniques and tools to make products that meet detailed specifications 	<p>Metal Box</p> <p>Assessable Elements</p> <p>Producing – Make Metal Box</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • plan, manage and refine production procedures for efficiency • select resources, techniques and tools to make products that meet detailed specifications • generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals 	<p>Photo Frame</p> <p>Assessable Elements</p> <p>Producing – Make Photo Frame</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • plan, manage and refine production procedures for efficiency • select resources, techniques and tools to make products that meet detailed specifications 	<p>Extension Topic</p> <p>Table Tennis Bat</p> <p>Assessable Elements</p> <p>Producing – Make Table tennis bat</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • plan, manage and refine production procedures for efficiency • select resources, techniques and tools to make products that meet detailed specifications • generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals 	<p>Extension Topic</p> <p>Pot Plant Hanger</p> <p>Assessable Elements</p> <p>Producing – Make Pot plant hanger</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • plan, manage and refine production procedures for efficiency • select resources, techniques and tools to make products that meet detailed specifications • generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals 	<p>Extension Topic</p> <p>Dust Pan</p> <p>Assessable Elements</p> <p>Producing – Make Dust pan</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> • plan, manage and refine production procedures for efficiency • select resources, techniques and tools to make products that meet detailed specifications • generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals

Technology – Industrial Designs and Technologies YEAR 9

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Y9	Technology – Industrial Designs and Technologies	Woodturning – bat	Meta turning Scriber	Pencil case(wood)	Nail tin	Cake Slice	Camp stool	Parts Box	Tea tray	CO2 Dragster
		Assessable Elements	Assessable Elements	Assessable Elements	Assessable Elements	Assessable Elements	Assessable Elements	Assessable Elements	Assessable Elements	Assessable Elements
		Producing – Make turned wooden bat	Producing – Make turned metal scriber	Producing – Make wood and plastic pencil case	Producing – Make sheet metal nail tin	Producing – Make plastic cake slice	Producing – Make wooden camp stool	Producing – Make metal parts box	Producing – Make wooden tea tray	Investigating and Designing
		Ways of working Students are able to: • make products to meet detailed specifications by manipulating or processing resources • identify, apply and justify workplace health and safety practices	Ways of working Students are able to: • make products to meet detailed specifications by manipulating or processing resources • identify, apply and justify workplace health and safety practices • reflect on learning, apply new understandings and justify future applications	Ways of working Students are able to: • make products to meet detailed specifications by manipulating or processing resources • identify, apply and justify workplace health and safety practices • reflect on learning, apply new understandings and justify future applications	Ways of working Students are able to: • make products to meet detailed specifications by manipulating or processing resources • identify, apply and justify workplace health and safety practices • reflect on learning, apply new understandings and justify future applications	Ways of working Students are able to: • make products to meet detailed specifications by manipulating or processing resources • identify, apply and justify workplace health and safety practices • reflect on learning, apply new understandings and justify future applications	Evaluating - Project Evaluation Sheet Ways of working Students are able to: • plan, manage and refine production procedures for efficiency • select resources, techniques and tools to make products that meet detailed specifications • generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals	Ways of working Students are able to: • make products to meet detailed specifications by manipulating or processing resources • identify, apply and justify workplace health and safety practices • investigate and analyse specifications, standards and constraints in the development of design ideas	Ways of working Students are able to: • make products to meet detailed specifications by manipulating or processing resources • identify, apply and justify workplace health and safety practices • reflect on learning, apply new understandings and justify future applications	Producing Evaluating Reflecting Ways of working Students are able to: • make products to meet detailed specifications by manipulating or processing resources • identify, apply and justify workplace health and safety practices • generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals

Technology – Industrial Designs and Technologies YEAR 10

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Technology – Industrial Designs and Technologies	Y10	<p>Wood Turning Bowl</p> <p>Assessable Elements</p> <p>Producing – Make Wood Turning Bowl</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> plan, manage and refine production procedures for efficiency select resources, techniques and tools to make products that meet detailed specifications 	<p>Metal turning Screw driver</p> <p>Assessable Elements</p> <p>Producing – Make Metal turning Screw driver</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> plan, manage and refine production procedures for efficiency select resources, techniques and tools to make products that meet detailed specifications 	<p>Cassette box</p> <p>Assessable Elements</p> <p>Producing – Make Cassette box</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> plan, manage and refine production procedures for efficiency select resources, techniques and tools to make products that meet detailed specifications 	<p>Carry all</p> <p>Assessable Elements</p> <p>Producing – Make Carry all</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> plan, manage and refine production procedures for efficiency select resources, techniques and tools to make products that meet detailed specifications 	<p>Sliding bevel</p> <p>Assessable Elements</p> <p>Producing – Make Sliding bevel</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> plan, manage and refine production procedures for efficiency select resources, techniques and tools to make products that meet detailed specifications 	<p>Coffee table</p> <p>Assessable Elements</p> <p>Producing – Make Coffee table</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> plan, manage and refine production procedures for efficiency select resources, techniques and tools to make products that meet detailed specifications 	<p>Copper shim (metal art)</p> <p>Assessable Elements</p> <p>Producing – Make Copper shim (metal art)</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> plan, manage and refine production procedures for efficiency select resources, techniques and tools to make products that meet detailed specifications 	<p>Clock</p> <p>Assessable Elements</p> <p>Producing – Make Clock</p> <p>Evaluating - Project Evaluation Sheet</p> <p>Ways of working Students are able to:</p> <ul style="list-style-type: none"> plan, manage and refine production procedures for efficiency select resources, techniques and tools to make products that meet detailed specifications generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals

Technology – Agriculture YEAR 9-10 (A year 2015, 2017,...)

		Unit 1 – Introduction to Agriculture/Poultry	Unit 2 – Beef Cattle/Dairy Cattle	Unit 3 – Cattle and Soils/Pastures	Unit 4 - Bees
Technology – Agriculture	Y9 – Y10	<p>In this unit, students will study two units of work. In the first unit, Introduction to Agriculture and Agriculture in Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand how agriculture was developed. • Investigate domesticated animals • How animal breeds were developed • Investigate crops and why agriculture is important • Investigate the history of agriculture • Explore the agricultural zones within Australia <p>In the second unit, students will investigate the poultry industry and the production systems available.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Investigate breeds and reproduction in chickens • Investigate the production industries available to the poultry farmer. • Management of commercial farms • Poultry welfare 	<p>In this unit, students will study two units of work. In the first unit, beef cattle, students will focus on the structure and breeds of beef cattle.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Investigate the structure of beef cattle • Compare breeds of common beef cattle • Investigate the production cycle and carcase of beef cattle • Understand factors affecting meat quality • Investigating farm operations including grazing management, feeding, breeding and pest and disease control • Investigating marketing options. <p>In the second unit, dairy cattle, students will focus the dairy industry.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Investigate the structure of dairy cattle • Compare common breeds of dairy cattle • Investigate the production cycle of dairy cattle • Understand the lactation cycle of a dairy cow • Investigating farm operations associated with dairy cattle. 	<p>In this unit, students will study two units of work. In the first unit, climate and soils, students will investigate factors relating to soil and climate when considering farming practices.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand concepts including climate, weather, solar radiation, temperature, rainfall, evaporation, wind and humidity. • Investigate climate modifications and agricultural industries • Understand the factors leading to the formation of soil. • Investigate soil profiles, importance of soil, physical properties of soil and soil environmental factors <p>In the second unit of work, pastures students will investigate different types of pastures and the importance of pasture.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Investigate pasture types • Understand the importance of pastures • Investigate the steps in pasture establishment 	<p>In this unit, students will study a unit on Bees. Students will investigate the hive, including the type of bees and structure of the hive. The lifecycle of the bee and how to extract honey.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Extract honey and maintain safe handling of bees • Build structures of a working hive • Understand the lifecycle of the worker, drone and queen bee.

Technology – Agriculture YEAR 9-10 (B year 2014, 2016,...)

		Unit 1 – Livestock handling/Animal anatomy and physiology	Unit 2 – Plant Structure/Reproduction in plants	Unit 3 – Weeds/Agricultural Chemicals	Unit 4 – Small Engines
Technology – Agriculture	Y9- Y10	<p>During this term students will study two units of work. In the first unit, livestock handling, students will investigate safe handling of livestock including transporting, loading and unloading and yard work.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate safe handling of livestock • Investigate strategies to ensure safe movement of livestock <p>In the second unit, Animal anatomy and physiology, students will focus on the structure and functions of the animal body.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand the anatomy and physiology within the animal body, including: skeletal, muscular, nervous, circulatory, lymphatic, respiratory, digestive, urinary and endocrine systems. • Compare the functions of the monogastric and ruminant digestive systems. • Label and explain the elements of reproductive organs within livestock. 	<p>During this term students will study two units of work.</p> <p>The first unit, plant structure, students will investigate total plant structure and gain understanding of the function of each structure.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify types of seeds and seed dispersal methods. • Compare monocotyledon and dicotyledon seeds and investigate the structures within each type of seed. • Describe the structure of a typical flower • Describe the function of the main parts of a flower • Draw and label external and internal features of a leaf • Describe the process of photosynthesis and Transpiration • Describe the function of the phloem and xylem vessels. <p>In the second unit, reproduction in plants, students will focus on the sexual and asexual reproduction of plants.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand sexual reproduction and the plant structure involved • Understand asexual reproduction and the different forms of vegetative reproduction, including: grafting, cutting, layering, budding. 	<p>During this term students will study two units of work.</p> <p>The first unit, weeds, students will investigate the impacts of weeds within the local area.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define a weed • Investigate weeds within the local area • The impacts of weeds and dispersal methods • Control methods of weeds <p>In the second unit, agricultural chemicals, students will focus on the safe use and handling of agricultural chemicals.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand safe storage of agricultural chemicals • Identify harmful chemicals within the industry and how best to treat them. • Identify correct procedures when handling agricultural chemicals 	<p>During this term students will study a small engines unit.</p> <p>This unit will investigate the basic engine operation of common small engines used within the agricultural industry.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand principles of an internal combustion engine • Compare 4 stroke and 2 stroke engines • Identify external and internal parts of an engine • Identify common tools used • Understand the basic workings of a fuel system • Complete general maintenance of small engines

Technology – ICT YEAR 7 and 8

		Unit 1	Unit 2	Unit 1 – Rotation 2	Unit 2 – Rotation 2
Technology – Business Education	Y7	<p>Microsoft PowerPoint</p> <p>This unit looks at Microsoft PowerPoint and how it can be used to create effective and ascertically pleasing presentations. Students will develop skills in:</p> <ul style="list-style-type: none"> • Slide transitions • Slide animation • Sound • Design • Actions buttons • Modifying images and compressing 	<p>Microsoft Excel</p> <p>This unit has students use Microsoft Excel to enter and manipulate data to create an output. Students will develop skills in:</p> <ul style="list-style-type: none"> • Entering data • Formatting worksheets • Using formulas • Creating charts (graphs) 	<p>Microsoft PowerPoint</p> <p>This unit looks at Microsoft PowerPoint and how it can be used to create effective and ascertically pleasing presentations. Students will develop skills in:</p> <ul style="list-style-type: none"> • Slide transitions • Slide animation • Sound • Design • Actions buttons <p>Modifying images and compressing</p>	<p>Microsoft Excel</p> <p>This unit has students use Microsoft Excel to enter and manipulate data to create an output. Students will develop skills in:</p> <ul style="list-style-type: none"> • Entering data • Formatting worksheets • Using formulas • Creating charts (graphs)
	Y8	<p>Microsoft PowerPoint</p> <p>This unit looks at Microsoft PowerPoint and how it can be used to create effective and ascertically pleasing presentations. Students will develop skills in:</p> <ul style="list-style-type: none"> • Slide transitions • Slide animation • Sound • Design • Actions buttons <p>Modifying images and compressing</p>	<p>Microsoft Excel</p> <p>This unit has students use Microsoft Excel to enter and manipulate data to create an output. Students will develop skills in:</p> <ul style="list-style-type: none"> • Entering data • Formatting worksheets • Using formulas • Creating charts (graphs) 	<p>Microsoft PowerPoint</p> <p>This unit looks at Microsoft PowerPoint and how it can be used to create effective and ascertically pleasing presentations. Students will develop skills in:</p> <ul style="list-style-type: none"> • Slide transitions • Slide animation • Sound • Design • Actions buttons <p>Modifying images and compressing</p>	<p>Microsoft Excel</p> <p>This unit has students use Microsoft Excel to enter and manipulate data to create an output. Students will develop skills in:</p> <ul style="list-style-type: none"> • Entering data • Formatting worksheets • Using formulas • Creating charts (graphs)

Technology – Business Education YEAR 9 and 10 (Year A)

Year A (2017, 2019)

		Unit 1	Unit 2	Unit 3	Unit 4
Technology – Business Education	Y9/110	<p>Accounting Fundamentals</p> <p>This unit introduces students into the world of Accounting. This unit gives students the skills and knowledge need to process and record transactions. The unit will cover:</p> <ul style="list-style-type: none"> • Types of accounts • Chart of accounts • Dr/Cr • General Journals • Ledgers • Trial Balance 	<p>Managing financial responsibilities, risks and rewards (C2C unit 1)</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What strategies can be used to manage financial risks and rewards? • What are the responsibilities of participants in the workplace and why are these important? <p>In this unit, students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue.</p> <p>The economics or business issue investigated will enable students to: explain why and how people manage financial risks and rewards in the current Australian and global financial landscape; and examine the roles and responsibilities of participants in the changing Australian or global workplace.</p>	<p>Enterprise</p> <p>In this unit students will become familiar with the steps involved in setting up and running a small business. Students will work in groups to plan and run a small business venture. They will also present an analysis of the success of their venture.</p>	<p>Competing as a business in the global economy (C2C unit 2)</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do participants in the global economy interact? • How does creating a competitive advantage benefit business? <p>In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical national, regional or global economics or business issue.</p> <p>The economics or business issue investigated will enable students to: explain the role of the Australian economy in allocating and distributing resources within the broader Asian and global economy; analyse why and how participants in the global community are dependent on each other; and explain why and how businesses seek to create and maintain a competitive advantage in the global market.</p>

Technology – Business Education YEAR 9 and 10 (Year B)

Year B (2018, 2020)

		Unit 1	Unit 2	Unit 5	Unit 7
Technology – Business Education	Y9/10	<p>Managing economic performance and standard of living (C2C unit 3)</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How is the performance of an economy measured? • Why do variations in economic performance in different economies exist? • What strategies do governments use to manage the economy? <p>In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills or inquiry, to investigate familiar, new and complex hypothetical national, regional or global economics or business problems.</p> <p>The economics and business issue will enable students to: explain economic performance indicators and relate their understanding to Australia’s performance, explain the ways that governments manage the economy to improve economic performance and living standards, explain reasons for links that exist between economic performance and living standard, and the variations that exist within and between economies, and the possible causes.</p>	<p>Advertising and Consumer Rights</p> <p>This unit will focus on our role as consumers. It will look at the types of decisions we make and how these affect the quality of our lives. Particular attention is given to the decisions we make when we purchase goods and services and to the issue of consumer protection.</p>	<p>Improving business productivity (C2C unit 4)</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How do governments, businesses and individuals respond to changing economic conditions? <p>In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, new and complex hypothetical national, regional or global economics or business problem.</p> <p>The economics and business issue will enable students to: analyse the factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions; and explain the ways businesses organise themselves to improve productivity, including the ways they manage their workforce and how they respond to changing economic conditions.</p>	<p>Business Documents</p> <p>This unit introduces students to a range of business documents, including letters, memorandums, faxes and business cards. Students will use Microsoft Word and Publisher to create a folio of documents to a business standard.</p>

Languages other than English Year 7

1 st Semester		2 nd Semester	
Unit 1	Unit 2	Unit 1	Unit 2
<p>'There's no place like home' In this unit, students begin to explore the language and cultural practices related to houses in Indonesia and Australia.</p> <p>They will learn about:</p> <p>Composition:</p> <ul style="list-style-type: none"> • Simple descriptions (spoken and written) • Posters (double-page spreads), plans, diagrams for comprehension: • Posters, plans, diagrams • Rhymes, sayings • The key messages in simple texts (spoken and written) • Generic features of simple stories including folk stories • The Indonesian alphabet, pronunciation of vowels, pronunciation of consonants, pronunciation of double vowels, pronunciation of diphthongs, pronunciation of 'h' and intonation, pronunciation of consonant blends, and intonation. <p>Ordinal numbers</p> <ul style="list-style-type: none"> • With the exception of '1st' (pertama), ordinal numbers are indicated by the prefix ke-: e.g. ketiga = 3rd ketujuh = 7th 	<p>Let's get together! In this unit, students explore the language and cultural practices related to invitations to events, outings and celebrations in Indonesia and Australia</p> <p>They will learn about:</p> <p>Composition:</p> <ul style="list-style-type: none"> • simple written and spoken invitations • responses to invitations • realia for special occasions <p>Comprehension:</p> <ul style="list-style-type: none"> • simple written and spoken invitations • songs, movies and games • realia for special occasions • generic features of written and spoken invitations • songs and games for special occasions 	<p>Let's go shopping! In this unit, students explore the language and cultural practices related to the purchasing of goods and services in Indonesia and in Australia.</p> <p><i>The students will learn about:</i></p> <p>Composition:</p> <ul style="list-style-type: none"> • face-to-face or telephone conversations in goods and services contexts • advertisements (written and spoken) • shopping lists • order forms • catalogues • emails in goods and services contexts • order forms <p>Comprehension:</p> <ul style="list-style-type: none"> • simple websites (online stores) • catalogues and advertisements • shopping lists and order forms • invoices, receipts, clothing tags • conversations, telemarketing calls and emails in goods and services contexts • graphs and surveys (favourites, customer satisfaction) • maps, plans, diagrams of Shopping Centres • the features and conventions of goods and services exchanges • the features of simple print and audio advertisements • levels of formality in spoken and written advertisements and promotions 	<p>Let's join in In this unit, students explore the language and cultural practices related to festivals and celebrations in Indonesia and in Australia.</p> <p><i>The students will learn about:</i></p> <p>Composition:</p> <ul style="list-style-type: none"> • simple reports and descriptions (spoken and written) • posters • event planners, calendars • riddles <p>Comprehension:</p> <ul style="list-style-type: none"> • simple spoken and written news items • announcements and notices • riddles, songs, mottos • calendars, posters, leaflets • traditional games, stories • recipes • generic structures and language features for a range of text types for different purposes suited to different audiences: e.g. <ul style="list-style-type: none"> - descriptions and reports intended to inform, entertain and enthuse the audience - speeches and expressions typical of traditional festivals and celebrations

Languages other than English Year 8

1 st Semester of Learning		2 nd Semester of Learning		
Unit 1	Unit 2	Unit 1	Unit 2	Unit 3
<p>Getting to know you, getting to know me</p> <p>In this unit, students begin to explore the language and cultural practices used for greetings and self-introductions in Indonesia and Australia.</p> <p>They will learn about</p> <p>Composition</p> <ul style="list-style-type: none"> the Indonesian alphabet, pronunciation of vowels, pronunciation of consonants, pronunciation of double vowels, pronunciation of diphthongs, pronunciation of final sounds and intonation, and numbers the differences between questions and answers the conventions of simple conversation, including differences in levels of formality verbal and non-verbal interactions features of simple texts within the school and local community, including differences in levels of formality instructions greetings introductions and responses simple conversations simple profiles 	<p>Hello</p> <p>In this unit, students continue to explore the language and cultural practices related to meeting, greeting and getting to know people from the target country. They focus in more detail on how the language and behaviour of these conversations vary according to the relationship between speakers.</p> <p>The students will know and use</p> <ul style="list-style-type: none"> the Indonesian alphabet, pronunciation of vowels, pronunciation of consonants, pronunciation of double vowels, pronunciation of diphthongs, pronunciation of final sounds and intonation, and numbers <p>Students will learn about:</p> <ul style="list-style-type: none"> the difference between questions and answers the conventions of simple conversations features of simple texts within the school and local community, including differences in levels of formality 	<p>Where to go, what to do</p> <p>In this unit, students explore cities, towns and neighbourhoods in Indonesia and in Australia. They experiment with the language used to describe what one can see and do in different communities (local features, attractions, experiences and activities).</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> the key messages of simple texts (spoken and written) the purpose of simple texts in familiar situations the conventions of simple messages: instructions features of simple texts within the local community: <ul style="list-style-type: none"> differences in levels of formality influence of visual images in the reading of texts the features of postcards maps albums (photo albums, scrapbooks) simple profiles (of towns, cities, regions, countries) postcards calendars, diaries, itineraries, schedules descriptive and promotional text types, including travel brochures, pamphlets, posters, advertisements simple videos, home movies multimedia texts including simple websites, digital presentations simple conversations including greetings, introductions, questions and responses 	<p>My place, your place</p> <p>In this unit, students explore the language and cultural practices related to families, homes, housing and neighbourhoods in Indonesia and in Australia.</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> the basic features of page layout and print orientation the key messages of simple texts (spoken and written) the purpose of simple texts in familiar situations the conventions of simple messages and conversations features of simple texts within the school and local community: <ul style="list-style-type: none"> differences in levels of formality influence of images in the reading of texts the features of emails instructions simple conversations including introductions simple profiles (of people and places) emails albums (photo albums, scrapbooks) maps, plans, diagrams advertisements (for housing) multimedia texts including digital presentations simple conversations including greetings, introductions, questions and responses simple profiles (of people and places) emails albums (photo albums, scrapbooks) maps, plans, diagrams 	<p>Let's go shopping!</p> <p>In this unit, students learn the language and explore the cultural practices related to purchasing goods such as food, clothing and entertainment, in Indonesia and in Australia. They 'go shopping' in Indonesian towns, cities and neighbourhoods. Along the way, they find out about clothing in the target country, and the factors that influence it.</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> the key messages in simple texts (spoken and written) the purpose of simple texts in familiar situations the conventions of simple messages features of simple texts within the school and local community: <ul style="list-style-type: none"> differences in key messages, text purpose and levels of formality instructions conversations including greetings, questions and responses verbal and non-verbal exchanges in goods and services contexts shopping lists receipts and clothing tags maps, plans, diagrams (of neighbourhoods, towns, cities, shopping centres) simple profiles (of towns, cities, neighbourhoods, shopping districts) descriptive and promotional text types including advertisements, catalogues, magazine articles (for clothing trends, typical food items, entertainment items, prices) multimedia texts including simple websites (of supermarkets, department stores, stores, mail order catalogues, online stores) conversations including greetings, introductions, questions and responses verbal and non-verbal exchanges in goods and services contexts shopping lists

Personal Development Program YEAR 7-9

Term	<i>Junior Secondary</i>			
Year				
7/8	5 Weeks Introduction to High School Organisational Skills Use of DIARY to supplement	15 weeks Yr7: Beyond Blue 'Yr 8 Program' YR8: Beyond Blue 'Year 9 Program'	10 Weeks Sexual Education (The Basics) WEEK 1 – MEP REVIEW WEEK 10 – MEP REVIEW	10 Weeks Bullying & Harassment (What is bullying? What causes bullying? Who is involved? Reducing the impact of bullying. Self-esteem, Self-awareness, Self-assertiveness, Resilience)
9	15 weeks Split boys/girls Sexual Education & Sexual Issues Dating & Healthy Choices 'Smart handbooks for Q&A ideas'	10 weeks Cyberbullying/digital awareness (Review of Year 8 Bullying)	15 Weeks CSC study unit 1 (Alcohol) CSC study module 2 (Alcohol and cannabis)	

Personal Development Program YEAR 10-12

<i>Senior Secondary</i>				
10	10 weeks CSC study Module 3 2015 (Mental Health)	20 weeks Set Plan Preparation Work Readiness & Work Experience preparation Set Plan Preparation Set Plan Preparation QTAC options My Futures Website My future website Preliminary subject selection Work Readiness & Work Experience preparation Resume writing Traineeship application WEEK 1-3 FINALISING SET PLANS; INTERVIEW ETC. WEEK 10 – WORK EXPERIENCE License Prep (Optional) RACQ /Road Rules (Optional) Car Maintenance (Optional)	8 weeks Love Bites: Garth	
11	10 weeks SHAHRAP Alcohol Program	4 Weeks Liscence prep/RACQ	20 weeks Leadership Team building & initiative games Qualities of effective leaders Camp (Beginning) Prep & Reflect Planning a leadership initiative Implementation & culmination of community group initiative Leadership <u>(Lions Quest Module)</u>	4 Weeks Formal venues Leadership positions speech preparation Fundraising proposals Jersey Proposals
12	30 weeks: PDP in Yr 12 is a variety from: <ol style="list-style-type: none"> 1. Diary lessons: Relationships and Personal Health chapters 2. Street smart handbook. 3. Formal/Grad preparations 4. Formal fundraising initiatives 			Dance practice?