



# Cloncurry State School P-12 Whole-School Curriculum Plan Years 7-10 2019

YEAR 7	SEMESTER 1				SEMESTER 2			
<b>ENGLISH</b> 4 x 70mins per week	<b>Unit 1: Persuasion in advertisements and speeches</b> 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 deliver a persuasive motivational speech to promote a point of view or enable a new way of seeing to an audience.	<b>Unit 2: Reading and creating life writing: biographies</b> 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. Students gather information to create a written biography about a person who has displayed courage.	<b>Unit 3: Reading and creating life writing: literary memoirs</b> 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 an abstract noun, adapting stylistic features of literary texts.	<b>Unit 4: Reading and interpreting literature about Australia and Australians</b> 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.	<b>Unit 5: Examining representations of Australia and Australians in literature</b> Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices that 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.	<b>Unit 6: Exploring poetry and song</b> Students listen to, read and interpret a variety of poems and songs including those that put forward different perspectives on a number of issues. They analyse the text structures and language devices used in each poem to create particular effects and meaning. Students 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. In groups, students select a poem and transform it into a multimodal presentation to promote a new way of seeing the messages and images conveyed through the poem.		
<b>MATHEMATICS</b> 3 x 70mins per week	<b>UNIT 1</b> Students develop understandings of: <ul style="list-style-type: none"> <li>Number and place value — investigate the relationship between index notation, square roots and square numbers, apply the associative, commutative and distributive laws to aid computation, revise prime factors, express numbers as a product of its primes using index notation.</li> <li>Real numbers — compare fractions using equivalence, locate and represent fractions on a number line, solve problems involving addition and subtraction of fractions, express one quantity as a fraction of another.</li> <li>Using units of measurement — develop a formula to find the area of a rectangle, calculate the area of rectangles, investigate the relationship between volume, the area of the base and the number of layers, calculate volume, solve problems involving area and volume.</li> <li>Shape — construct 3D objects, draw 3D objects from different viewpoints.</li> </ul> Geometric reasoning — revise triangles, quadrilaterals and types of angles, classify triangles and quadrilaterals by comparing sides and angles, make generalisations about the sum of angles in triangles and in quadrilaterals.		<b>UNIT 2</b> Students develop understandings of: <ul style="list-style-type: none"> <li>Real numbers — add and subtract fractions with unrelated denominators, explore the relationship between fractions, decimals and percentages, express one quantity as a percentage of another, interpret, represent and simplify ratios.</li> <li>Patterns and algebra — use variables to represent numbers, create algebraic expressions, evaluate algebraic expressions by substitution.</li> <li>Linear and non-linear relationships — plot points on a Cartesian plane, find coordinates for points on a Cartesian plane, solve simple linear equations and create and analyse graphs from authentic data.</li> <li>Chance — identify sample spaces for single-step events, conduct one-step chance experiments, record observed frequencies in a table, calculate probabilities from experimental data, compare experimental and theoretical probabilities.</li> </ul>		<b>UNIT 3</b> Students develop understandings of: <ul style="list-style-type: none"> <li>Number and place value — compare, order, add and subtract integers using written strategies, solve problems involving addition and subtraction of integers, review index notation and standard notation, explore the powers of ten and convert numbers to expanded notation.</li> <li>Real numbers — Round, multiply and divide decimals in a money context, multiply and divide fractions, add and subtract mixed numbers with unrelated denominators, solve problems involving decimals, fractions and the four operations, solve problems involving ratios, multiply decimals using written strategies, convert between fractions, decimals and percentage and express one quantity as a fraction or percentage of another.</li> <li>Money and financial mathematics — calculate and compare unit prices, investigate and calculate best buys with and without digital technology.</li> <li>Patterns and algebra — create and evaluate formulas to model relationships between two variables.</li> </ul>		<b>UNIT 4</b> Students develop understandings of: <ul style="list-style-type: none"> <li>Location and transformation — describe and create translations, reflections and rotations on the Cartesian plane, use appropriate conventions for naming transformed shapes, identify a combination of transformations on the Cartesian plane, and identify line and rotational symmetry.</li> <li>Geometric reasoning — develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines and find unknown angles using angle relationships.</li> <li>Data representation and interpretation — construct stem-and-leaf plots and dot-plots, calculate mean, median, mode and range, compare a range of data displays, describe and interpret data displays using mean, median and range, identify and examine issues involving numerical data collected from primary and secondary sources.</li> </ul>	
<b>SCIENCE</b> 3 x 70mins	<b>Unit 1 - Water — waste not, want not</b> Students will consider the importance	<b>Unit 2 - Water — waste not, want not (continued)</b> Students build on the concepts	<b>Unit 3 - Moving right along — exploring motion</b> Students will build on their	<b>Unit 4 - Moving right along — applications in real systems</b> Students apply knowledge to	<b>Unit 5 - Heavenly bodies</b> Students learn about the interrelationships between the sun,	<b>Unit 6 - Sensational seasons</b> Students examine the seasons, different cultural understandings	<b>Unit 7 - Organising organisms</b> Students will classify	<b>Unit 8 - Affecting organisms</b> Students will review their understanding of food webs, to

<p>per week</p>	<p>of water and the water cycle. They investigate mixtures, including solutions, pure substances and a range of separation techniques. Students consider everyday applications of the separation techniques and relate their use in a variety of occupations. Students will plan and conduct investigations into the separation of mixtures and they use their data to draw conclusions. These understandings will be applied in unit 2 through other applications to their community.</p> <p><i>This unit needs to precede Unit 2 Water — Waste not, want not.</i></p>	<p>in Unit 1 &amp; consider the application of these in the community. Students will investigate the application of filtration systems in water treatment &amp; recycling processes. They compare &amp; contrast artificial treatment process &amp; the water cycle to understand how humans have impacted on &amp; mimic natural processes. Students explore Australian Indigenous peoples' values about water. They conduct a water audit for the home &amp; school and suggest ways to manage water use. They also calculate their own water footprint.</p> <p><i>This unit follows on from Unit 1 Water — Waste not, want not.</i></p>	<p>knowledge of forces from year 4. They will develop an understanding of how forces affect the motion of a vehicle. Students will apply their understanding of balanced and unbalanced forces to justify conclusions and design modifications to objects. They will explore the effects of gravity and consider the difference between mass and weight. Students will investigate the impact of friction on moving objects and the forces that are involved in simple machines. They will develop and conduct a testing process to answer identified questions, taking into account fair testing. Students will critically process and accurately analyse experimental data to draw evidence based conclusions and communicate using scientific terminology and representations.</p> <p>They will consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations.</p> <p>This unit needs to precede Unit 4 — Moving right along - Applications in real systems.</p> <p><i>The assessment for this unit will be conducted in Unit 4 — Moving right along - Applications in real systems.</i></p>	<p>construct and test a balloon powered vehicle and investigate forces acting on the vehicle. Students build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces, within more complex systems. Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety.</p> <p><i>This unit needs to follow Unit 3 Moving right along – Exploring motion.</i></p>	<p>Earth and moon system. They explore predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. Students examine how science and technology have contributed addressing to the issue of solar storms and reducing their effects on Earth. They explore and compare cultural beliefs related to phases of the moon and eclipses.</p> <p><i>Further predictable phenomena will be studied in Unit 6 Sensational seasons.</i></p>	<p>of the seasons and explore how science understandings influence the development of practices within agriculture and marine and terrestrial resource management. Students examine data about weather and climate from different sources and examine the impact of seasons on animals, plants and human endeavours such as farming and fishing.</p> <p><i>This unit needs to follow Unit 5 Heavenly bodies.</i></p>	<p>organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification.</p> <p>Students analyse the effectiveness of dichotomous keys and suggest improvements. They explore how improvements in microscope technology led to changes in classification systems.</p> <p>Students consider how and why classification systems are used in a variety of occupations. They explore feeding relationships between organisms in an environment using food chains and food webs and construct representations of these relationships using second-hand data.</p> <p><i>Students will apply their understandings from this unit in Unit 8 Affecting organisms.</i></p>	<p>identify how human activity can impact food webs in the marine environment. They will summarise and analyse data and consider how science and technology contribute to finding solutions to issues related to marine-resource management.</p> <p>Students will propose practices which could be put into place to address resource-management and sustainability issues. They will examine how people use their science understanding and skills in occupations, and the work of scientists in Antarctica.</p> <p>Students will explore native food webs and how these are understood and used by Indigenous Australians.</p>
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<p><b>HAAS</b> 1 x 70mins per week</p>	<p><b>Unit 1: Examining ancient China</b></p> <p>Inquiry questions:</p> <p><i>How is the ancient world investigated and what significant groups and individuals contributed to the development of ancient China?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• evaluate the theories of human origin and the contestable nature of dating techniques</li> <li>• examine the role of historians and archaeologists and the nature of historical investigation</li> <li>• investigate the sources and methods used to investigate ancient Australia and what they reveal about Australia's past</li> <li>• explore the physical features of China and how they influenced the civilisation that developed there</li> <li>• investigate the roles of key groups in ancient Chinese society and the significant beliefs, values and practices</li> <li>• key features of ancient societies (farming, trade, social classes, religion, rule of law)</li> <li>• investigate the role of a significant individual and how they have been perceived by contemporaries and later historians</li> <li>• examine the extent of contacts and conflicts within and/or with other societies and the resulting</li> </ul>	<p><b>Unit 2: Water in the world</b></p> <p>Inquiry questions:</p> <p><i>How does the use of water affect how people live and how societies have evolved and what does this mean for the future of water resources?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• investigate water as an example of a renewable environmental resource</li> <li>• identify the ways water is used as a resource</li> <li>• describe how water connects and affects places as it moves through the environment</li> <li>• analyse and create maps, graphs, diagrams and tables to identify factors that influence the variable distribution of water resources</li> <li>• evaluate and synthesise evidence to draw conclusions about viable ways of overcoming water scarcity</li> <li>• examine the causes, impacts and responses to atmospheric and hydrological hazards</li> <li>• present explanations and conclusions in a range of communication forms that incorporate source materials.</li> </ul>	<p><b>Unit 3: Investigating ancient Rome</b></p> <p>Inquiry questions:</p> <p><i>What defining characteristics, events and developments contributed to the success of ancient Rome?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• investigate the importance of conserving the remains of the ancient past</li> <li>• explore the physical features of Italy and how they influenced the key features of society (settlement, trade, farming, etc.)</li> <li>• examine the social structure of Rome, in particular the changing role of slaves and Gladiators</li> <li>• determine the nature of warfare and the conflicts between Rome and her neighbours</li> <li>• analyse the life and significance of individuals who influenced change and continuity in ancient Rome</li> <li>• locate information from sources about continuities and changes to groups, individuals, events and developments</li> <li>• apply methodology to evaluate reliability and perspective within source evidence</li> </ul> <p>present explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms</p>	<p><b>Unit 4: Analysing liveability</b></p> <p>Inquiry questions:</p> <p><i>What factors influence the liveability of places, and what strategies can enhance it?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• examine the factors that influence where people live and people's perceptions about the liveability of places</li> <li>• investigate the influence of factors on the liveability of places, including access to services and facilities, environmental quality and social connectedness and community identity</li> <li>• evaluate the strategies used in Australia and Europe to enhance the liveability of places, especially for young people</li> <li>• collect relevant information and data from primary and secondary sources</li> <li>• organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions</li> <li>• interpret and analyse geographical information to identify factors affecting liveability in the local area</li> </ul> <p>present findings, viewpoints and conclusions in a range of communication forms that incorporate discipline-specific terms and concepts.</p>	<p><b>Unit 5: Sustainable societies and economies</b></p> <p>Inquiry questions:</p> <p><i>What principles and processes underpin Australia's cohesive society and stable economy and what is the role of political, economic and social institutions in developing and maintaining this?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• examine Australia's constitution and how its features shape Australia's democracy, and how Australia's legal system aims to provide justice</li> <li>• explore diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion</li> <li>• investigate the world of work and income, and examine the relationship between entrepreneurial behaviour and successful business</li> <li>• identify how consumers and producers interact in the market and how consumers and businesses plan in personal, organisational and financial ways to realise objectives</li> <li>• collaborate to generate alternatives in response to an economic issue or challenge, and compare the potential costs and benefits of each</li> </ul> <p>develop and use criteria to make informed decisions and judgements organise, categorise and represent data.</p>
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	developments present ideas, viewpoints and conclusions in a range of communication forms that incorporate source materials and citations.		and concepts.		
<b>HEALTH AND PHYSICAL EDUCATION</b>  1 x 70mins per week  <b>Personal, social and community health (Health)</b> 1 x 70mins per week	<b>Unit 1: Approaching adolescence</b> In this unit, students will 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 will explore the development of self-values and beliefs and address increases in adult expectations as they transition towards independence. Students will examine the benefits of diversity and the impact of social inclusion on wellbeing during the adolescence transition. They will investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence. Students will: <ul style="list-style-type: none"><li>examine the stage of growth known as adolescence and consider how society recognises this</li><li>examine how the adolescence transition impacts on personal identity</li><li>investigate physical and cognitive changes occurring during puberty</li><li>explore how the changes associated with puberty impact on identity</li><li>analyse a variety of emotional responses associated with adolescence and consider what might influence these responses</li><li>evaluate how diversity and changing relationships impact on wellbeing during adolescence</li><li>investigate a range of strategies and resources suitable for helping manage the changes and transition during puberty.</li></ul>	<b>Unit 2: I can make good decisions</b> 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 related to alcohol and other drugs to evaluate possible health concerns and implement actions to promote wellbeing in their school community. Students will: <ul style="list-style-type: none"><li>investigate alcohol and drug information</li><li>discuss what drugs are and why people take them</li><li>examine drug classifications and laws that relate to adolescents</li><li>review skills for locating drug related information</li><li>evaluate the credibility of sources</li><li>investigate and analyse the health impacts of a range of drugs</li><li>understand the laws and regulations related to drug use.</li><li>develop skills to assist in good decision making when faced with drug related situations</li><li>recognise who to seek support from when faced with drug related situations</li><li>explore the concept of wellbeing in relation to alcohol and drug situations</li><li>establish strategies for promoting wellbeing amongst adolescents</li></ul>	<b>Unit 3: Super snacks</b> 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 analysing food products and promoting the health and wellbeing of individuals and others. Students will: <ul style="list-style-type: none"><li>understand how to choose healthy food options for adolescents</li><li>interpret the Australian Guide to Healthy Eating to draw conclusions about own food intake</li><li>investigate and propose strategies to implement to make more sustainable food choices</li><li>interpret food labels to draw conclusions as to the place snacks have in a healthy diet</li><li>use positive health messages to promote healthy snacks to improve health and wellbeing of self and others</li></ul>	<b>Unit 4: Generations</b> In this unit, students identify what are respectful relationships with family and friends and how empathy and ethical decision making contribute to these. Students explore the generational gap and the idea of mental wellness, how to cope in stressful situations and types of mental illness and how to de-stigmatise these in society. Students will: <ul style="list-style-type: none"><li>identify the relationships that occur within a family and the characteristics of these relationships</li><li>explore the characteristics and behaviours of respectful relationships and how these are changing as they grow older</li><li>investigate the benefits of having respectful relationships and examine their impact on their own and others health and wellbeing</li><li>investigate factors that influence emotions</li><li>identify what is meant by mental wellness and explore how to cope with stressful situations</li><li>analyse these factors and develop strategies to demonstrate empathy and sensitivity and identify situations that would require empathy and sensitivity – such as mental health situations</li><li>explore types of mental illness and identify ways to de-stigmatise mental illness</li></ul>	
<b>HEALTH AND PHYSICAL EDUCATION</b>  1 x 70mins per week  <b>Movement and physical activity (Movement)</b>	<b>Unit 1: Thrown together</b> In this unit, students will apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity in games and sports. They will apply and refine movement concepts and strategies in response to a range of modifications made to Newcombe games. Students will: <ul style="list-style-type: none"><li>examine and apply personal and social skills which contribute to working in teams</li><li>adopt roles and responsibilities that support and enhance team cohesion</li><li>examine and apply fair play and inclusivity principles within games and teams</li><li>investigate and apply movement concepts and strategies used in Newcombe games and game modifications</li><li>explore adjustments to strategies required for success in Newcombe games and game modifications</li><li>identify, apply and refine strategies in response to modifications (rules and/or scoring systems) made to Newcombe games.</li></ul>	<b>Unit 2: Athletics</b> Practical unit involving skills and drills related to athletics events. The unit will culminate in the school athletics carnival. Students will: <ul style="list-style-type: none"><li>explore the jump and throw movement skills</li><li>develop skills to perform the jumps and throws</li><li>use feedback to improve accuracy and control</li><li>perform jump and throw movement skills.</li><li>Learn various athletics events.</li><li>Learn how to apply specialised movement skills.</li><li>Participate in a whole school athletics carnival.</li></ul>	<b>Unit 3: Master of Control</b> In this unit students will participate in a range of physical activities that develop health-related and skill-related fitness components. They will create and monitor personal fitness plans. Students will: <ul style="list-style-type: none"><li>explore components of health and skill related fitness</li><li>develop the components of health and skill related fitness</li><li>practice and apply components of health and skill related fitness</li><li>compose a routine of health and skill related components to form a fitness plan</li><li>monitor personal progress using their fitness plan</li></ul>	<b>Unit 4: Shoots and scores!</b> In this unit students will participate in and investigate a range of cultural and historical games with sticks and balls such as the Indigenous games: Gorri, Wungoolay, Kokan and Koolche. Students will: <ul style="list-style-type: none"><li>participate in games with cultural and historical significance</li><li>identify the movement concepts and strategies involved in the games</li><li>apply movement concepts and refine strategies to achieve successful outcomes</li><li>evaluate and justify reasons for decisions and choices of action in game situations</li></ul>	
<b>Students study the following subjects for one lesson per week.</b>					
<b>JAPANESE</b>  1 x 70mins per week	<b>Unit 1: How do I order food?</b> Students are learning about a variety of Japanese food and drinks, and will also be examining different types of Japanese restaurants. Students will learn to express their likes and dislikes regarding Japanese food and drink, as well as grammar commonly used in making decisions and ordering at a restaurant such as 'Do you have ...?' or 'I'll have ... please.' In this unit students will: <ul style="list-style-type: none"><li>Identify similarities and differences between typical Australian and Japanese restaurants in terms of customs, food and drink options, and restaurant etiquette.</li><li>Use key vocabulary and grammar patterns associated with</li></ul>	<b>Unit 2: Are you busy?</b> Students are learning to communicate information about their daily routines including asking and telling the time, talking about what day of the week and time they do particular activities, and discussing what they eat for breakfast, lunch, and dinner. Students will also be examining the routines of typical Japanese high school students, and will identify the similarities and differences with their own daily life. In this unit students will: <ul style="list-style-type: none"><li>Identify the similarities and differences between the daily routines of Australian and Japanese high school students.</li><li>Use key vocabulary and grammar patterns associated with daily</li></ul>	<b>Unit 3: What is a school day like?</b> Students are learning to discuss various aspects of school life including their year level, school timetable and subjects that they like and dislike. Students will also examine the Japanese school system, and subjects studied by students in Japan. They will also determine how school life in Japanese is different from school life in Cloncurry. In this unit students will: <ul style="list-style-type: none"><li>Examine differences between school life in Japan and Australia.</li><li>Use key vocabulary and grammar patterns associated with school life including year level, subjects, and timetables.</li><li>Read a short text about school life in Japan, and translate this</li></ul>	<b>Unit 4: What are your hobbies?</b> Students are examining how Australian and Japanese teenagers spend their free time, and the types of hobbies they participate in. Students will learn to discuss their own hobbies including how often and where they do these. They will also learn to enquire about other people's hobbies. In this unit students will: <ul style="list-style-type: none"><li>Identify the similarities and differences between the types of hobbies that Australian and Japanese teenagers engage in.</li><li>Use key vocabulary and grammar patterns associated with discussing hobbies.</li></ul>	

	<p>Japanese foods, eating and drinking, food etiquette, likes and dislikes, instructions, and ordering processes.</p> <ul style="list-style-type: none"> <li>Present a speech in Japanese, and recognise that spoken Japanese changes depending on the purpose, context, and audience of the conversation.</li> </ul>	<p>activities.</p> <ul style="list-style-type: none"> <li>Present a speech in Japanese, and recognise that spoken Japanese changes depending on the purpose, context, and audience of the conversation.</li> <li>Use Japanese customs (e.g. body language, gestures) when presenting a speech.</li> </ul>	<p>into English.</p>	<ul style="list-style-type: none"> <li>Write a letter to a pen pal about their hobbies using hiragana and kanji.</li> </ul>
<p><b>THE ARTS</b> 1 x 70mins per week each area studies for a Semester</p> <p>(Dance covered in term 3 with Footsteps)</p>	<p style="text-align: center;"><b>MUSIC</b> <b>Unit: Popular Music</b></p> <p>In this unit, students make and respond to music by exploring popular music from a range of cultures, times and locations. They will listen to, compose and perform music in a variety of styles.</p> <ul style="list-style-type: none"> <li>develop musical ideas by improvising, combining and manipulating the elements of music in popular music</li> <li>practise and rehearse a variety of popular music, including Australian music, to develop technical and expressive skills</li> <li>analyse composers' use of the elements of music and stylistic features when listening to and interpreting popular music</li> <li>structure popular music compositions by combining and manipulating the elements of music using notation</li> <li>perform and present a range of popular music, using techniques and expression appropriate to style</li> </ul>		<p style="text-align: center;"><b>ART</b> <b>Unit: Personal Maps</b></p> <p>In this topic, students will explore personal map making through the use of two-dimensional mixed media. This will occur through looking at artworks by artists including Aboriginal artists and Torres Strait Islander artists that reflect the idea of a map as a metaphor. Students will design and plan artworks that explore the concepts of maps to show relationships, maps to record a place and maps to navigate a journey. Students will explore environments that are familiar, local, distant or imagined. Students will look at work of other artists to make decisions about how their work will be displayed to enhance meanings. Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artwork of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks. For this topic, students will require ready access to ICT at a whole-class, small-group and individual level.</p>	
<p><b>DESIGN TECHNOLOGIES</b> Food and Fibre and Materials each studied for a Semester</p> <p>1 x 70mins per week</p>	<p style="text-align: center;"><b>Food and Fabrication</b> <b>Unit: Fusing Cultural Diversity</b></p> <p>This unit focuses on developing skills to create designed solutions in a range of contexts. Students will be introduced to the foundational skills and concepts of Design and Technologies in a food and nutrition module, in which they investigate the food technologies of different cultures and cuisine. Afterwards, they will build on these skills in the kitchen and learn to maximise the quality and nutritional value of ingredients while maintaining a safe and hygienic kitchen. They will apply their skills and knowledge to design fusion dishes that satisfy the requirements of a design brief.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Plan and evaluate nutritious meal ideas</li> <li>Learn about safety in the kitchen and hygiene practices</li> <li>Work independently and in groups</li> <li>Experiment with ideas to make and improve product designs</li> <li>Identify and prioritise competing factors in design ideas</li> <li>Learn how to make a range of different foods</li> </ul>		<p style="text-align: center;"><b>Materials and Technologies</b> <b>Unit: Introducing the Workshop</b></p> <p>Students will be introduced to the workshop safety procedures and tools. Students will be introduced to interpretation of technical drawings and marking-out strategies. Students will develop woodworking skills to create a wooden artefact (toy truck).</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Interpret safety processes and engage them within the workshop</li> <li>Read and replicate measurements from technical drawings</li> <li>Use supplied material to create a toy truck</li> <li>Will develop a portfolio of product designs to enhance their skills</li> </ul>	
<p><b>Digital Technologies</b></p> <p>1 x 70mins per week</p>	<p><b>Unit 1: Networking in Digital Systems</b></p> <p>In this unit students will learn how digital systems function and interact. Students investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems. Furthermore, students evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise. At the conclusion of the unit students will be able to</p> <ul style="list-style-type: none"> <li>Evaluate proposed information systems and their solutions in terms of risk, sustainability and potential for innovation</li> <li>Demonstrate sound understanding of the interactions between hardware, software and users</li> <li>Identify correctly how information is linked together in a network</li> <li>Demonstrate knowledge of correct terminology related to data transmission</li> <li>Draw a diagram of an extended star network</li> </ul>		<p><b>Unit 2: Get serious about games</b></p> <p>In this unit students will evaluate information systems that support learning and create an educational digital solution. Learning opportunities include creating an educational game or learning object to educate their peers using a general-purpose programming language. Students will apply a range of skills and processes in the production of digital solutions. They will:</p> <ul style="list-style-type: none"> <li>analyse data to model a real-life object or event, with consideration to gaming mechanics</li> <li>investigate how data including text, images and sound are represented in binary, and implications for game design</li> <li>define and decompose real-world problems, considering functional, technical, social and usability constraints</li> <li>investigate how game mechanics influence user experience and apply those principles to the user experience design use algorithms including flow charts, storyboards and pseudocode to design their solution</li> <li>test algorithms for accuracy</li> <li>evaluate how well needs are met by digital solutions and information systems, and evaluate them against criteria including innovation, risk and sustainability</li> <li>learn and apply project management techniques, such as resourcing, sequencing and task identification, considering safety and sustainability and setting and applying protocols for collaborating online</li> <li>explore emerging technologies, such as virtual reality.</li> </ul>	

YEAR 8	SEMESTER 1			SEMESTER 2				
<b>ENGLISH</b> 4 x 70 mins	<b>Unit 1: Representations of teens in texts</b> Students read, view and listen to a variety of news media texts including those taken from digital environments and television. Students explore representations of individuals, groups and events, explaining how text structures and language features of news media texts affect these representations. 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.	<b>Unit 2: Representing human experience</b> 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 and language, and audio and 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 and position the audience; and write an analysis to express their opinion about the text.	<b>Unit 3: Understanding how texts communicate ideas about values</b> Students view a selection of multimodal texts, including texts about and by Aboriginal peoples and Torres Strait Islander peoples, to understand how texts communicate ideas about the values of groups in society. They examine the multimodal texts to identify and analyse the visual and audio features used to communicate ideas about values of the groups represented and evaluate their effectiveness.	<b>Unit 4: Expressing viewpoints on ethical issues in drama texts</b> Students examine drama scripts to understand how texts are constructed and meaning is created to engage and influence audiences. They read and view a selection of scripts and script excerpts to interpret stated and implied meanings. They identify, analyse and explain text structures and language features of scripts that convey character, plot and issues. They examine characters and differing viewpoints on ethical issues raised in the texts. Through a persuasive monologue, students use persuasive language choices and supporting evidence to express personal viewpoints that engage and influence an audience. The aesthetic qualities of a drama text are explored and evaluated, and students appreciate how knowledge of other texts influences their responses.	<b>Unit 5: Creating short stories</b> Students read and comprehend a variety of short stories to understand the text structures and language features that are used to develop characterisation, setting and plot, and engage an audience. They 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 also have opportunities to practise narrative writing to experiment with visual and language choices for specific purposes and effects. In the assessment task, students write and illustrate a short story, combining text structures, language features and visual choices for specific effects.	<b>Unit 6: Analysing digital texts</b> Students reflect on ways that 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 language and visual features that are combined to create meaning and to engage and influence an audience. In the assessment task, students use knowledge and understanding to interpret a homepage. Students also create homepages to understand how choices in content, when combining visual and language features, engage and influence an audience.		
<b>MATHEMATICS</b> 3 x 70 mins	<b>UNIT 1</b> Students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>Number and place value - apply the four operations to rational numbers and integers and solve problems.</li> <li>Real numbers - make connections between percentages, fractions and decimals, calculate a percentage of a quantity, percentage increase and decrease, discount, profit, loss and GST, and problem solve in a range of contexts including financial situations, identify terminating and recurring decimals, link fractions to terminating and recurring decimals and explore irrational numbers in relation to pi.</li> </ul> Chance - describe and calculate the probability of 'and', 'or', and 'not' events, represent events in Venn diagrams and two-way tables and solve related problems, identify complementary events and use the sum of probabilities to solve problems.		<b>UNIT 2</b> Students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>Number and place value - express numbers in index notation, establish the index laws with whole number bases and positive integral indices</li> <li>Patterns and algebra - expand and factorise algebraic expressions.</li> </ul> Using units of measurement - convert units of measure, revise perimeter and area of parallelograms and triangles, develop formulas for rhombuses, kites, trapeziums and circles, calculate the perimeter and area of rhombuses, kites, trapeziums and circles, problem solve and reason involving perimeter, circumference and area.	<b>UNIT 3</b> Students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>Linear and non-linear relationships - model situations involving proportional relationships, solve a range of problems involving rates and ratios, interpret, model and formulate patterns and relationships, represent patterns and relationships as rules, functions, tables and graphs and solve linear equations using graphical techniques.</li> <li>Using units of measurement - solve problems involving time duration, for 12- and 24- time formats, within a single time zone.</li> <li>Data representation and interpretation - collect, organise and display data, interpret data displayed in tables and graphs, connect samples and populations, explore the effect of sample size, calculate measures of centre, identify outliers and their effect on measures of centre, identify sources of bias and apply this knowledge to make hypotheses and support conclusions.</li> </ul>	<b>UNIT 4</b> Students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>Linear and non-linear relationships - apply number laws to algebraic expressions and equations, expand and factorise algebraic expressions, solve simple linear equations algebraically and graphically, connect patterns, linear functions, tables of values, graphs and worded statements, plot coordinates on the Cartesian plane and solve realistic problems.</li> <li>Using units of measurement - develop formulas for volume and capacity of rectangular and triangular prisms, solve volume problems involving rectangular and triangular prisms and convert units of measurement.</li> </ul> Geometric reasoning - revise angle properties (co-interior, corresponding, alternate and vertically opposite), explore congruence, establish and apply the congruence tests (SAS, AAS, SSS, RHS), extend congruence of triangles to identify the properties of quadrilaterals and solve problems using the properties of congruent figures, reasoning and generalisations, apply understanding and reasoning of area, congruence and plane shapes to develop properties of quadrilaterals.			
<b>SCIENCE</b> 3 x 70 mins	<b>Unit 1: Particles matter</b> Students investigate the physical and chemical properties of materials and the relationship between these properties in the use of materials. They identify signs of chemical change. Students are introduced to the particle model of matter and use it to explain properties. They relate the properties of materials to their use in everyday applications and evaluate the effectiveness of the material for its identified purpose. Students plan and conduct investigations of these materials identifying risk, and applying safety guidelines. They use data to identify relationships, draw conclusions and evaluate the quality of data used.	<b>Unit 2: Chemistry of common substances</b> Students will investigate the physical and chemical properties of materials and the relationship between these and the use of materials. They will plan and conduct fair tests, record observations and collect, represent and analyse qualitative and quantitative data. Students will reflect on the methods used to test properties and evaluate the quality of the data collected. They will use their data to draw evidence based conclusions. Students will be introduced to elements including their symbolic representation and the basic structure and development of periodic table of elements. They will identify, represent and explain chemical change using the particle model of matter.  <i>This unit needs to follow Unit 1</i>	<b>Unit 3: Rock never die</b> Students will explore different types of rocks and the minerals of which they are composed. They compare the different processes and timescales involved in their formation as part of the rock cycle. Students construct and interpret models and representations to aid in the analyses of patterns and relationships in data. They will investigate properties of rocks and analyse data to identify patterns and relationships. Students will identify rock specimens and model processes of rock formation.  <i>This unit needs to precede Unit 4 Rock my world.</i>	<b>Unit 4: Rock my world</b> Students learn how useful materials are sourced from minerals and rocks found in the Earth's crust. They consider the science knowledge and occupations involved in locating, extracting and processing mined minerals as well the rehabilitation of mining sites. Students consider the how people connect understanding from across the disciplines of science in their occupations and collaborate with other scientists to improve the mining process. Students summarise information from secondary sources to draw conclusions about the mining process of a particular mineral.  <i>This unit needs to follow Unit 3 Rocks never die.</i>	<b>Unit 5: Energy in my life</b> Students will classify energy forms. They will investigate different forms of potential energy, make predictions and conduct fair and safe experimental tasks. Students will process and analyse experimental data and information and evaluate the experimental method used. They will use models and representations to examine kinetic energy and its relationship with potential energy and heat. Students will communicate how energy is transferred and transformed through systems. They will recognise that energy can be transformed into usable and unusable forms and consider how this can impact on the efficiency of a system. Students will discuss the use and influence of science on the utilisation of energy sources and consider how the	<b>Unit 6: What's up</b> Students will identify different forms of energy and investigate how it can be transferred and transformed and cause change within systems. They will plan and conduct an investigation into the operating sequence and energy transfers and transformations of a Rube Goldberg machine. Students will reflect on the initial design of the machine and identify improvements to the method considering safety. Students will also examine Australia's energy production and use of renewable and non-renewable energy resources. They will examine the impact of solar technology in Australian indigenous communities and consider how scientific knowledge can help make decisions into renewable resource use across the country.	<b>Unit 7: Building blocks of life</b> In this unit cells are identified as the basic units of living things and are recognised as having specialised structures. Microscopes and digital images are used for the identification of plant and animal cells. The functions of the main structures are represented and identified. The concept of cell division is examined, and its repair and reproduction purpose identified.  <i>This unit needs to precede Unit 8 Reproduction.</i>	<b>Unit 8: Survival</b> In this unit students deal with sexual reproduction and immunity, with a focus on organ systems that allow multi-cellular plant or animal organisms to reproduce and survive. The structure of reproductive organs is identified, and the function of each organ in relation to the overall function of the organ system is also identified. The impact of reproductive technologies is discussed. The functions of the immune system are explored and consideration given to ways in which diseases can be prevented.  <i>This unit needs to follow Unit 7 Building blocks of life.</i>

		Particles matter.			efficiency of these sources in the production of energy could influence their use by society.  <i>This unit needs to precede Unit 6 What's up.</i>								
<b>HISTORY</b> 2 x 70 mins for 2 terms  <b>GEOGRAPHY</b> 2 x 70 mins for 2 terms	HISTORY				GEOGRAPHY								
	<b>Approach A: Unit 1: The Western and Islamic World - Medieval Europe (c.590-c.1500)</b>  Inquiry questions: <ul style="list-style-type: none"> <li>What key beliefs and values emerged and how did they influence societies?</li> <li>What were the causes and effects of contact between societies in this period?</li> </ul> In this unit, students: <ul style="list-style-type: none"> <li>explore the way of life in Medieval Europe focusing on key social, cultural, economic and political features</li> <li>investigate how an individual's life experience depended on their place in medieval society by studying the roles and relationships of different groups</li> <li>explore continuity and change in crime and punishment in Medieval Europe</li> <li>examine the important role of the Catholic Church and its dominance in medieval society</li> <li>Investigate significant developments such as the Crusades and individuals such Richard the Lionheart and Saladin.</li> </ul>	<b>Approach A: Unit 2: The Asia-Pacific World - Japan under the Shoguns (c.794-1867)</b>  Inquiry questions: <ul style="list-style-type: none"> <li>How did societies change from the end of the ancient period to the beginning of the modern age?</li> <li>Which significant people, groups and ideas from this period have influenced the world today?</li> </ul> In this unit, students: <ul style="list-style-type: none"> <li>investigate the way of life in Shogunate Japan, including social, cultural, economic and political features</li> <li>examine the role of the Tokugawa Shogunate in reimposing a feudal system and exerting increasing control</li> <li>explore the use of environmental resources in Shogunate Japan, particularly the forestry and land use policies of the Tokugawa Shogunate</li> <li>Investigate various theories related to the impact of the West on feudal Japan and the ultimate decline of Japan under the Shoguns.</li> </ul>				<b>UNIT: Landforms and landscapes</b>  Inquiry questions: <ul style="list-style-type: none"> <li>How do environmental and human processes affect the characteristics of places and environments?</li> <li>What are the consequences of changes to places and environments and how can these changes be managed?</li> </ul> In this unit, students will: <ul style="list-style-type: none"> <li>use studies of world regions for the geographical contexts of Australia, Asia and throughout the world</li> <li>discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus</li> <li>select, record and organise relevant geographical data and information from primary and secondary sources to identify different types of landforms, the geomorphic processes that shape individual landforms, and hazards associated with landscapes</li> <li>select and record relevant geographical data and information from primary and secondary sources to identify the meaning placed on landforms and landscapes by diverse cultures, the human causes and effects of landscape degradation and the ways of protecting significant landforms</li> <li>evaluate sources for their reliability and usefulness</li> <li>represent data in a range of appropriate forms</li> <li>represent the spatial distribution of different types of landforms and their distinctive features by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate</li> <li>analyse geographical data and other information using qualitative and quantitative methods and digital and spatial technologies as appropriate to identify how environmental and human processes affect the characteristics of places and environments</li> <li>apply geographical concepts to draw conclusions about the management of landscapes</li> <li>present arguments and ideas using geographical terminology in a range of appropriate communication forms.</li> </ul>				<b>UNIT: Changing nations</b>  Inquiry questions: <ul style="list-style-type: none"> <li>How do the interconnections between places, people and environments affect the lives of people?</li> <li>What are the consequences of changes to places and environments and how can these changes be managed?</li> </ul> In this unit, students: <ul style="list-style-type: none"> <li>use studies drawn from national scale in the geographical contexts of Australia, China and the United States of America (USA)</li> <li>discuss unit inquiry questions and geographical methodologies</li> <li>develop geographical questions to guide an inquiry on a geographical challenge, such as changes to the distributions of populations in a country</li> <li>collect, select, record and organise relevant geographical data and information from primary and secondary sources to identify causes and consequences of urbanisation, drawing on a study of Indonesia or another country in Asia</li> <li>collect, select and record relevant geographical data and information from primary and secondary sources to identify causes, consequences and differences in the urban concentration and urban settlement patterns in Australia and the USA</li> <li>evaluate sources for their reliability and usefulness</li> <li>analyse population data and information for indicators of economics and social change using qualitative and quantitative methods to determine reasons for and effects of internal migration, drawing on studies of China and Australia and international migration in Australia</li> <li>apply geographical concepts to draw conclusions on management and planning of Australia's urban future</li> <li>present information using geographical terms and media</li> <li>propose action in response to a geographical challenge taking into account environmental, economic and social considerations and predict the outcomes of their proposal.</li> </ul>			
<b>HEALTH AND PHYSICAL EDUCATION</b>  1 x 70mins per week  <b>Personal, social and community health (Health)</b>	<b>Food for life</b>  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.  Students will: <ul style="list-style-type: none"> <li>investigate strategies and practices that enhance their own health and wellbeing</li> <li>demonstrate skills to make informed decisions, and propose and implement an eating plan that will promote their own health and wellbeing.</li> <li>explore the changes that are occurring throughout adolescence</li> <li>investigate the impact that these changes have on their food choices</li> <li>understand the dietary guidelines for adolescents</li> <li>understand the Australian Guide To Healthy Eating</li> <li>understand the nutritional health concerns for adolescents</li> <li>understand how to determine the validity of health information</li> <li>investigate and select strategies for planning and maintaining a healthy diet for different groups of adolescents.</li> </ul>	<b>My decisions my life</b>  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.  Students will: <ul style="list-style-type: none"> <li>identify values that are important to them.</li> <li>examine the impact of changing values on adolescent identity and decision making</li> <li>understand how values and emotions change when making decisions in varying alcohol and other drug related situations</li> <li>understand actions that demonstrate empathetic and sensitive behaviour towards others' decisions regarding alcohol and other drug use</li> <li>identify types of drugs that are legal and illegal</li> <li>understand the concerns adolescents have with regards to alcohol and other drugs</li> <li>understand that personal decisions regarding alcohol and other drug use will have varied outcomes that impact on their identity</li> <li>examine possible consequences when making decisions regarding alcohol and other drug use</li> <li>explore resources about alcohol and other drugs and select information that is relevant to adolescents</li> <li>understand the importance of effective communication skills in situations involving alcohol and other drugs</li> <li>demonstrate assertive communication in alcohol and other drug related scenarios</li> <li>understand the importance of looking after yourself and others</li> <li>recognise alcohol and other drug related situations where</li> </ul>				<b>Supporting others</b>  In this unit, students recognise that they are becoming independent and explore risk taking behaviours, rules, rights and responsibilities as they grow up. They explore respectful relationships with peers and how to conduct these relationships in life and online. They explore bullying, its effect on adolescents and seeking help.  Students will: <ul style="list-style-type: none"> <li>identify how teenagers are growing and changing and want to be independent</li> <li>explore being safe and independent.</li> <li>identify risks and risk taking behaviours and decisions and strategies .</li> <li>explore rules, rights and responsibilities .</li> <li>apply decision making questions and models.</li> <li>explore respectful relationships between peers – establishing, rights, responsibilities and bullying behaviours both in relationships and online</li> <li>recognise the impact bullying and harassment can have on relationships, including online relationships – facebook, twitter etc and explore strategies to seek help for others</li> <li>plan&amp; use behaviours to enhance mental health, safety &amp; wellbeing of school communities.</li> </ul>				<b>Cultural understandings</b>  In this unit, students explore family and kinship groups in 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 health and wellbeing of communities.  Students will: <ul style="list-style-type: none"> <li>identify family groups and kinship groups in own and other cultures</li> <li>explore how traditions and cultural practices such as dance influence personal and cultural identities</li> <li>examine values and beliefs about cultural and social issues, such as gender, race, sexuality and disability</li> <li>explore the health and physical activity practices of different groups within the community</li> <li>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</li> <li>investigate the cultural and historical significance of a range of physical activities</li> <li>plan and implement strategies for connecting to the natural and built environment to promote the health and wellbeing of their communities</li> </ul>			

		adolescents may require help from others and identify the strategies which promote personal safety.		
<b>HEALTH AND PHYSICAL EDUCATION</b>  1 x 70mins per week  <b>Movement and physical activity (Movement)</b>	<b>Unit 1: Groovy greens</b> In this context, students will develop their skills in golf strokes and strategies in order to apply these in a variety of situations. Students will: <ul style="list-style-type: none"> <li>investigate golfing history, etiquette and scoring</li> <li>examine golf safety practices</li> <li>select the appropriate club and develop their swing in order to play a variety of golf strokes</li> <li>apply and refine their golf skills, etiquette, and scoring through golf activities</li> <li>implement refined strategies in golf activities.</li> </ul>	<b>Unit 2: Athletics</b> Practical unit involving skills and drills related to athletics events. The unit will culminate in the school athletics carnival. Students will: <ul style="list-style-type: none"> <li>explore the jump and throw movement skills</li> <li>develop skills to perform the jumps and throws</li> <li>use feedback to improve accuracy and control</li> <li>perform jump and throw movement skills.</li> <li>Learn various athletics events.</li> <li>Learn how to apply specialised movement skills.</li> <li>Participate in a whole school athletics carnival.</li> </ul>	<b>Unit 3: Hardcore handball and Volleyball</b> 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 modified Olympic sports including handball. They will apply and refine movement concepts and strategies to suit different movement situations in the games. Students will: <ul style="list-style-type: none"> <li>examine and apply personal and social skills which contribute to working in teams.</li> <li>adopt roles and responsibilities that support and enhance team cohesion.</li> <li>apply fair play and inclusivity principles</li> <li>explore and participate in handball games</li> <li>investigate and apply movement concepts and strategies</li> <li>explore adjustments to strategies required for success</li> <li>apply and refine strategies in response to modifications (rules and/or scoring systems)</li> </ul>	<b>Unit 4: Netball and Cricket</b> In this unit students will participate in and investigate a range of cultural and historical games with sticks and balls such as the Indigenous games: Gorri, Wungoolay, Kokan and Koolche and Australian games: Netball and Cricket. Students will: <ul style="list-style-type: none"> <li>participate in games with cultural and historical significance</li> <li>identify the movement concepts and strategies involved in the games</li> <li>apply movement concepts and refine strategies to achieve successful outcomes</li> <li>evaluate and justify reasons for decisions and choices of action in game situations</li> </ul>
<b>Students study the following subjects for one lesson per week.</b>				
<b>JAPANESE</b> 1 x 70 mins	<b>Unit 1: Shall we go to some fun events?</b> Students are examining key dates and events on the school calendar in Japan (e.g. Cultural Festival), the types of transportation available to go to school, and options for school excursions for Japanese students. Students will learn how to inquire about school events, and suggest activity options to their friends. Students will also compare Australian and Japanese school events to identify the similarities and differences between these.  In this unit students will: <ul style="list-style-type: none"> <li>Understand that stroke order of hiragana and kanji is important when writing in Japanese script.</li> <li>Learn key grammar patterns and vocabulary associated with school events and excursions (dates, events, activities, prices, transport options, and verbs).</li> <li>Develop skills required to speak effectively in Japanese (pronunciation, rhythm, stress, and intonation).</li> <li>Identify and apply the structure and language features of a diary entry.</li> </ul>	<b>Unit 2: Mysterious Yokai</b> Students are learning about different types of Japanese folklore monsters, also known as yokai. Students will learn vocabulary associated with this topic such as animals, body parts, and various adjectives. Students will learn basic descriptive sentences, as well as complex sentences with multiple adjectives (e.g. The yokai is big, grey, and hairy) and possession (e.g. The yokai's eye is red).  In this unit students will: <ul style="list-style-type: none"> <li>Identify different types of yokai, and explain why yokai are an important part of Japanese culture.</li> <li>Effectively describe various yokai using key vocabulary and grammar patterns learnt throughout the unit.</li> <li>Confidently use multiple adjectives in a single sentence by identifying the type of adjective, and applying the correct linking rule.</li> <li>Write hiragana characters, and high-frequency kanji using the correct stroke order.</li> <li>Use particles in the correct order, and for the correct purpose in a Japanese sentence.</li> <li>Create an original poster for their own yokai.</li> </ul>	<b>Unit 3: What's your favourite character?</b> Students are exploring their favourite anime characters, and will learn how to describe the physical traits and personal characteristics of these characters to others. Students will learn vocabulary associated with this topic including body parts and various adjectives, and will then use this in basic descriptive sentences, as well as complex sentences with multiple adjectives.  In this unit students will: <ul style="list-style-type: none"> <li>Identify the three types of Japanese writing systems based on appearance.</li> <li>Recognise all 46 hiragana characters, and recall the mnemonic for each one.</li> <li>Apply key vocabulary and grammar patterns learnt in class to translate written Japanese into English.</li> </ul>	<b>Unit 4: How do you celebrate special events?</b> Students are examining how people in Australia and Japan celebrate birthdays, special occasions, and different types of festivals. Students will explore key festivals in Japan, and examine the importance of these to Japanese society. Students will learn to discuss what they did on a special occasion, to talk about how they celebrate their birthday and what gifts they have received in the past, and to say 'Happy Birthday' to others.  In this unit students will: <ul style="list-style-type: none"> <li>Identify the geographical location of key cities in Japan, and the important festivals held in these cities.</li> <li>Key grammar patterns and vocabulary associated with festivals and events in Japan (cities, activities, transportation, adjectives, and verbs etc.).</li> <li>Plan and present a speech to the class describing a festival in Japan that displays a strong awareness of key vocabulary and grammar patterns</li> </ul>
<b>THE ARTS</b> 1 x 70mins per week each area studies for a Semester  (Dance covered in term 3 with Footsteps)	<b>ART</b> <b>Unit: Meaning in Found Objects</b>		<b>MUSIC</b> <b>Unit: You can't stop the beat</b>	
	In this topic, students will explore meaning through found objects in the making of three-dimensional artworks. Students begin by exploring and identifying purpose and meaning in sculptural artworks by artists including Aboriginal artists and Torres Strait Islander artists and use this as inspiration for working collaboratively to develop their own artworks. Students will plan and design artworks that allow for experimentation with visual conventions related to working with found objects, plaster casting, mould making and surface manipulation as they develop individual and collaborative artworks. Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artwork of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks. For this topic, students will require ready access to ICT at a whole-class, small-group and individual level.		An exploration of beat and rhythmic devices through bucket drumming and how they link together to form rhythmic works  Students will learn: <ul style="list-style-type: none"> <li>Difference between beat and rhythm</li> <li>Identify ostinatos within a variety of repertoire</li> <li>Notate compositions using non-traditional notation</li> <li>Present art works to particular audiences for a specific purpose, style and function</li> <li>Use genre specific art techniques, skills, processes and cultural protocols</li> <li>Reflect on and learn how to apply new understandings and justify future applications.</li> </ul>	
<b>DESIGN TECHNOLOGIES</b>	<b>FOOD AND FABRICATION</b>		<b>Design and Technologies (DAT)</b>	
	Students develop the skills necessary to alter recipes to make them healthier without compromising the taste, texture, and quality of the products. The unit focuses on experimenting with design ideas to create food products that meet a set of specific criteria, including those that relate to sustainability, ethical, and marketing factors. Students will also learn to apply their design skills in a textiles module. They will learn a range of textiles skills and develop the ability to select and combine skills appropriate for different purposes to create textiles products.  Students will: <ul style="list-style-type: none"> <li>Plan and produce both food and textile items that meet a set of specific criteria</li> <li>Practice safety in the kitchen and sewing room</li> <li>Work independently and in groups</li> </ul>		Students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts. Students will enhance their workshop skills to produce the following: <ul style="list-style-type: none"> <li>Generic product design (designed to introduce multiple skills on one task)</li> <li>Workplace safety analysis (students link hazards to process)</li> <li>Toy truck manufactured from timber (culmination of skill development)</li> <li>Safety Poster (enhance knowledge of procedures and types of equipment)</li> <li>Exposure to problem solving (Engages the connection of technology with real time issues)</li> </ul>	

	<ul style="list-style-type: none"> <li>Experiment with and evaluate ideas to make and improve product designs</li> <li>Identify and prioritise competing factors in design ideas and justify their decisions</li> <li>Identify the skills and techniques most appropriate for different functions</li> <li>Make and justify informed choices about which skills to use</li> </ul>	
<b>DIGITAL TECHNOLOGIES</b>	<p><b>Semester One</b>  <b>D.A.T.A (Digital Analysis Troubleshooting Agency)</b>  In this unit students will transform data into information, explore and analyse networked systems and data transmission and evaluate, design and generate webpages. Students will 'join' a fictional agency to create a range of digital solutions.</p> <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> <li>explore the reliability and speed of transmission through different networks (wired, wireless and mobile), examining the impacts of components and their specification and communication protocols</li> <li>create a model of a network for a client</li> <li>acquire data from a range of sources and explore techniques for efficient targeted online data collection, including querying databases</li> <li>evaluate data accuracy, authenticity and timeliness</li> <li>analyse and manage data using spreadsheets</li> <li>decompose real-world problems considering functional requirements and usability, economic, social, environmental and technical constraints</li> <li>learn basic HTML to modify a website to improve user experience, and compare and evaluate web designs</li> <li>evaluate how student solutions and existing information systems meet needs and take account of sustainability (e.g. e-waste).</li> </ul>	<p>Unit 2 – Get serious about games  A digital game can give students the opportunity to learn and refine their object-oriented programming (OOP) skills which is a requirement at years 9–10. Students follow a problem-solving process to design, build and evaluate a digital game. They state the digital design problem and decompose it in order to develop a solution. They create an algorithm for the game and relate this to an OOP approach. As a group or in pairs they implement a solution to build a computer game using OOP principles. Finally, they evaluate the end product (the game) and the solution.</p> <p>In this unit students will evaluate information systems that support learning and create an educational digital solution. Learning opportunities include creating an educational game or learning object to educate their peers using a general-purpose programming language. Students will apply a range of skills and processes in the production of digital solutions. They will:</p> <ul style="list-style-type: none"> <li>analyse data to model a real-life object or event, with consideration to gaming mechanics</li> <li>investigate how data including text, images and sound are represented in binary, and implications for game design</li> <li>define and decompose real-world problems, considering functional, technical, social and usability constraints</li> <li>investigate how game mechanics influence user experience and apply those principles to the user experience design</li> <li>use algorithms including flow charts, storyboards and pseudocode to design their solution</li> <li>test algorithms for accuracy</li> <li>evaluate how well needs are met by digital solutions and information systems, and evaluate them against criteria including innovation, risk and sustainability</li> <li>learn and apply project management techniques, such as resourcing, sequencing and task identification, considering safety and sustainability and setting and applying protocols for collaborating online</li> <li>explore emerging technologies, such as virtual reality.</li> </ul>

**Year 9/10 Combined Classes**

The C2C Units will be on a two year rotation due to our combined year 9 and 10 cohort and will be differentiated accordingly to cater for the multi-aged classroom. The 2018 units will follow the content of the year 9 units. 2019 units will follow the content of the year 10 units.

**Elective Subjects:** Students can select two elective subjects – one from line A and one from line B. They can also opt to change some elective subjects from term to term others can only leave after a Semester.

YEAR 9/10	TERM 1		TERM 2		TERM 3		TERM 4	
<b>ENGLISH</b> 3 x 70 mins	<p><b>Unit 1: Understanding and analysing satire in texts</b></p> <p>Students read, view and analyse the techniques used in satirical texts. Students write an analytical response to analyse and interpret techniques of satire that influence audience interpretation and response.</p>	<p><b>Unit 2: Reading and comprehending a novel</b></p> <p>Students read, analyse and evaluate a 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 examine elements of creative writing and the stylistic features of authors.</p> <p>Assessment involves students creating an imaginative transformation - a short story that contributes an additional scene to the narrative of a novel. Using the narrative viewpoint of a secondary character, the imaginative transformation will provide a unique perspective on characters, settings and events taken from the original novel as well as advancing a social, moral and/or ethical message that responds to an issue from the text.</p>	<p><b>Unit 3: Responding to poetry</b></p> <p>Students examine how poetry can be used to develop social, moral &amp; ethical perspectives on issues that are relevant to particular audiences &amp; contexts. They examine stylistic features, text structures &amp; language features in poetry &amp; consider how these elements combine to privilege perspectives. Students also consider technical aspects of poetic forms such as odes, elegies, ballads &amp; sonnets, producing their own poetic texts.</p> <p>For assessment, students complete three tasks. The first task requires students to create an original poem in response to an important issue. The second task involves students explaining and justifying their choices in stylistic features, text structures and language features. The final task requires students to perform their poem to their peers in an entertaining and engaging manner.</p>	<p><b>Unit 4: Responding to a Shakespearean drama</b></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.</p> <p>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><b>Unit 5: Responding to interpretations of Shakespeare in film</b></p> <p>Students view a film interpretation of a Shakespearean play. They create a film review using 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><b>Unit 6: Evaluating representations in news media texts</b></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.</p> <p>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>		
<b>MATHEMATICS</b> 3 x 70 mins	<p><b>Unit 2: Linear and non-linear relationships and patterns and algebra</b></p> <p>Students have opportunities to develop understandings of:</p> <p><b>Patterns and algebra:</b> - Apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, formulate and solve problems involving algebraic fractions, expand and factorise quadratics.</p> <p><b>Linear and non-linear relationships:</b> Explore connections between algebraic and graphical representations; make generalisations in relation to parallel and perpendicular lines; identify the solution to two intersecting linear equations; apply graphical and substitution methods to find solutions and solve contextualised problems; formulate and solve real-life problems involving monic quadratic expressions and equations; adapt graphing techniques to solve problems involving monic quadratics; make connections between functions and their graphical representations and extend application of graphing techniques from linear functions to parabolas; circles and exponential functions.</p>		<p><b>Unit 4: Linear equations</b></p> <p><b>Unit 1: Trigonometry</b></p> <p>Students have opportunities to develop understandings of:</p> <p><b>Pythagoras and trigonometry</b> - revise Pythagoras' theorem and solve contextualised problems; apply the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions; and solve contextualised trigonometric problems including surveying and orienteering.</p> <p><b>Linear and non-linear relationships</b> - represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically.</p>		<p><b>Unit 3: Geometric reasoning, data representation and interpretation, and using units of measurements</b></p> <p>Students have opportunities to develop understandings of:</p> <p><b>Using units of measurement</b> - Recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids.</p> <p><b>Geometric reasoning</b> – Recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties.</p> <p><b>Data representation and interpretation</b> – Develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations, calculate statistical measures of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports.</p>		<p><b>Unit 4: Interest</b></p> <p><b>Unit 1: Probability</b></p> <p>Students have opportunities to develop understandings of:</p> <p><b>Money and financial mathematics</b> - recall simple and compound interest formulas, calculate simple and compound interest, connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions and solve financial problems involving compound interest and loans.</p> <p><b>Chance</b> - describe the results of two- and three-step chance experiments, assign and determine probabilities including conditional probability and investigate the concepts of dependence and independence</p>	
<b>SCIENCE</b> 3 x 70 mins	<p><b>Unit 1: Life blueprints</b></p> <p>Students will explore genetics and heredity. They will examine the relationship between DNA, genes, alleles and the heritable traits of an organism. Students will describe</p>	<p><b>Unit 2: Life evolves</b></p> <p>Students will build on their knowledge of genetics and inheritance gained in Science Year 10 Unit 1 <i>Life blueprints</i>. They will develop an understanding of how the diversification of life from</p>	<p><b>Unit 3: Chemistry isn't magic</b></p> <p>Students will collect and analyse data to identify patterns in atomic structure and the properties of elements and how these relate to the organisation of the</p>	<p><b>Unit 4: Chemical reactions matter</b></p> <p>Students will explore the factors that affect reaction rates through observation and experimentation. Students will plan, conduct, evaluate and</p>	<p><b>Unit 5: Moving along</b></p> <p>Students will explore and apply Newton's three laws of motion to predict, describe and calculate the effect of forces on the motion of objects. They develop questions and hypotheses, assess</p>	<p><b>Unit 6: Energy of motion</b></p> <p>Students will investigate the impact of forces and energy on the motion of objects. Students will use the laws of motion and the Law of Conservation of Energy to predict,</p>	<p><b>Unit 7: Global systems</b></p> <p>Students will explore how Earth is composed of four interacting and dynamic 'spheres', within which the global systems and cycles operate. These are the lithosphere,</p>	<p><b>Unit 8: The universe</b></p> <p>Students understand that the universe is made up of a variety of features, including galaxies, stars and solar systems, and that the Big Bang theory can be used to explain the origin of the universe. They</p>

<p>and compare the two main forms of cell division in eukaryotes and explain how genetic material is transferred from parent to offspring during cell division. They will examine how meiosis and mutation contribute to genetic variety between organisms. Students will analyse different patterns of inheritance for autosomal and sex-linked crosses and use Punnett squares to predict genotypes and phenotypes of offspring from different genetic crosses. They will consider how genetic diseases are inherited and analyse a multi-generational pedigree to describe patterns of inheritance. Students will explore how genetic research is applied to areas such as genetic modification and genetic testing and consider the impacts of these on society and individuals, including ethical considerations.</p> <p>This unit precedes Unit 2: Life evolves.</p>	<p>a single ancestral species is explained by Darwin's theory of evolution by natural selection. Students will research the development of the theory of evolution and how ideas have been refined over time by a range of scientists as new evidence becomes available. They will consider how technological advancements have contributed to the advancement of evolutionary theory and model and understand the mechanisms that explain the ways in which evolution can occur. Students will critically analyse the validity of evolutionary evidence found in secondary sources and communicate their understanding of the theories and processes of evolution using scientific language, conventions and representations.</p> <p>This unit follows Unit 1: Life blueprints.</p>	<p>periodic table. They use scientific knowledge of an atom's electron arrangement to predict the formation of ions. Students make predictions and draw conclusions from experimental data about the products of chemical reactions, and represent reactions in balanced chemical equations. They will examine how scientific understanding of the atomic model has been refined over time.</p> <p>This unit precedes Unit 4: Chemical reactions matter</p>	<p>report on an investigation into reaction rate of a chemical process. They will examine different types of reactions and consider the usefulness of the products. Students will consider how the development of useful products and chemical processes, particularly polymers and pharmaceuticals, have been driven by societal needs, and the impact this has had on society and the environment. They will explore how traditional knowledge has led to the development of new pharmaceuticals and issues related to intellectual ownership of the knowledge of these products.</p> <p>This unit follows on from unit 3 Chemistry isn't magic</p>	<p>risks, and consider accuracy when using a range of methods, including the use of digital technologies, to collect reliable data. Students will analyse data and draw conclusions using their knowledge of Newton's laws of motion. They will explain sources of uncertainty and describe ways to improve experimental methods to improve data quality.</p> <p>This unit precedes Unit 6: Energy of motion.</p>	<p>describe and explain the consequences of the rapid changes in the forces and energy acting during collisions. They will evaluate vehicle safety features using their knowledge of force and motion. Students will use their understandings to design an energy-absorbing feature and explain the changes in motion using physics concepts and experimental results.</p> <p>This unit follows on from Unit 5: Moving along</p>	<p>hydrosphere, atmosphere and biosphere. Students will consider how matter cycles within and between these spheres, such as in the carbon cycle and the water cycle, and use scientific knowledge to evaluate how humans have influenced flow between these systems. They will design and conduct reliable and fair fieldwork investigations to collect, analyse and evaluate data related to carbon emissions produced by human activity and consider the role of the biosphere in carbon storage. Students will explore approaches used to minimise carbon emissions and methods of sequestering carbon. They will also consider how ethical decision making in relation to global systems could improve the state of the planet.</p>	<p>outline the Big Bang theory and review evidence supporting the theory. Students identify the limitations of the Big Bang theory and recognise that theories are revised and scientific ideas change over time, as new evidence is gathered. They examine different types of star life cycles and investigate the contributions that technology has made to increased knowledge of stars over time. Students understand that light from stars provides information about composition and relative motions of galaxies. They examine information related to theories about the origin and fate of the universe. Students summarise how understandings of the universe have changed through new discoveries due to improved technologies. They develop an understanding of Aboriginal peoples' and Torres Strait Islander peoples' use of astronomical knowledge and link selected spinoffs from space research to everyday applications. Students examine recent developments in astronomy and identify new career opportunities.</p>
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<p><b>HISTORY &amp; GEOGRAPHY</b> 2 x 70 mins</p>	HISTORY		GEOGRAPHY	
<p><b>Unit 1: World War II (1939–45)</b> Inquiry question:</p> <ul style="list-style-type: none"> <li>How did the nature of global conflict change during the twentieth century?</li> <li>What were the consequences of World War II? How did these consequences shape the modern world?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>explore the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression</li> <li>use evidence to explore the course of events during World War II</li> <li>use a range of primary and secondary sources to explore the Australian experience during World War II, including home front experiences, international relationships, the fall of Singapore, POWs, Indigenous involvement and the significance of the Kokoda campaign</li> <li>use sources to explore significant events such as the Holocaust and the use of the atomic bomb during World</li> </ul>	<p><b>Unit 2: Rights and freedoms (1945 to the present)</b> Inquiry question:</p> <ul style="list-style-type: none"> <li>How was Australian society affected by other significant global events and changes in this period?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>explore the origin and significance of human rights as well as the background to the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights and freedoms before 1965</li> <li>investigate the causes, effects and significance of the Stolen Generations</li> <li>investigate continuity and change in the civil rights for Aboriginal peoples and Torres Strait Islander peoples over time</li> <li>investigate methods used by civil rights activists to achieve change for Aboriginal peoples and Torres Strait Islander peoples</li> <li>examine the significance of the United Nations Declaration of the Rights of Indigenous Peoples to Aboriginal peoples and Torres Strait Islander peoples.</li> </ul>	<p><b>Unit 1: Geographies of human wellbeing</b> Key inquiry questions:</p> <ul style="list-style-type: none"> <li>How can the spatial variation between places and changes in environments be explained?</li> <li>What management options exist for sustaining human and natural systems into the future?</li> <li>How do world views influence decisions on how to manage environmental and social change?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at a range of scales, including the geographical contexts in Australia Africa and a country in the Asia region</li> <li>discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus</li> <li>select, record and organise relevant geographical data and information, from a range of appropriate sources to identify causes of global differences in the measures of human well-being between</li> </ul>	<p><b>Unit 2: Environmental change and management</b> Key inquiry questions:</p> <ul style="list-style-type: none"> <li>How can the spatial variation between places and changes in environments be explained?</li> <li>What management options exist for sustaining human and natural systems into the future?</li> <li>How do world views influence decisions on how to manage environmental and social change?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at a range of scales, including the geographical contexts of Australia and one other country</li> <li>develop geographically significant questions and plan an inquiry for a for a selected environment and the challenges it faces that follows geographical methods and applies geographical concepts</li> <li>select and record relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources to</li> </ul>	

	<p>War II</p> <ul style="list-style-type: none"> <li>review the legacy of World War II with a particular focus on Australia's significant role in United Nations peacekeeping.</li> </ul>		<p>countries</p> <ul style="list-style-type: none"> <li>evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to predict outcomes about changes</li> <li>represent multi-variable data in a range of appropriate forms, for example, spatial differences in well-being within and between countries in arrange of appropriate forms</li> <li>represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate</li> <li>apply geographical concepts to synthesise information from various sources to explore programs designed to reduce the gap between differences in well-being within and between countries</li> <li>draw conclusions based on the analysis of data information taking into account alternative points of view on differences in well-being within and between countries, and evaluate programs designed to reduce the gap between differences in well-being within and between countries</li> <li>present arguments and explanations using geographical terms</li> </ul>	<p>investigate how environmental functions support life and the major challenges to sustainability</p> <ul style="list-style-type: none"> <li>apply geographical concepts to synthesise information from various sources to identify environmental worldviews that influence how people perceive and respond to an environmental issue, including those of Aboriginal peoples and Torres Strait Islander peoples</li> <li>collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of primary and secondary sources for selected environment evaluate sources for their reliability, bias and usefulness</li> <li>evaluate sources for their reliability, bias, usefulness and taking into account alternative points of view</li> <li>present findings in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate</li> <li>reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal</li> </ul>
<p><b>HEALTH AND PHYSICAL EDUCATION</b> 1 x 70 mins</p> <p><b>Personal, social and community health (Health)</b></p>	<p><b>Unit 1: Looking after myself and others</b></p> <p>In this unit students will identify situations where they may be at risk and how to respond in these situations using a variety of different techniques including CPR and First Aid. Students will conduct a survey within their school community to identify a health concern facing adolescents. They will use this information to write recommendations and design a campaign to overcome the identified health concern.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>identify situations where risks may be taken and the responses of adolescents to these situations</li> <li>plan practise responses to emergencies where first aid(including safe blood practices) and possibly CPR may need to be administered</li> <li>identify external influences that impact on adolescents ability to make healthy and safe choices – such as body image, mental health(depression, stress, anxiety), peer pressure, taking alcohol and other drugs</li> <li>evaluate responses and propose and practise appropriate responses to these situations</li> <li>explore responsibilities of adolescents in risk situations</li> <li>explore the management of situations where their own and others health, safety and wellbeing may be at risk</li> <li>plan, implement and critique strategies to enhance the safety and wellbeing of their communities</li> </ul>	<p><b>Unit 2: Cultural connections</b></p> <p>In this unit, students examine how migration and cultural identity has influenced the physical activity choices of Australian's and their communities. They examine characteristics of ethical decision making and how it contributes to respectful relationships. They will explore diversity and identify attributes of community wellbeing and will investigate how local physical activity groups support community connections and wellbeing.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>identify how migration has influenced Australia's cultural identity</li> <li>discuss how migration has affected the physical activity choices of Australians</li> <li>recognise characteristics of respectful relationships</li> <li>understand how empathy and ethical decision making contribute to respectful relationships</li> <li>understand the importance of demonstrating empathy and ethical decision making when writing a blog</li> <li>explore the concept of community wellbeing</li> <li>examine how physical activity groups demonstrate characteristics outlined in the Queensland plan</li> <li>investigate how physical activity created community connections.</li> </ul>	<p><b>Unit 3: I can influence others</b></p> <p>In this unit, students analyse different cultural norms and expectations with regard to alcohol and drugs. They will investigate risk taking behaviours and assess realistic responses to being encouraged to take unnecessary risks and compare personal decisions with regard to alcohol and drugs. Investigate the role of social media in decision making behaviours with regard to alcohol/drugs and access services available to support and provide advice on alcohol related issues. Students will critique campaigns with regard to alcohol and drugs, ascertain their effectiveness and create and evaluate interventions to promote wise use of alcohol and/or drugs.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>examine the health information available to adolescents with regard to alcohol/drugs</li> <li>analyse different cultural norms and expectations with regard to alcohol/drugs and the influence this has on decision making and actions</li> <li>investigate risk taking behaviours of adolescents and assess realistic responses to avoid being encouraged to take unnecessary risks</li> <li>compare personal decisions with regard to use and abuse of alcohol/drugs and acknowledge the right of others to act differently and change their minds</li> <li>investigating the role of social media in decision making and behaviours with regard to alcohol/drugs</li> <li>assess the services available to support and provide advice on alcohol related issues and critique campaigns re alcohol/drugs – One punch can kill, WACO, Be the influence, Safe party precinct, no 2nd chance and ascertain effectiveness of the campaigns</li> <li>create and evaluate interventions (multimodal and visual in paper based and/or digital modes) to promote wise use of alcohol/drugs</li> <li>implement campaigns in various forums to promote messages to peers in relation to positive health behaviours with regard to alcohol/drugs</li> </ul>	<p><b>Unit 4: Excellence in health</b></p> <p>In this unit, students will investigate health practices throughout the community. They will use their knowledge of health practices to enhance the health of others and connections to the community</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>evaluate health information from a range of sources and apply the information to health decisions and situations</li> <li>critique behaviours and factors that influence the health and wellbeing of their community</li> <li>plan and evaluate new and creative interventions to promote connections to the community</li> <li>devise, implement and refine strategies demonstrating leadership and collaboration when planning and implementing activities related to health excellence.</li> </ul>

<b>HEALTH AND PHYSICAL EDUCATION</b> 1 x 70 mins  <b>Movement and physical activity</b> (Movement)	<b>Unit 1: Throw it, Pass it, Shoot it</b> In this context, students will evaluate and refine their skills around throwing and catching in Gridiron and Swimming.  Students will: <ul style="list-style-type: none"> <li>develop peer evaluation and feedback techniques through refinement of throwing and catching skills.</li> <li>evaluate and refine skills</li> <li>solve challenges involving performing in gridiron and swimming.</li> </ul>	<b>Unit 2: Athletics: Spirit of the Disc</b> In this unit students will demonstrate leadership, fair play and cooperation. They will transfer understanding from previous movement experiences and create solutions to movement challenges when playing ultimate disc. Practical unit will also involve skills and drills related to athletics events. The unit will culminate in the school athletics carnival. They will purpose and develop a workout that targets cardiovascular and muscular endurance within athletics.  Students will: <ul style="list-style-type: none"> <li>explore the jump and throw movement skills</li> <li>develop skills to perform the jumps and throws</li> <li>use feedback to improve accuracy and control</li> <li>perform jump and throw movement skills.</li> <li>Learn various athletics events.</li> <li>Learn how to apply specialised movement skills.</li> <li>Participate in a whole school athletics carnival.</li> </ul>	<b>Unit 3: Fitness and the body</b> In this unit, students will purpose and develop a workout that targets cardiovascular fitness and muscular endurance. They will monitor heart rates to determine changes during activities of varying intensities.  Students will: <ul style="list-style-type: none"> <li>determine how and why the body responds to exercise</li> <li>develop techniques for taking personal heart rate readings</li> <li>determine different exercises or sports that will raise the human heart rate by 70% of the maximum heart rate.</li> <li>Identify types and intensity of physical activities</li> </ul>	<b>Unit 4: Badminton: Clear the net</b> In this unit, students will participate in a range of badminton activities.  Students will: <ul style="list-style-type: none"> <li>Work collaboratively within groups</li> <li>Apply new and challenging movements. eg hitting and serving</li> <li>Design and apply solutions to movements when playing singles and doubles.</li> </ul>
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**ELECTIVE SUBJECTS – LINE A**

<b>VISUAL ART</b> 2 x 70 mins	<p align="center"><b>UNIT: I am...</b></p> In this topic, students will create a series of experimental artworks in response to the concept of self and resolve a mixed media artwork that demonstrates a personal approach to the concept of self. They will respond to artworks through an individual artist statement that demonstrates understanding of the ways that artists have influenced their own making. Students will also respond to artists' work from a range of different cultures, times and places, including the work of Aboriginal peoples and Torres Strait Islander peoples, and international artists through a written essay for an exhibition catalogue that explores the concept of self from different cultures, times and places. Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artwork of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks. For this topic, students will require ready access to ICT at a whole-class, small-group and individual level.	<p align="center"><b>UNIT: "That's Cloncurry"</b></p> In this topic, students will create a series of experimental artworks in response to the concept of Cloncurry and resolve a sculpture that demonstrates a personal approach to illustrating one of the "Stories of Cloncurry". They will respond to artworks through an individual artist statement that demonstrates understanding of the ways that artists have influenced their own making. Students will also respond to artists' work from a range of different cultures, times and places, including the work of Aboriginal peoples and Torres Strait Islander peoples, and international artists through a written essay for an exhibition catalogue that explores the concept of self from different cultures, times and places. Making and Responding are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artwork of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks. For this topic, students will require ready access to ICT at a whole-class, small-group and individual level.
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<b>DESIGN TECHNOLOGIES:</b>  <b>Food and Fabrication</b>  2 x 70 mins	<p align="center"><b>Unit Title: Make a Smart Food Choice</b></p> <b>Unit Overview:</b> This unit will focus on food and nutrition and how they affect people with different lifestyles. It will explore briefly the nutritional disease and how the incidents of such disease s can be minimized in our society today. How far does our lifestyle and diet affect our wellbeing and how can we modify our habits to live a healthier lifestyle and deal better with stress. Students will design a solution to a nutritional issue. <ul style="list-style-type: none"> <li></li> </ul>	<p align="center"><b>Unit Title: Interior Designing</b></p> <b>Unit Overview:</b> This unit allow students to explore the concept of interior design and how they can influence and create their own idea to affect an outcome. Students will interpret and analyse a range of mediums and select an outcome to solve a problem. Students will be able to draw on information they have learn to solve a design problem and create a products to be using in a home environment	<p align="center"><b>Unit Title: Cultural Cookery</b></p> <b>Unit Overview:</b> This units Key Guiding Questions: <ol style="list-style-type: none"> <li>What is Australian cuisine?</li> <li>Mention 3 countries that have influenced Australian eating patterns</li> <li>Takes students through the different cultures that have influenced our current food trends by taking a look at different cuisines</li> </ol> The desired result is that students understand that. <ul style="list-style-type: none"> <li>Safe behaviour and strategies appropriate to the kitchen.</li> <li>Food in Australia is influenced by different countries.</li> <li>Different countries have different cuisines.</li> <li>Impact of multiculturalism on the Australian cuisine.</li> </ul> Components of specific cuisines.	<p align="center"><b>Unit Title: Cooking for Special Occasion</b></p> <b>Unit Overview:</b> Cooking is a major part of most of the entertainments in our lives. It is an art that most of us will find important to master as we will need it one day in our lives. Setting of the table, cooking different courses of the meal and food presentation is all part of food entertainment.
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<b>DESIGN TECHNOLOGIES:</b>  2 x 70 mins	<p align="center"><b>Unit Title: CO2 Dragsters</b></p> Students will design and construct a vehicle to travel a distance of 20m in the fastest possible time using power provided by a standard CO2 cartridge. In this unit students will learn: <ul style="list-style-type: none"> <li>Fluid dynamics (aerodynamics).</li> <li>The application of aerodynamics in the real world.</li> <li>Workshop safety.</li> <li>How to conduct a risk assessment.</li> <li>Advanced timber shaping techniques.</li> <li>Finishing preparation techniques.</li> <li>Basic physics principles; force = mass x acceleration</li> </ul>	<p align="center"><b>Unit Title: BBQ Tray</b></p> In this unit students will design a BBQ Tray to carry certain objects of weight and size. Students will be provided with resources to build the BBQ Tray and an exemplar is provided to generate ideas. Key topic covered will include: <ul style="list-style-type: none"> <li>Various examples of edging.</li> <li>Types of ply wood and their limitations.</li> <li>Composite materials</li> <li>Surface finishing</li> <li>Handle types and their limitations</li> </ul>	<p align="center"><b>Unit title: Mouse trap racers</b></p> For this unit, each student will be given the same design-brief, specification to design and build their very own vehicle that is to be powered by the spring movement of a mouse trap. Students are to use pre-existing interlocking block modelling systems i.e. Lego blocks, wheels and pulleys. Throughout this project students will go through the design process. This will develop an understanding for the holistic design process. In this unit students will: <ul style="list-style-type: none"> <li>Develop a solution to solve a real life problem.</li> <li>Sketching ideas.</li> <li>Develop researching skills using the internet.</li> <li>Develop an Understand the properties of basic engineering forces.</li> <li>Construct a vehicle using modelling systems such as Lego or Macarno.</li> <li>Testing their design for speed over a short distance and the total distance that it can travel.</li> <li>Evaluating their design once tested.</li> </ul>	<p align="center"><b>Unit title: First Aid Kit</b></p> This unit will cover timber jointing as its main focus. Students will construct a first aid kit using the following joints; dove tail, cross halving joint and housing joint and they are to enhance their technical drawing skills which focuses on isometric and orthographic drawings. Students will be required to: <ul style="list-style-type: none"> <li>Read and interpret working drawings and measurements</li> <li>Perform accurate measurements</li> <li>Produce timber joints using a range of hand tools</li> <li>Apply a range of finishing techniques</li> <li>Provide isometric and orthographic images of the first aid kit</li> </ul>
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**ELECTIVE SUBJECTS – LINE B**

<b>MEDIA</b>	<p style="text-align: center;"><b>UNIT 1 - Film</b></p> <p>This unit students will explore how Media Arts conventions are manipulated to construct new and alternative points of view in film through representation and communication of social and cultural values and beliefs.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>Analyse and evaluate methods of communicating stories and points of view</li> <li>Explore structure, intent, character, settings and genre conventions.</li> </ul>	<p style="text-align: center;"><b>UNIT 2 - Animation</b></p> <p>In this unit students will be learning the basic principles of animation. Students will be researching the history of animation, which is creating the illusion that a stationary object is moving, examining different forms of animation (hand-drawn, stop motion, computer generated) and will be creating their own animations.</p>	<p style="text-align: center;"><b>UNIT 3 – TV Advertisement</b></p> <p>In this unit, students will be researching and analysing a number of different mediums of advertising, particularly those that use popular media (television and internet). The students will be learning how images, sounds and text are used in particular ways to construct different meanings in a media text.</p>	<p style="text-align: center;"><b>UNIT 4 –Music Video</b></p> <p>In this unit students will be examining the genre of music videos. The students will be introduced to the history of music videos from the 1960s to today, looking particularly at Michael Jackson’s Thriller – a turning point from performance videos to mini-films. After analysing the camera techniques, shot types and general structure of modern music videos, the students will then have the opportunity to plan, film and edit their own music video.</p>
<b>JAPANESE</b>  <b>2 x 70 mins</b>	<p><b>Unit 1 – What are social issues?</b></p> <p>Students are exploring a range of social issues encountered by youth today such as technology addiction, cyberbullying, and social withdrawals. Students will examine the similarities and differences between youth-related issues in Japan and Australia, and will also determine ways in which different cultures communicate about these issues. Throughout this unit, students will use written and spoken Japanese to share their experiences and views related to their social worlds. Students will learn to use the how to use ㇿ form of verbs to express preferences, permission and prohibition and to describe past experiences. Students will also develop a greater understanding of the function of different scripts within a text, and will appropriately use kanji, hiragana, and katakana in their written work.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>Encounter authentic language in a range of spoken and written texts about youth-related social issues.</li> <li>Use a range of language to discuss their own perspectives on youth and technology use.</li> <li>Analyse different perspectives on youth-related social issues.</li> <li>Investigate how globalisation influences language relating to technology.</li> </ul>	<p><b>Unit 2 – How do you take a ‘time out’?</b></p> <p>Students are learning about the leisure activities enjoyed by families and young people in Japan, as well as exploring popular places to visit in one’s leisure time. Students will examine the similarities and differences between leisure activities and places in Japan and Australia, and will identify the way in which culture has influenced this. Throughout this unit, students will learn to discuss what a person is currently doing, invite people to participate in leisure activities, accept or decline invitations, suggest alternative options, and arrange an outing with friends. Students will also learn how to use the plain form of verbs.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>Identify and reflect on similarities and differences between popular leisure activities in Japan and Australia.</li> <li>Successfully differentiate between hiragana, katakana, and kanji when reading a text.</li> <li>Apply key grammar patterns and vocabulary to successfully extract information from extended and complex spoken and written texts.</li> <li>Use their knowledge of textual characteristics and features to predict unfamiliar words and expressions.</li> </ul>	<p><b>Unit 3 – What is the best job in the world?</b></p> <p>Students are learning language and culture relating to youth employment in Japan. Students will examine how language and culture influence their hopes, dreams and aspirations in the context of teenage life. Students will also identify similarities and differences in the aspirations of Japanese and Australian teenagers. Students will ask and respond to questions about what they are good at and like to do, as well as learn to discuss what they would like to do in the future. Students will also be able to give reasons for their chosen career.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>Analyse information about types of employment.</li> <li>Use Japanese to respond to a job advertisement.</li> <li>Reflect on intercultural experiences, their own language use and cultural values associated with youth employment.</li> </ul>	<p><b>Unit 4 – What are different youth subcultures?</b></p> <p>Students are exploring how young people in Japan and Australia engage with subcultures as a form of self-expression. Students will learn to discuss and compare of young people’s interests, activities and lifestyles in both Japan and Australia. Students will examine fashion, music, anime, technology, and other popular cultural influences on youth today. Students will also examine key values of Japanese society, and identify how these influence various subcultures.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>Discuss different youth subcultures and explore identity and self-expression.</li> <li>Analyse and present information about youth subcultures in Japan.</li> <li>Reflect on their own identity in relation to youth subcultures.</li> <li>Discuss cultural values that are evident in youth subcultures.</li> </ul>
<b>Digital Technologies</b>  <b>2 x 70 mins</b>	<p><b>Unit 1: Networking in Digital Systems</b></p> <p>In this unit students will learn how digital systems function and interact. Students investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems. Furthermore, students evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise. At the conclusion of the unit students will be able to</p> <ul style="list-style-type: none"> <li>Evaluate proposed information systems and their solutions in terms of risk, sustainability and potential for innovation</li> <li>Demonstrate sound understanding of the interactions between hardware, software and users</li> <li>Identify correctly how information is linked together in a network</li> <li>Demonstrate knowledge of correct terminology related to data transmission</li> <li>Draw a diagram of an extended star network</li> </ul>		<p><b>Unit 2: Creating Games</b></p> <p>In this semester students will design a game using the Scratch 2 interface</p> <p>Students examine the elements of effective game design. Games have become a common and popular media for conveying huge amounts of information on a wide variety of topics. Games also allow the player to experience emotions and events that they have only a small chance of experiencing in their own lives. Students will be examining a number of different games to decide what characteristics make a good game. Students will be learning how to make a simple and effective game that will appeal to other 9/10 Digital Technologies students. Extensions to the original Scratch template will demonstrate higher level understanding of the conventions and techniques in game design.</p> <p>Students will learn to</p> <ul style="list-style-type: none"> <li>Explain simple data compression, and why content data are separated from presentation.</li> <li>Students plan and manage digital projects using an iterative approach.</li> <li>They define and decompose complex problems in terms of functional and non-functional requirements.</li> <li>Students design and evaluate user experiences and algorithms.</li> <li>They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities.</li> <li>They take account of privacy and security requirements when selecting and validating data.</li> <li>Students test and predict results and implement digital solutions.</li> <li>They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.</li> </ul> <p>They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.</p>	
<b>MUSIC</b>  <b>2 x 70 mins</b>	<p><b>Unit 1: Parody Music</b></p> <p>In this unit students will focus on developing their understanding of the musical elements. Students will explore different parody music and how they relate to one another.</p> <ul style="list-style-type: none"> <li>practise and rehearse to refine a variety of performance repertoire</li> <li>perform music applying techniques and expression to interpret the composer’s use of elements of music</li> <li>analyse a range of music from contemporary and past times that includes parody genres to explore differing viewpoints and enrich their music making, starting</li> </ul>	<p><b>Unit 2: Protest</b></p> <p>In this unit students make and respond to music by exploring music that has been used during protests and political unrest.</p> <ul style="list-style-type: none"> <li>improvise and arrange protest music involving aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance</li> <li>manipulate combinations of the elements of music in music that involves using technology and notation</li> <li>perform music, of various styles and genres, applying techniques and expression to interpret the composer’s use of elements of music</li> </ul>	<p><b>Unit 3: Video game music</b></p> <p>In this unit students respond to the concept of music in video games. Students will explore the development of video game music including Mario and Uncharted discovering how video games have been enhanced by the inclusion of music.</p> <ul style="list-style-type: none"> <li>evaluate a range of music and compositions that involves various styles and genres of video games to inform and refine their own compositions and performances</li> <li>analyse a range of music from contemporary and</li> </ul>	<p><b>Unit 4: Program music</b></p> <p>In this unit students will explore program music and how composers were able to communicate a story through music.</p> <ul style="list-style-type: none"> <li>evaluate a range of music and compositions that involves various styles and genres to inform and refine their own compositions and performances</li> <li>analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples, and consider music in international contexts</li> <li>perform music, involving a fusion of various styles</li> </ul>

			<p>past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples, and consider music in international contexts</p> <ul style="list-style-type: none"> <li>perform music applying techniques and expression to interpret the composer's use of elements of music</li> </ul>	<p>and genres, applying techniques and expression to interpret the composer's use of elements of music</p>
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