Dysart State High School

Whole-School Curriculum Plan — 7–10

2018

(Aligned to version 8 of the Australian Curriculum)

English – Year 7					
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**	**UNIT 5**	**UNIT 6**
Persuasion in advertisements and speeches	**Reading and creating life writing: biographies**	**Reading and creating life writing: literary memoirs**	**Reading and interpreting literature about Australia and Australians**	**Examining representations of Australia and Australians in literature**	**Exploring poetry and songs**
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.	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.	Students continue their study of life writing by reading and analysing autobiographical narratives, including pictures books. They identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event. Students create a literary memoir inspired by an abstract noun, adapting stylistic features of literary texts.	Students listen to, read and view literature about Australia and Australians, including the close study of a literary text. Students demonstrate their understanding of the literary text by responding to comprehension questions. They also explore ideas and viewpoints about events, issues and characters represented in the text. Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. They create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition.	Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments. Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text.	Students listen to, read and interpret a variety of poems and songs including those that put forward different perspectives on a variety of issues. They analyse the text structure 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.

English – Year 8					
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**	**UNIT 5**	**UNIT 6**
Representations of teens in texts	**Representing human experience**	**Understanding how texts communicate ideas about values**	**Expressing viewpoints on ethical issues in a drama text**	**Creating short stories**	**Analysing digital texts**
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.	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, 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.	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.	Students examine a television drama series to understand how texts are constructed and meaning is created through combinations of modes and media. They read and view a selection of script excerpts and film clips to interpret stated and implied meanings. They identify, analyse and explain text structures and language features of scripts and television dramas that convey character, plot and issues. They examine characters and differing viewpoints on ethical issues raised in the text. 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 the drama text are explored and evaluated, and students appreciate how knowledge of other texts influences their responses.	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.	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 examine and create social-media profiles to understand how choices in content create meaning about individual characters.

English – Year 9					
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**	**UNIT 5**	**UNIT 6**
Examining representations of Australia's peoples, histories and cultures	**Exploring different perspectives**	**Interpreting texts and creating speculative fiction**	**Exploring ethical issues and manipulating language for effect**	**Evaluating characters in a novel**	**Examining perspectives on issues**
Students listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity. Students participate and interact in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's peoples, histories and cultures.	Students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs. Students analyse and evaluate how text structures and language features of personal memoirs, such as humour and figurative language, are designed to engage an audience and to evoke an emotional response to significant human experiences. Students respond creatively to memoirs and write an imaginative memoir.	Students listen to, read and view a variety of information and speculative fiction texts to produce close readings of these texts. In particular, students will examine how authors of information texts use text structures, language and visual features to present information, opinions and perspectives about issues commonly represented in works of speculative fiction. Students use their knowledge of literary texts to create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus. Students also examine and experiment with the features of hybrid texts and apply their knowledge of how authors create different levels of meaning in their writing to transform their speculative short story into a hybrid text.	Students read a drama text to comprehend ideas about human experiences in response to ethical dilemmas, such as justice, equity and prejudice. They explore how the social, cultural and historical contexts of a text influence its construction, analysing and evaluating representations in a drama text. They create an interview script that interprets and integrates ideas from the focus text, to construct representations of characters and a point of view about an ethical issue raised in the text. Students listen to, read and view a variety of literary and non-literary texts to understand the ways that text structures and language features are manipulated to construct meaning and position audiences to accept particular perspectives about social and ethical issues. Students apply understandings about the manipulation of text structures and language features to edit texts for greater precision and persuasive effect.	Students read extracts from a novel to understand how authors use text structures and language features to construct representations of characters, ideas and issues. They read, listen to and view texts that build their understanding of the ways particular text structures and language features are used for specific purposes and effects. They write an analytical essay, to evaluate how an author has constructed representations of a character, ideas and issues in the novel.	Students listen to, read and view literary texts to examine how authors present different perspectives on issues. Students also examine persuasive text structures and language features that influence an audience to accept a particular perspective. Students create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in a novel extract. Students also create a multimodal book trailer to engage audiences to read a familiar novel.

English – Year 10					
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**	**UNIT 5**	**UNIT 6**
Examining representations of Australia's peoples, histories and cultures	**Exploring different perspectives**	**Interpreting texts and creating speculative fiction**	**Exploring ethical issues and manipulating language for effect**	**Evaluating characters in a novel**	**Examining perspectives on issues**
Students listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity. Students participate and interact in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's peoples, histories and cultures.	Students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs. Students analyse and evaluate how text structures and language features of personal memoirs, such as humour and figurative language, are designed to engage an audience and to evoke an emotional response to significant human experiences. Students respond creatively to memoirs and write an imaginative memoir.	Students listen to, read and view a variety of information and speculative fiction texts to produce close readings of these texts. In particular, students will examine how authors of information texts use text structures, language and visual features to present information, opinions and perspectives about issues commonly represented in works of speculative fiction. Students use their knowledge of literary texts to create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus. Students also examine and experiment with the features of hybrid texts and apply their knowledge of how authors create different levels of meaning in their writing to transform their speculative short story into a hybrid text.	Students read a drama text to comprehend ideas about human experiences in response to ethical dilemmas, such as justice, equity and prejudice. They explore how the social, cultural and historical contexts of a text influence its construction, analysing and evaluating representations in a drama text. They create an interview script that interprets and integrates ideas from the focus text, to construct representations of characters and a point of view about an ethical issue raised in the text. Students listen to, read and view a variety of literary and non-literary texts to understand the ways that text structures and language features are manipulated to construct meaning and position audiences to accept particular perspectives about social and ethical issues. Students apply understandings about the manipulation of text structures and language features to edit texts for greater precision and persuasive effect.	Students read extracts from a novel to understand how authors use text structures and language features to construct representations of characters, ideas and issues. They read, listen to and view texts that build their understanding of the ways particular text structures and language features are used for specific purposes and effects. They write an analytical essay, to evaluate how an author has constructed representations of a character, ideas and issues in the novel.	Students listen to, read and view literary texts to examine how authors present different perspectives on issues. Students also examine persuasive text structures and language features that influence an audience to accept a particular perspective. Students create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in a novel extract. Students also create a multimodal book trailer to engage audiences to read a familiar novel.

Health and Physical Education: Personal, social and community health – Year 7			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Approaching adolescence	**I can make good decisions**	**Super snacks**	**Generations**
Students investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. They investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence **Note** – this unit contains some sensitive concepts, images and terminology related to puberty. Students: • examine the stage of growth known as adolescence and explore how society recognises this transition • examine how transition to adolescence impacts on personal identity • analyse a variety of emotional responses associated with adolescence investigate factors that influence emotional responses during adolescence • develop strategies to demonstrate empathy and sensitivity during adolescence • examine the benefits of diversity and inclusivity in adolescent relationships • examine increases in adult expectations during adolescence transition • develop decision-making skills for responsible problem solving • evaluate a range of strategies and resources for managing change during adolescence.	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: • investigate alcohol and drug information • discuss what drugs are and why people take them • examine drug classifications and laws that relate to adolescents • review skills for locating drug related information • evaluate the credibility of sources • investigate and analyse the health impacts of a range of drugs • understand the laws and regulations related to drug use. • develop skills to assist in good decision making when faced with drug related situations • recognise who to seek support from when faced with drug related situations • explore the concept of wellbeing in relation to alcohol and drug situations • establish strategies for promoting wellbeing amongst adolescents. This unit incorporates concepts from the Safe Night Out Education package.	Students engage in a variety of learning experiences about health information and its interpretation. Students investigate the Australian Guide to Healthy Eating and analyse food products to promote the health and wellbeing of individuals and others. Students: • understand the food servings recommended in the Australian Guide to Healthy Eating • interpret nutrition information panels and understand the information about food nutrients • discuss sustainable food choices • discuss adolescent health concerns • recognise how food consumption changes with age • analyse personal food consumption habits • interpret snack food labels and use them to choose snacks • investigate the snack food consumption of adolescents • investigate and apply actions to promote healthy snack food choices • use positive health and nutrition messages to promote healthy snacks to enhance the health and wellbeing of self and others.	Students identify what defines a family and how they are structured. They examine how different generations vary in their social and cultural values and experiences. They explore how to build and promote respectful relationships within family. Students explore mental illness and identify ways that respectful relationships with family can contribute to improving adolescent mental wellness. They investigate the role of physical activity in mental wellness and how this has changed between generations. Students: • examine the different types of generations and how changing relationships and experiences define them • investigate family structures and the benefits of family relationships • investigate ways to encourage respectful behaviours and reduce conflict within family relationships • examine mental health and mental illness and consider the impact on adolescents • investigate how and why physical activity levels vary between generations • examine ways that physical activity can help to strengthen family and community relationships.

Health and Physical Education: Movement and physical activity – Year 7			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
We dig it	**In the running**	**Master of Control**	**Shoots and scores!**
Students develop and apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity in volleyball. They apply and refine movement concepts and strategies in response to modifications made to volleyball game contexts. Students: • explore what is meant by respectful relationships, fair play and inclusivity • apply personal and social skills in activities and games • develop and refine the skills of the serve, dig pass, set and spike • apply movement concepts in different volleyball s contexts • apply personal and social skills that promote fair play and inclusivity • apply negotiation skills to select volleyball game modifications • participate in modified volleyball games • apply movement concepts of space awareness and effort awareness in modified volleyball games.	Students participate in a variety of activities to demonstrate control and accuracy when performing specialised jumping and throwing movement skills. Students: • examine and develop the athletic form for the phases of sprinting, long jump and shot put • examine the qualities of effective feedback • provide effective feedback to improve others' performance • use feedback to improve performance • perform the movement sequences with control and accuracy.	Students investigate and apply yoga related movement concepts and strategies to achieve movement and fitness outcomes in the context of Taekwondo. They apply elements of movement to compose and perform Taekwondo movement sequences. Students: • investigate the health- and skill-related components of fitness, basic muscle groups engaged, the range of motion at joints, core strength and bases of support in yoga and Taekwondo • develop yoga poses and Taekwondo-specific movements • develop and combine Taekwondo basic skill movements and Taeguek 1 poomsae sequence.	Students apply and refine movement concepts and street hockey skills in a variety of games and activities. They apply and refine offensive and defensive strategies to suit different movement situations in street hockey. Students: • become familiar with the rules and safety considerations of modified hockey • develop hockey skills and apply modified hockey skills and concepts • apply, transfer and refine offensive and defensive strategies in modified hockey games.

Health and Physical Education: Personal, social and community health – Year 8			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Food for life	**My decisions my life**	**My adolescent relationships**	**Cultural understandings**
Students investigate influences on food choices for adolescents. They explore dietary guidelines and make informed decisions to propose and implement an eating plan that will promote their own health and wellbeing. Students: • review the changes that are occurring throughout adolescence that impact on food choices • understand the concept of a balanced diet • understand the Australian Guide to Healthy Eating and how it applies to adolescents • understand the dietary guidelines for children and adolescents understand the physical health concerns for adolescents • understand how to determine the accuracy and validity of health information.	Students examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They 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: • identify values that are important to them. • examine the impact of changing values on adolescent identity and decision making • understand how values and emotions change when making decisions in varying alcohol and other drug related situations • identify types of drugs that are legal and illegal • understand the concerns adolescents have with regards to alcohol and other drugs • understand that personal decisions regarding alcohol and other drug use will have varied outcomes that impact on their identity • explore resources about alcohol and other drugs and select information that is relevant to adolescents • understand the importance of effective communication skills in situations involving alcohol and other drugs • demonstrate assertive communication in alcohol and other drug related scenarios • understand actions that demonstrate empathetic and sensitive behaviour towards others' decisions regarding alcohol and other drug use • understand the importance of looking after yourself and others • recognise alcohol and other drug related situations where adolescents may require help from others and identify the strategies which promote personal safety. This unit incorporates concepts from the Safe Night Out Education package.	Students recognise that they are becoming independent and explore risk taking behaviours. They explore respectful relationships with peers and how to conduct these relationships in real life and online. They explore a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social networking situations. Students: • investigate the impact of online technologies on identity development during adolescence • investigate how social networks contribute to adolescent health and wellbeing • examine the social and communication skills required to maintain respectful relationships • examine the risks associated with online relationships • investigate strategies and practices for adolescents to strengthen social networks.	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: • define family and kinship groups and how they contribute to wellbeing • understand how beliefs inform values and how values contribute to identity • recognise the seen and unseen parts that contribute to the culture of different groups • understand the behaviours that demonstrate respect and allow people to value diversity • examine how communities can support and enhance wellbeing • investigate how physical activity promotes cultural values and connects people, places and past events • understand the link between health practices and people's health beliefs and behaviours • examine how inclusivity and discrimination affect wellbeing.

Health and Physical Education: Movement and physical activity – Year 8			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Different strokes	**Get your motor running**	**Hardcore handball**	**Dance, divas and dudes**
Swimphony of strokes In this context, students develop their skills in swimming strokes, survival skills and strategies in order to apply these in a variety of situations. Students: • examine history and culture in the aquatic environment • examine pool safety and safe practice during aquatic activities • develop survival skills and techniques in aquatic environments • practice and refine swimming components and stroke sequences • apply survival strokes, skills, concepts and strategies in simulated rescue situations • apply and refine recognised swimming strokes. **OR** **Groovy greens** In this context, students develop their skills in golf strokes and strategies in order to apply these in a variety of situations. Students: • examine golfing history and culture • investigate golfing etiquette, scoring and safety • develop and refine their golf swing to perform full swings, chips and putts apply and refine their golf strokes and skills • apply strategies in a game or simulated game play.	Students investigate, develop and apply a personal fitness plan to improve fitness and movement skills within the context of touch football. They apply elements of space, time, effort and relationships to compose and perform touch football skill sequences. Students: • investigate the major movements involved with playing touch football and align these movements with the relevant components of fitness design and implement a personalised movement and fitness plan develop movement sequences using ruck and line attack.	Students apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They participate in a variety of handball games. They apply and refine movement concepts and strategies to suit different movement situations in handball. Students: • develop and apply personal and social skills to promote fair play and inclusivity in handball • apply and refine movement concepts and strategies in handball • evaluate and justify selection of strategies in handball.	Students develop movement skills related to dance from a variety of cultures. They investigate the stomp and hip hop genres and modify elements to form a sequence. Students: • explore and practise movement and sequences of selected cultural dances • apply the elements of movement to compose and perform a movement sequence.

Health and Physical Education: Personal, social and community health – Year 9			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Respectful relationships	**Sustainable health challenge**	**My social responsibility**	**Active Aussies?**
Note – This unit contains some sensitive concepts, images and terminology related to sexuality. The topic overview has alternative key ideas which are elaborated in the topic outline. The school will decide the most appropriate pathway taking into consideration available resources and the needs of the students. Students identify what respectful relationships are and how empathy and ethical decision making contribute. Students examine the changes they are going through as their sexuality and/ OR identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/ OR disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses, as they reflect on possible outcomes and make decisions in relationship contexts. Students: • understand the characteristics of positive and respectful relationships • understand how empathy and ethical decision-making contribute to respectful relationships • investigate how identity, socio-cultural factors and expectations influence the way adolescents think and act regarding sexuality and relationships OR investigate how identity, socio-cultural factors and expectations influence the way adolescents think and act regarding relationships • describe strategies to keep adolescents healthy and safe. analyse the consequences of sexual activity OR describe strategies to keep adolescents healthy and safe • analyse the consequences of sexual activity OR disrespectful relationships • examine how ethical decision-making contributes to safe and healthy relationship decisions • develop decision-making strategies to promote safe, healthy and respectful relationships.	Students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern. Students: • propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices • evaluate and apply health information from a range of sources to sustainable health decisions and situations • critique behaviours and contextual factors that influence the health and wellbeing of their communities • plan and evaluate strategies to enhance the health, safety and wellbeing of their communities.	Students explore public health and advertising campaigns to determine their effectiveness on adolescent choices about using alcohol and other drugs. Students examine norms and stereotypes surrounding adolescent alcohol and drug use. They investigate information about alcohol and other drugs; standard drinks; blood alcohol concentration and alcohol and drug laws. Students also examine scenarios and use the decision making process to be able to make smart choices in regards to alcohol and other drug use. Students: • consider whether drinking alcohol contributes to Australian culture • understand the external factors that influence their own and other adolescents' behaviours and attitudes towards alcohol and other drugs • analyse the influence of public health campaigns and advertising of alcohol and other drugs on adolescents • understand the differences between norms and stereotypes • understand how negative stereotypes regarding alcohol and other drug use by adolescents can be changed • consider how norms and stereotypes contribute to adolescents' expectations and behaviours regarding alcohol and other drugs • understand information related standard drinks and blood/breath alcohol concentration • discuss how using alcohol and other drugs contributes to health outcomes • Recognise the laws and consequences relating to alcohol, other drugs and alcohol related violence • investigate how to respond to situations involving alcohol and other drugs • evaluate the outcomes of different responses to risky situations involving alcohol and other drugs.	Students examine the role that physical activity, outdoor recreation and sport has played in defining Australian cultural identity. They critique behaviours and contextual factors that influence participation in physical activity and changing cultural identity. Students: • examine the role of physical activity in people's lives • examine the factors that influence people's decisions to participate in physical activity • understand the factors that shape cultural identity • investigate that the changes in participation in physical activity over time • examine changing cultural identity – physical activity over time • link changes in physical activity to changing cultural identity.

		This unit incorporates concepts form the Safe Night out Education Package.	
Health and Physical Education: Movement and physical activity – Year 9			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Space invaders	**Strike out**	**Navigator**	**Moving more matters!**
Students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games. Students: • understand the common objectives of invasion games • understand how to position and reposition in space to support team possession of the ball collaboratively • devise a code of behaviour that promotes fair play and equitable participation • develop leadership skills and work collaboratively • develop and refine attacking and defending skills and strategies • evaluate personal contribution to teamwork and team outcomes.	Students evaluate their own and/ or others' performance of movement skills used in a striking and fielding games. They make judgments and provide feedback using criteria based on the elements of movement – effort, space, time, objects and people. They use the criteria and feedback to refine their performance. The use of ICTs to video performances is encouraged in this unit. Students: • develop the movement skills and sequences used by players in striking/fielding games apply movement skills and sequences to modified game situations • analyse various on the ball movement sequences • develop and apply knowledge of the elements of movement to perform and refine movement sequences • apply criteria to evaluate and generate feedback on their own or others' performance of the movement sequence/s • apply judgments and feedback to refine their performance of the (selected) 'on the ball' movement sequences striking/fielding games.	Students work collaboratively with a partner to develop orienteering skills and strategies and to design orienteering challenges. They apply orienteering skills and strategies to locate obvious and more difficult controls in orienteering challenges. Students: • develop skills to work collaboratively • develop orienteering skills and concepts • apply a combination of orienteering skills and strategies to complete orienteering courses containing obvious and more difficult controls.	Students explore Australia's Physical Activity and Sedentary Behaviour Guidelines, cardiovascular endurance, strength and muscle endurance movements that can be done almost anywhere and anytime, and how to monitor and regulate their effort / intensity. They plan and perform a fitness workout that has been designed for a confined space and evaluate it as an intervention to improve fitness and physical activity levels in their community. Students: • explore the changing role of physical activity in the lives of Australians • become familiar with Australia's physical activity and sedentary behaviour guidelines • explore the context and design features for community fitness interventions • become familiar with major muscle groups, fitness components and training principles • propose, perform and evaluate their own fitness workout to improve fitness and physical activity levels in their community.

Health and Physical Education: Personal, social and community health – Year 10			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Looking after myself and others	**Cultural connections**	**I can influence others**	**Excellence in health**
Students critically analyse factors that influence adolescent food choices. They use primary and secondary sources of information to produce a recommendation relating to adolescent food choices. Through applying decision-making and problem solving processes students take an action to enhance their own and others' health and wellbeing. Students: • examine contextual factors that influence decisions about food choices • design and implement a survey discuss how young people can be more involved in their health care • critically analyse contextual factors identified in survey results • use a scaffolding sheet to write a report • prepare a format for presenting an action.	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 explore diversity and identify attributes of community wellbeing and will investigate how local physical activity groups support community connections and wellbeing. Students: • identify how migration has influenced Australia's cultural identity • discuss how migration has affected the physical activity choices of Australians • recognise characteristics of respectful relationships • understand how empathy and ethical decision making contribute to respectful relationships • understand the importance of demonstrating empathy and ethical decision making when writing a blog • explore the concept of community wellbeing • investigate how a local community group supports wellbeing.	Students access credible information to identify myths and misconceptions about alcohol and other drugs. They investigate binge drinking and explore the impact of risk taking behaviours on health. Students examine strategies to minimise risks, respond to emergency situations and make safe and healthy decisions under pressure in social situations. They analyse the responsibilities involved with party planning and identify ways they can prevent antisocial behaviour when socialising. Students critique public health campaigns focused on alcohol, drugs and antisocial behaviours then develop and implement a related health message to demonstrate leadership in their school community. Students: • examine a range of health information available to adolescents with regard to alcohol and other drugs • investigate the health risks associated with adolescent binge drinking behaviours • investigate the impact of antisocial behaviours associated with adolescent binge drinking • explore measures to reduce risk in adolescent social situations • Investigate the risks and consequences of poorly planned adolescent parties • evaluate a range of resources available to assist adolescents when planning social events • analyse a range of health campaigns designed to reduce antisocial behaviour in situations involving alcohol and others drugs • develop and implement a health message that promotes safe practices when socialising during adolescence This unit incorporates concepts form the Safe Night out Education Package.	Students work in groups to demonstrate leadership and cooperation skills while applying the problem-solving process to take action to enhance their own and others' health, safety and wellbeing in the school community. Students: • form cooperative learning groups and negotiate roles and responsibilities • source information and data from a range of sources about health issues in the school community • select a relevant health issue in the school community to take action on • analyse health information to choose a health action that addresses an identified health issue • demonstrate leadership and collaboration when working in groups • plan and implement a health action with a group of peers • individually evaluate the implementation of their group's health action.

Health and Physical Education: Movement and physical activity – Year 10			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Realise your potential	**Spirit of the disc**	**PT yourself**	**Clear the Net**
Water polo In this context, students evaluate and refine their own and others' water polo strokes, skills and strategies. Students: • develop specialised water polo skills of dribbling, passing and shooting • become familiar with different types of feedback and understand how feedback can be used to refine performance • apply the specialised skills of water polo in different scenarios • give and receive feedback to enhance own and others' performance. **OR** **Be the quarterback** In this context, students evaluate and refine their own and others' overhand gridiron pass performance. They apply overhand gridiron passing skills to deliver passes to both stationary and moving targets. Students: • become familiar with the specialised movements in gridiron • develop the specialised movements used by offensive players in gridiron. • apply specialised movements to perform overhand gridiron passes at stationary and moving targets • give and receive feedback to enhance own and others' performance.	Students demonstrate leadership, fair play and cooperation as they participate in games of ultimate. They explore the movement concepts and strategies involved in the sport of ultimate disc. Students: • become familiar with the rules of ultimate disc and the fundamentals of the spirit of the game • explore, perform and refine individual performance of various ultimate disc foundation skills • develop qualities of leadership across a range of movement contexts, and specifically in the preparation and facilitation of a coaching drill • transfer movement concepts and strategies to new and challenging movement situations during ultimate-disc modified games and gameplay • demonstrate fair play and cooperation during ultimate-disc modified games and gameplay.	Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. Students: • examine the health-related components of fitness determine how and why the body responds to exercise • develop techniques for taking a personal heart rate reading • determine physical activities that raise and maintain the heart rate to 70 per cent of maximum using heart rate monitoring techniques • identify types and intensities of physical activity that contribute to muscular endurance and cardiovascular fitness • propose, perform and evaluate a 10-minute workout.	Students participate in a range of badminton activities. They apply and transfer movement concepts and strategies to new and challenging movement situations when playing singles. They work collaboratively to design and apply solutions to movement challenges when playing doubles. Students: • become familiar with the basic rules and concepts underpinning badminton • explore, practise and refine court management skills and basic strokes • transfer movement concepts and strategies to new and challenging movement situations during badminton singles activities and games • work collaboratively with a partner to design and apply solutions to movement challenges when playing doubles.

Humanities and Social Sciences: History – Year 7 Approach A		
UNIT 1	**UNIT 2**	**UNIT 3**
Investigating the ancient past	**The Mediterranean world – Rome**	**The Asian world – China**
Inquiry question: • How do we know about the ancient past? Students: • identify the tools, techniques and methods used by historians and archaeologists to investigate history • explore the range of sources that can be used in an historical investigation and the usefulness of these sources • investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists • appreciate the importance of and controversies surrounding the conserving remains of past remains.	Inquiry questions: • Why and where did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? Students: • analyse the physical features and settlement patterns of Italy and the importance of the Tiber to Rome's location • determine the nature of the conflicts between Rome and her neighbours in Italy and the Western Mediterranean • analyse the life and significance of Augustus in the history and culture of Rome • analyse the characteristics of society and daily life in ancient Rome.	Inquiry questions: • Why and where did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? • What have been the legacies of ancient societies? Students: • explore the physical features of China and how they influenced the civilisation that developed there • investigate significant beliefs, values and practices of Chinese society • identify and understand the roles of key groups in ancient Chinese society • investigate the role of a significant individual and how they have been perceived by contemporaries and later historians • examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.

Humanities and Social Sciences: History – Year 7 Approach B		
UNIT 1	**UNIT 2**	**UNIT 3**
Investigating the ancient past	**The Mediterranean world – Greece**	**The Asian world – India**
Inquiry question: • How do we know about the ancient past? Students: • identify the tools, techniques and methods used by historians and archaeologists to investigate history • explore the range of sources that can be used in an historical investigation and the usefulness of these sources • investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists • appreciate the importance of and controversies surrounding the conserving remains of past remains.	Inquiry questions: • Why and where did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? Students: • explore human society from a hunter-gatherer lifestyle to settled urban communities (c. 12 000 BCE to c. 100 CE) and understand key factors responsible for this development and key features of the ancient societies • examine the physical features of ancient Greece, Greek perspectives about the land and the way geography has influenced the evolution of Greek society • investigate the role of key groups in ancient Athens and Sparta • analyse the causes of the war between Greece and Persia and the significance of the Battle of Marathon • investigate the significant beliefs and rituals of ancient Greek religion and the characteristics of Athenian democracy • investigate the significance of Pericles in ancient Greece.	Inquiry questions: • Why and where did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? • What have been the legacies of ancient societies? Students: • explore the physical features of India and how they influenced the civilisation that developed there • investigate significant beliefs, values and practices of Indian society • identify and understand the roles of key groups in ancient Indian society • investigate the role of a significant individual and how they have been perceived by contemporaries and later historians • examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.

Humanities and Social Sciences: History – Year 7 Approach C		
UNIT 1	**UNIT 2**	**UNIT 3**
Investigating the ancient past	**The Mediterranean world – Egypt**	**The Asian world – China**
Inquiry question: • How do we know about the ancient past? Students: • identify the tools, techniques and methods used by historians and archaeologists to investigate history • explore the range of sources that can be used in an historical investigation and the usefulness of these sources • investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists • appreciate the importance of and controversies surrounding the conserving remains of past remains.	Inquiry questions: • Why and where did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? Students: • explore human society from a hunter-gatherer lifestyle to settled urban communities (c. 12 000 BCE to c. 100 CE) and understand key factors responsible for this development and key features of the ancient societies • examine the physical features of ancient Egypt and the influence of the Nile River on Egyptian life • explore the nature of conflict within ancient Egyptian and the effects of foreign invasion on Egypt • investigate the significance of Hatshepsut in ancient Egypt • investigate the significant beliefs and rituals associated with the afterlife and the role of groups in Egyptian society.	Inquiry questions: • Why and where did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? • What have been legacies of ancient societies? Students: • explore the physical features of China and how they influenced the civilisation that developed there • investigate significant beliefs, values and practices of Chinese society • identify and understand the roles of key groups in ancient Chinese society • investigate the role of a significant individual and how they have been perceived by contemporaries and later historians • examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.

Humanities and Social Sciences: History – Year 8 Approach A		
UNIT 1	**UNIT 2**	**UNIT 3**
The Western and Islamic World - Medieval Europe (c.590-c.1500)	**The Asia-Pacific World - Japan under the Shoguns (c.794-1867)**	**Expanding Contacts – The Spanish conquest of the Americas (c.1492–c.1572)**
Inquiry questions: • What key beliefs and values emerged and how did they influence societies? • How did societies change from the end of the ancient period to the beginning of the modern age? Students: • explore the way of life in Medieval Europe focusing on key social, cultural, economic and political features • investigate how an individual's life experience depended on their place in medieval society by studying the roles and relationships of different groups • explore continuity and change in crime and punishment in Medieval Europe • examine the important role of the Catholic Church and its dominance in medieval society • investigate significant developments such as the Crusades and individuals such Richard the Lionheart and Saladin.	Inquiry questions: • What key beliefs and values emerged and how did they influence societies? • Which significant people, groups and ideas from this period have influenced the world today? Students: • investigate the way of life in Shogunate Japan, including social, cultural, economic and political features • examine the role of the Tokugawa Shogunate in reimposing a feudal system and exerting increasing control • explore the use of environmental resources in Shogunate Japan, particularly the forestry and land use policies of the Tokugawa Shogunate • investigate various theories related to the impact of the West on feudal Japan and the ultimate decline of Japan under the Shoguns.	Inquiry questions: • What were the causes and effects of contact between societies in this period? • Which significant people, groups and ideas from this period have influenced the world today? Students: • examine pre-Columbian life in the Americas, including social organisation, values and beliefs • investigate the reasons behind European exploration and expansion • investigate the nature of the contact and conflict between the Spanish conquistadors and the Aztecs and the subsequent effects on both groups of people in the short and longer-term.

Humanities and Social Sciences: History – Year 8 Approach B		
UNIT 1	**UNIT 2**	**UNIT 3**
The Western and Islamic World – Renaissance Italy (c.1400-c.1600)	**The Asia-Pacific World – Angkor/Khmer Empire (c.802-c.1431)**	**Expanding contacts – The Black Death in Asia, Europe and Africa (14th century plague)**
Inquiry question: • What key beliefs and values emerged and how did they influence societies? • Which significant people, groups and ideas from this period have influenced the world today? Students: • investigate the way of life in Renaissance Italy and the roles and relationships between different societal groups, particularly between rulers and the ruled • explore significant developments and cultural achievements • examine the role of achievements of significant individuals such as Leonardo da Vinci.	Inquiry question: • What key beliefs and values emerged and how did they influence societies? Students: • develop an understanding of the location of the Angkor/Khmer Empire in time and place, as well as the societies that preceded it and were unified to form the empire • explore a range of sources to use as evidence of the significance of religion to the Angkor/Khmer Empire • examine the way of life in the Angkor/Khmer Empire and consider how religion influenced both the social organisation of the empire and its cultural achievements • examine the ways in which Angkor/Khmer society was changed by contact with other polities • compare and debate the different theories about the reasons for the decline of the Angkor/Khmer Empire.	Inquiry question: • How did societies change from the end of the ancient period to the beginning of the modern age? • What key beliefs and values emerged and how did they influence societies? • What were the causes and effects of contact between societies in this period? Students investigate: • Living conditions and religious beliefs in the 14th century • The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease • The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease • The effects of the Black Death on Asian, European and African populations • Other immediate and long term effects of the Black Death.

Humanities and Social Sciences: History – Year 8 Approach C		
UNIT 1	**UNIT 2**	**UNIT 3**
The Western and Islamic World – The Vikings (c.790-c.1066)	**The Asia-Pacific World – The Polynesian expansion across the Pacific (c.700-1756)**	**Expanding contacts – Mongol Expansion (c.1206-c.1368)**
The Western and Islamic World – Ottoman Empire (c.1299-c.1683) Inquiry question: • How did societies change from the end of the ancient period to the beginning of the modern age? • Which significant people, groups and ideas from this period have influenced the world today? Students: • investigate the way of life of the Ottomans and the roles and relationships between different societal groups, and between conqueror and subject peoples • explore significant developments and cultural achievements of the Ottomans • understand the relationships formed with subjected peoples, including the policy of religious tolerance • examine the role of achievements of significant individuals such as Suleiman the Magnificent. **OR** ***The Western and Islamic World – The Vikings (c.790-c.1066)*** Inquiry question: • How did societies change from the end of the ancient period to the beginning of the modern age? • Which significant people, groups and ideas from this period have influenced the world today? • Students: • investigate the way of life of the Vikings and the roles and relationships between different societal groups and between the conquerors and subject peoples • explore significant developments and cultural achievements of the Vikings and examine the role and achievements of significant individuals such Leif Ericson.	Inquiry question: • What key beliefs and values emerged and how did they influence societies? Students: • explore Polynesian oral traditions to develop understanding of theories about the origin and spread of Polynesian settlers throughout the Pacific • investigate the Rapa Nui way of life on Easter Island through online sources, consider the origin and purpose of web sources, and discern fact from opinion in points of view in sources • explore the causes of the extinction of the moa in New Zealand, its connection to Maori beliefs and values, and how Maori beliefs and values caused both the exhaustion and the restoration of the New Zealand natural environment.	Inquiry question: • What were the causes and effects of contact between societies in this period? Students investigate: • the nomadic lifestyle of the Mongols and the rise of Genghis Khan • the organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes • the extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest • the consequences of Mongol expansion, including contributions to European knowledge and trade routes

Humanities and Social Sciences: History – Year 9 Approach A		
UNIT 1	**UNIT 2**	**UNIT 3**
Making a better world? – The Industrial Revolution (1750-1914)	**Australia and Asia –Making a nation**	**World War 1 (1914-1918)**
Inquiry question: • How did new ideas and technological developments contribute to change in this period? Students: • examine the nature of the changes brought by the Industrial Revolution such as the technological innovations and changes to living and working conditions • investigate the economic, political, social and environmental factors that lead to the industrialisation of Britain and Australia • evaluate the economic, political, social and environmental impacts of the Industrial Revolution, over the short and long-term • determine the significance of the Industrial Revolution in making the world a better place	Inquiry question: • What were the changing features of the movements of people from 1750 to 1918? • What was the origin, development, significance and long-term impact of imperialism in this period? Students: • explore reasons for the expansion of British settlement into Australia • examine the expansion of European settlement and different responses, including conflicts between settlers and Aboriginal peoples and Torres Strait Islander peoples • investigate the experiences of non-Europeans (including South Sea Islanders) in Australia prior to 1900 • identify and classify the main features of Australian society that influenced living and working conditions around 1900 • investigate the key events and ideas that led to the development of Australian self-government and democracy, particularly Federation in 1901 • investigate the ways that living and working conditions were affected by the introduction of social legislation between 1901 and 1914.	Inquiry question: • What was the significance of World War I? Students: • develop an understanding of nationalism and investigate the political causes of the war and the reasons for Australia's involvement • compare the experiences of Australian soldiers on the battlefields of Gallipoli and on the Western Front • understand how changing technology changed the nature of warfare during World War I • appreciate the role of Aboriginal and Torres Strait Islander soldiers in World War I • identify where Australian forces fought and assess the significance of selected battles / campaigns • explore the impact of the war on the home front, particularly in terms of the changing role of women and the conscription debate • develop a discussion about the significance and validity of the Anzac legend. • explore how Australians commemorate World War I.

Humanities and Social Sciences: History – Year 9 Approach B		
UNIT 1	**UNIT 2**	**UNIT 3**
Making a better world – Progressive ideas and movements (1750-1918)	**Australia and Asia – Asia and the world (1750-1918)**	**World War 1 (1914-1918)**
Inquiry question: • How did new ideas and technological developments contribute to change in this period? • What was the origin, development, significance and long-term impact of imperialism in this period? Students: • investigate the emergence, nature, development and impact of key ideas with a focus on capitalism and socialism • examine the reasons why these key ideas emerged and developed a following • investigate the role of important individuals or groups in the promotion of these key ideas • assess the short and long term impact of these ideas on Australia and the world.	Inquiry question: • What were the changing features of the movements of people from 1750 to 1918? • What was the origin, development, significance and long-term impact of imperialism in this period? Students: • explore reasons for and the extent of European expansion into Asia • identify key features of Indian society c.1750 • investigate the rise of the British East India Company and the influence of the British Raj as well as key events and developments that had short and long term social, cultural, economic and political impacts on Indian society • explore the influence of nationalism on Indian society • identify patterns of continuity and change referring to key events in the relationship between British and Indian societies.	Inquiry question: • What was the significance of World War I? Students: • develop an understanding of nationalism and investigate the political causes of the war and the reasons for Australia's participation • compare the experiences of Australian soldiers on the battlefields of Gallipoli and on the Western Front • appreciate the role of Aboriginal and Torres Strait Islander soldiers in World War I • understand how changing technology changed the nature of warfare during World War I • identify where Australian forces fought and assess the significance of selected battles / campaigns • explore the impact of the war on the home front, particularly in terms of the changing role of women and the conscription debate • explore how Australians commemorate World War I • develop a discussion about the significance and validity of the Anzac legend.

Humanities and Social Sciences: History – Year 9 Approach C		
UNIT 1	**UNIT 2**	**UNIT 3**
Making a better world – Movement of peoples (1750-1901)	**Australia and Asia – Making a nation (1790-1914)**	**World War I (1914-1918)**
Inquiry question: • What were the changing features of the movements of people from 1750 to 1918? Students: • investigate the influence of the Industrial Revolution on the movement of people throughout the world (with a focus on slaves, convicts and free settlers) • study the experiences of those people who moved • investigate the nature, reasons for and short and long-term impacts of the movement of people in this period.	Inquiry question: • What were the changing features of the movements of people from 1750 to 1918? • What was the origin, development, significance and long-term impact of imperialism in this period? Students: • explore reasons for the expansion of British settlement into Australia • examine the expansion of European settlement and different responses, including conflicts between settlers and Aboriginal peoples and Torres Strait Islander peoples • investigate the experiences of non-Europeans (including South Sea Islanders) in Australia prior to 1900 • identify and classify the main features of Australian society that influenced living and working conditions around 1900 • investigate the key events and ideas that led to the development of Australian self-government and democracy, particularly Federation in 1901 • investigate the ways that living and working conditions were affected by the introduction of social legislation between 1901 and 1914	Inquiry question: • What was the significance of World War I? Students: • develop an understanding of nationalism and investigate the political causes of the war and the reasons for Australia's involvement • compare the experiences of Australian soldiers on the battlefields of Gallipoli and on the Western Front • understand how changing technology changed the nature of warfare during World War I • appreciate the role of Aboriginal and Torres Strait Islander soldiers in World War I • identify where Australian forces fought and assess the significance of selected battles / campaigns • explore the impact of the war on the home front, particularly in terms of the changing role of women and the conscription debate • develop a discussion about the significance and validity of the Anzac legend. • explore how Australians commemorate World War I.

Humanities and Social Sciences: History – Year 10 Approach A		
UNIT 1	**UNIT 2**	**UNIT 3**
World War II (1939-1945)	**Rights and freedoms (1945-present)**	**The globalising world - Migration experiences (1945-present)**
Inquiry question: • What were the consequences of World War II? How did these consequences shape the modern world? Students: • 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 • use evidence to explore the course of events during World War II • 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 • use sources to explore significant events such as the Holocaust and the use of the atomic bomb during World War II • review the legacy of World War II with a particular focus on Australia's significant role in United Nations peacekeeping.	Inquiry question: • How was Australian society affected by other significant global events and changes in this period? Students: • 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 • investigate the causes, effects and significance of the Stolen Generations • investigate continuity and change in the civil rights for Aboriginal peoples and Torres Strait Islander peoples over time • investigate methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples • examine the significance of the United Nations Declaration of the Rights of Indigenous Peoples to Aboriginal peoples and Torres Strait Islander peoples.	Inquiry question: • How was Australian society affected by other significant global events and changes in this period? Students: • identify patterns and trends in immigration by comparing pre- and post-World War II immigration statistics • investigate internal factors which have been responsible for the change in Australia's immigration policies • investigate significant world events and developments (external factors) that impacted on Australia and its immigration policies • assess the impact of immigration on Australian society and its international relations.

Humanities and Social Sciences: History – Year 10 Approach B		
UNIT 1	**UNIT 2**	**UNIT 3**
World War II (1939-1945)	**Rights and freedoms (1945-present)**	**The globalising world - Popular culture (1945-present)**
Inquiry question: • What were the consequences of World War II? How did these consequences shape the modern world? Students: • 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 • use evidence to explore the course of events during World War II • 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 • use sources to explore significant events such as the Holocaust and the use of the atomic bomb during World War II • review the legacy of World War II with a particular focus on Australia's significant role in United Nations peacekeeping.	Inquiry question: • How was Australian society affected by other significant global events and changes in this period? Students: • 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 • investigate the causes, effects and significance of the Stolen Generations • investigate continuity and change in the civil rights for Aboriginal peoples and Torres Strait Islander peoples over time • investigate methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples • examine the significance of the United Nations Declaration of the Rights of Indigenous Peoples to Aboriginal peoples and Torres Strait Islander peoples.	Inquiry question: • How was Australian society affected by other significant global events and changes in this period? Students: • investigate the nature of popular culture at the end of World War II • trace developments and changes in popular culture and its impact on Australian society, including beliefs and values, since the end of World War II • investigate the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) and Australia's contribution to international popular culture.

Humanities and Social Sciences: History – Year 10 Approach C		
UNIT 1	**UNIT 2**	**UNIT 3**
World War II (1939-1945)	**Rights and freedoms (1945-present)**	**The globalising world - The environment movement (1960s-present)**
Inquiry question: • What were the consequences of World War II? How did these consequences shape the modern world? Students: • 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 • use evidence to explore the course of events during World War II • 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 • use sources to explore significant events such as the Holocaust and the use of the atomic bomb during World War II • review the legacy of World War II with a particular focus on Australia's significant role in United Nations peacekeeping.	Inquiry question: • How was Australian society affected by other significant global events and changes in this period? Students: • 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 • investigate the causes, effects and significance of the Stolen Generations • investigate continuity and change in the civil rights for Aboriginal peoples and Torres Strait Islander peoples over time • investigate methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples • examine the significance of the United Nations Declaration of the Rights of Indigenous Peoples to Aboriginal peoples and Torres Strait Islander peoples.	Inquiry question: • How was Australian society affected by other significant global events and changes in this period? Students: • study the background to environmental awareness • investigate the intensification of environmental effects in the twentieth century as a result of population growth, urbanisation and industrialisation • trace the growth and assess the influence of the environmental movement in Australia and overseas through an investigation of significant events and campaigns

Humanities and Social Sciences: Geography – Year 7	
UNIT 1	**UNIT 2**
Water in the world	**Place and liveability**
Inquiry questions: • How do people's reliance on places and environments influence their perception of them? • What effect does the uneven distribution of resources and services have on the lives of people? • What approaches can be used to improve the availability of resources and access to services? Students: • draw on studies at the national scale, including the geographical contexts of Australia and countries in the Asia region • discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus • classify environmental resources and recognise how use of resources changes over time • make observations and select and record geographical information from secondary source on the forms water takes and how it is used • select and record relevant geographical information from secondary sources to describe the ways water connects places and affects them • represent geographical data in a range of graphic forms to examine and compare the quantity and variability of rainfall and other water resources • represent the location of places affected by water scarcity and distribution of rainfall in large-scale and small-scale maps that conform to cartographic conventions • interpret distributions, patterns, trends and relationships in the quantity and variability of Australia's water resources and water scarcity and compare with other countries • evaluate sources for their reliability and usefulness in explaining how people value water in environmental, cultural, spiritual and aesthetic ways, including Aboriginal peoples and Torres Islander peoples and people in Asia • apply geographical concepts to draw conclusions based on the analysis of the data and information collected to explain the causes, impacts and responses to hydrological hazards • form conclusions about the nature of water scarcity and ways of overcoming it and the ways water is valued and perceived, present in an argument, using geographical terms • propose strategies to increase community awareness of the importance of a sustainable supply of water	Inquiry questions: • How do people's reliance on places and environments influence their perception of them? • What effect does the uneven distribution of resources and services have on the lives of people? • What approaches can be used to improve the availability of resources and access to services? Students: • draw on studies of world region, including the geographical contexts of Australia and Europe • discuss unit inquiry questions and geographical methodologies • make observations and develop geographically significant questions in response to a geographical challenge, for example, deciding where to live • examine measures of liveability and consider perceptions on the liveability of places at national scale • collect, select and record relevant geographical data and information from primary and secondary sources to determine the influence of environmental quality and accessibility to services on the liveability of places • select and record relevant geographical data and information from primary and secondary sources to identify the influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places • evaluate sources for their reliability and usefulness • interpret geographical information to draw conclusions about which factors affect liveability of places • present findings using relevant geographical terminology and graphic representations in a range of communication forms on how to improve the liveability and sustainability of places drawing on examples from Australia and Europe • propose strategies to improve the liveability and sustainability of places using environmental, economic and social criteria • describe the expected effects of their proposal • reflect on the inquiry process and their learning

Humanities and Social Sciences: Geography – Year 8	
UNIT 1	**UNIT 2**
Landforms and landscapes	**Changing nations**
Inquiry question: • How do environmental and human processes affect the characteristics of places and environments? • What are the consequences of changes to places and environments and how can these changes be managed? Students: • use studies of world regions for the geographical contexts of Australia, Asia and throughout the world • discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus • 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 • 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 • evaluate sources for their reliability and usefulness • represent data in a range of appropriate forms • 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 • 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 • apply geographical concepts to draw conclusions about the management of landscapes • present arguments and ideas using geographical terminology in a range of appropriate communication forms	Inquiry questions: • How do the interconnections between places, people and environments affect the lives of people? • What are the consequences of changes to places and environments and how can these changes be managed? Students: • use studies drawn from national scale in the geographical contexts of Australia, China and United States of America (USA) • discuss unit inquiry questions and geographical methodologies • develop geographical questions to guide an inquiry on a geographical challenge, such as, changes to the distributions of populations within a country • 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 • 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 • evaluate sources for their reliability and usefulness • 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 • apply geographical concepts to draw conclusions on management and planning of Australia's urban future • present information using geographical terms and media • propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal

Humanities and Social Sciences: Geography – Year 9	
UNIT 1	**UNIT 2**
Biomes and food security	**Geographies of interconnections**
Inquiry question/s: • What are the causes and consequences of change in places and environments and how can this change be managed? • What are the future implications of changes to places and environments? • Why are interconnections and interdependencies important for the future of places and environments? Students: • draw on studies at the national and global scales, including the geographical context of Australia to investigate the role of biotic environment and its role in food and fibre production • discuss unit inquiry questions and useful sources • select and record relevant geographical information from a range of appropriate primary and secondary sources to examine the biomes of the world, and alteration and significance as a source of food and fibre • select and record relevant geographical information from a range of appropriate secondary sources to examine the environmental challenges and constraints on expanding food production in the future • represent the spatial distribution of biomes by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate • evaluate multi-variable data and other geographical information using qualitative and quantitative methods to make generalisations and inferences, propose explanations for patterns, trends, relationships and predict outcomes • apply geographical concepts to synthesise information from various sources to determine environmental challenges • draw conclusions based on the analysis of data information taking into account alternative points of view on constraints on expanding food production in the future • present information using geographical terms	Inquiry questions: • What are the causes and consequences of change in places and environments and how can this change be managed? • What are the future implications of changes to places and environments? • Why are interconnections and interdependencies important for the future of places and environments? Students: • draw on studies of world regions including the geographical contexts of Australia and Asia to investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways • develop geographically significant questions and plan an inquiry for a geographical challenge that follows geographical methods and applies geographical concepts • collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources to identify the connections between people, places and environments • represent the spatial distribution of interconnections between people and places and the products they buy by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate • apply geographical concepts to synthesise information from various sources to identify the effects of global production on people and places • draw conclusions based on the analysis of data information taking into account alternative points of view on the ways transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally • present information using geographical terminology in appropriate forms, selected for their effectiveness and suitability for audience and purpose • reflect on and evaluate findings of the inquiry to propose individual and collective action in response to a geographical challenge, taking account of environmental, economic and social considerations, and predict the outcomes and consequences of that action

Humanities and Social Sciences: Geography – Year 10	
UNIT 1	**UNIT 2**
Geographies of human wellbeing	**Environmental change and management**
Inquiry question/s: • How can the spatial variation between places and changes in environments be explained? • What management options exist for sustaining human and natural systems into the future? • How do world views influence decisions on how to manage environmental and social change? Students: • draw on studies at a range of scales, including the geographical contexts in Australia, India and across the world • discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus • 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 countries • 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 • 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 • represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate • 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 • 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 • present arguments and explanations using geographical terms	Inquiry questions: • How can the spatial variation between places and changes in environments be explained? • What management options exist for sustaining human and natural systems into the future? • How do world views influence decisions on how to manage environmental and social change? Students: • draw on studies at a range of scales, including the geographical contexts of Australia and one other country • 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 • select and record relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources to investigate how environmental functions support life and the major challenges to sustainability • 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 • 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 • evaluate sources for their reliability, bias, usefulness and taking into account alternative points of view • 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 • 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

Humanities and Social Sciences: Civics and Citizenship – Years 7-8	
UNIT 1	**UNIT 2**
Exploring how Australia's legal and political systems protect its citizens	**Exploring influences that shape citizenship within Australia's democracy**
Key inquiry questions • How is Australia's system of democratic government shaped by the Constitution? • What principles of justice help to protect the individual's rights to justice in Australia's system of law? • How is Australia a diverse society and what factors contribute to a cohesive society? Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally. Students study key features of Australia's system of government and explore how this system aims to protect all Australians. They examine the Australian Constitution and how its features and principles shape Australia's democracy. Students look at how the rights of individuals are protected through the justice system. They explore how Australia's secular system of government supports a diverse society with shared values. Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. ***** Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 7 content descriptions and achievement standard.	Key inquiry questions • What are the freedoms and responsibilities of citizens in Australia's democracy? • How are laws made and applied in Australia? What different perspectives are there about national identity? Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally. Students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and the types of laws used in Australia. They identify the diverse belief systems in Australia and examine what it means to be Australian by identifying the reasons for and influences that shape national identity. Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. * Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 8 content descriptions and achievement standard.

Humanities and Social Sciences: Civics and Citizenship – Years 9-10	
UNIT 1	**UNIT 2**
Examining how Australia's political and legal systems enable change	**Sustaining Australia's democracy**
Key inquiry questions: • What influences shape the operation of Australia's political system? • How does Australia's court system work in support of a democratic and just society? • How do citizens participate in an interconnected world? Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally. Students explore how Australia's political system enables change. They examine the ways political parties, interest groups, media and individuals influence government and decision making processes. Students investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society. Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. * Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 9 content descriptions and achievement standard.	Key inquiry questions: • How is Australia's democracy defined and shaped by the global context? • How are government policies shaped by Australia's international legal obligations? • What are the features of a resilient democracy? Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute nationally, regionally and globally. Students compare Australia's system of government with another system of government in the Asian region. They examine the Australian Government's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained. Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. * Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 10 content descriptions and achievement standard.

Humanities and Social Sciences: Economics and Business – Years 7-8	
UNIT 1	**UNIT 2**
Individual and business success in the market	**Business opportunities in the Australian market**
Key questions: • Why is there a relationship between consumers and producers in the market? • Why is personal, organisational and financial planning for the future important for both consumers and businesses? • How does entrepreneurial behaviour contribute to a successful business? • What types of work exist and in what other ways can people derive an income? Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar personal, community, national or regional economics or business issue (for example, observing a business to identify factors that contribute to its success; or exploring what it means to be a consumer, a worker and a producer in the market, the relationships between these groups and the potential costs and benefits of each alternative; or developing a business plan for an Indigenous eco-tourism venture). The economics or business issue investigated will enable students to: describe the interdependence of consumers and producers in the market; explain the importance of short- and long-term planning to achieve personal, organisational and financial objectives; describe characteristics of entrepreneurs and successful businesses; and identify the reasons individuals choose to work, types of work and how people derive an income. * Unit 1 developed using the Australian Curriculum: Economics and Business Year 7 content descriptions and achievement standard.	Key questions: • Why are markets needed, and why are governments involved? • Why do consumers and businesses have both rights and responsibilities? • What may affect the ways people work now and in the future? • How do different businesses respond to opportunities in the market? Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar and unfamiliar national or regional economics or business issue (for example, investigating the relationship between present influences on the ways people work, changing attitudes to work-life balance and opportunities in the market for a business to take advantage of these in a new enterprise or venture; or exploring reasons for market failure and government intervention in particular markets). The economics or business issue investigated will enable students to: explain how markets operate in Australia and why governments may influence the market's operation; identify different types of business and explain how they respond to opportunities in Australia; explain the rights and responsibilities of consumers and businesses in Australia; and describe influences on the ways people work and factors that might affect work in the future. * Unit 2 developed using the Australian Curriculum: Economics and Business Year 8 content descriptions and achievement standard.

Humanities and Social Sciences: Economics and Business – Years 9-10			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Financial responsibilities, risks and rewards	**Competition in the global economy**	**Economic performance and standard of living**	**Major consumer decisions and business productivity**
Key questions: • What strategies can be used to manage financial risks and rewards? • What are the responsibilities of participants in the workplace and why are these important? Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue (for example: exploring strategies for mitigating financial risks associated with online banking and/or shopping; determining how to manage over-indebtedness using cost-benefit analysis and appropriate criteria to recommend and justify a course of action; exploring investment risk and financial scams and strategies as a component of financial management for personal and business contexts). The economics or business issue investigated will enable students to: explain why and how people manage financial risks and rewards in the current Australian and global financial landscape; and examine the changing roles and responsibilities of participants in the Australian or global workplace. * Unit 1 developed using the Australian Curriculum: Economics and Business Year 9 content descriptions and achievement standard.	Key questions: • How do participants in the global economy interact? • How does creating a competitive advantage benefit business? Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical national, regional or global economics or business issue (for example: exploring why it is increasingly important for businesses to seek a competitive advantage in the global economy; or examining the role of TNCs in strategies of national competitiveness; or hypothesising why the export of locally-made products will greatly benefit the local community). The economics or business issue investigated will enable students to: explain the role of the Australian economy in allocating and distributing resources within the broader Asia and global economy; analyse why and how participants in the global community are dependent on each other; explain why and how businesses seek to create and maintain a competitive advantage in the global market. * Unit 2 developed using the Australian Curriculum: Economics and Business Year 9 content descriptions and achievement standard.	Key questions: • How is the performance of an economy measured? • Why do variations in economic performance in different economies exist? • What strategies do governments used to manage economic performance? Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills or inquiry, to investigate a familiar, new and complex hypothetical national, regional or global economics or business problem (for example, using economic data and information for a hypothetical developing country to devise a five year plan with strategies governments could use to manage the economy and improve living standards). The economics and business issue will enable students to: explain economic performance indicators and relate their understanding to Australia's performance, explain the ways that governments manage the economy to improve living standards, explain reasons for links that exist between economic performance and living standard, the variations that exist within and between economies, and the possible causes. * Unit 3 developed using the Australian Curriculum: Economics and Business Year 10 content descriptions and achievement standard.	Key questions: • How do governments, businesses and individuals respond to changing economic conditions? Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills or inquiry, to investigate a familiar, new and complex hypothetical national, regional or global economics or business problem (for example: exploring how governments, businesses and individuals respond to changing economic conditions such as the rise of Asia, ageing of population and increasing demand for health and social services, rapidly advancing technology, shift to a clean energy economy as a result of climate change.) The economics and business issue will enable students to: analyse the factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions; and explain the ways businesses respond to changing economic conditions and improve productivity through organisational management and workforce management. * Unit 4 developed using the Australian Curriculum: Economics and Business Year 10 content descriptions and achievement standard.

Languages: Japanese – Years 7-8							
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**	**UNIT 5**	**UNIT 6**	**UNIT 7**	**UNIT 8**
What are memorable places?	**What are oral traditions?**	**What is community?**	**How do I express my self-identity?**	**What are memorable places?**	**What are oral traditions?**	**What is community?**	**How do I express my self-identity?**
Students understand how language and culture influence recording of events, observations or instructions. Students: • encounter authentic language in a range of spoken and written informative texts providing background information about what, where, when and how • gather, process and compare information to identify the iconic locations and features of special places, and important objects • apply understandings of language in use to journalise and recount the significance of memorable places and souvenirs • participate in intercultural experiences to notice, compare and reflect on the influence of cultural values on people's behaviour.	Students explore the concept of identity and traditions through the analysis of imaginative texts of cultural significance passed down through generations over time. Students: • explore a range of texts in Japanese and English • understand cultural values behind texts • adapt a Japanese text • reflect and apply language changes according to relationships with others • translate two short imaginative texts.	Students explore the concept of community in Japan- and Australia. Students: • interact with others to share ideas about community and community identity • engage with a range of texts to obtain information relating to community • plan, draft and present information about community • participate in intercultural experiences to notice, compare and reflect on language and culture associated with group and community identity.	Students explore the concept of self-identity and use language to communicate ideas about interest and influences on self-identity. Students: • interact with others to share ideas about self, interests and influences on self-identity • engage with a range of texts to obtain and convey information relating to influences on self-identity • create and translate identity maps • participate in intercultural experiences to notice, compare and reflect on language use and self-identity.	Students use language to communicate ideas relating to the concept of friendship and identity. Students: • engage with a range of spoken and written texts to that describe and express characteristics of friendship in Australia and Japan • plan, draft and present information • discuss and compare behaviours and values of friendship • participate in intercultural experiences to notice, compare and reflect on the culture of friendship.	Students use language to communicate about the representation of time demonstrated through objects of significance placed in a time capsule. Students: • engage with a range of spoken and written texts that describe cultural artefacts included in a time capsule • identify items of personal, community and national significance • plan, draft and present information • reflect on how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating.	Students explore language, cultural values and practices relating to eating in the target culture and Australia. Students: • interact with others to share ideas and experiences relating to food and eating practices • engage with a range of texts to obtain information relating to eating practices • create and present connected texts conveying information relating to food and eating practices • participate in intercultural experiences to notice, compare and reflect on language and culture associated with food and eating practices.	Students explore language and cultural values relating to community and ways of celebrating community identity. Students: • interact with others to share ideas about community celebrations • engage with a range of texts to obtain information about community and events that celebrate community identity • create connected texts conveying information relating to personal experience and community celebrations • participate in intercultural experiences to notice, compare and reflect on how cultures celebrate community identity.

Languages: Japanese – Years 9-10							
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**	**UNIT 5**	**UNIT 6**	**UNIT 7**	**UNIT 8**
What are life stories?	**What are social issues?**	**How big is the generation gap?**	**What are our global connections?**	**What is advertising?**	**What is the best job in the world?**	**What is environmental conservation?**	**How do youth subcultures represent themselves?**
Students use language to communicate ideas relating to immigration. Students: • engage with range of spoken and written informative texts relating to migrant experiences • process and compare information and stories on immigration • comprehend meaning from spoken and written texts • participate in intercultural experiences to notice, compare and reflect on language and culture.	Students explore the ways in which people communicate about youth-related social issues in Japan and Australia. Students: • encounter authentic language in a range of spoken and written texts about youth-related social issues • use a range of language to discuss their own perspectives on youth and technology use • analyse different perspectives on youth-related social issues • reflect on intercultural experiences and their own language and cultural values associated with youth-related social issues.	Students explore the concept of generation and generational difference in Japan and Australia. Students: • interact with others to discuss ideas relating to roles and responsibilities over generations • encounter authentic language to notice and focus on linguistic and cultural concepts relating to generational change • engage with a range of texts to analyse perspectives and convey information relating to generations, roles and responsibilities • reflect on intercultural experiences and their own language and cultural values associated with generations and generational differences.	Students explore their connections with the wider global community including links with Japanese culture. Students: • interact with others to discuss experiences and connections with other countries and cultures • explore links between Australia and Japan • engage with a range of texts to analyse perspectives and convey information relating to global connections • reflect on how global interactions shape the way we view ourselves and our place in the world.	Students use language to communicate within the context of advertising. Students: • engage with a range of spoken and written texts relating to advertising and advertisements • process and compare information about advertisements • make meaning of persuasive texts • participate in intercultural experiences to notice, compare and reflect on language and culture.	Students understand how language and culture influence their hopes, dreams and aspirations in the context of teenage life. Students: • encounter authentic language in a range of spoken and written texts to engage in communicative experiences and activities relating to hopes, dreams and aspirations in the context of teenage life • process and compare information about young people's interests, behaviours and values • apply understandings of language in use to write an informative text using formal and informal registers • interact with peers to share and compare reactions to intercultural experiences • use new knowledge to modify their ways of using language when applying for a job.	Students explore language and cultural values relating to animal conservation in Japan and Australia. Students: • interact with others to share ideas and opinions relating to perspectives on animal conservation • encounter authentic language to notice and focus on linguistic and cultural concepts relating to animal conservation issues • engage with a range of texts to analyse perspectives and convey information relating to perspectives on animal conservation • reflect on intercultural experiences and their own language and cultural values associated with animal conservation.	Students explore the concept of representation within the context of youth cultures. Students: • interact with others to share ideas and experiences relating to shared interests and values within a group • encounter authentic language to notice and focus on linguistic and cultural concepts relating to youth identity • engage with a range of texts to obtain and convey information making connections between youth cultures in Japan and their own experience • reflect on intercultural experiences and their own language use and cultural values associated with group belonging and group identity.

Mathematics – Year 7			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Students develop understandings of: • 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 • 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. • 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. • Shape — construct 3D objects, draw 3D objects from different viewpoints • 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	Students develop understandings of: • 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 • Patterns and algebra — use variables to represent numbers, create algebraic expressions, evaluate algebraic expressions by substitution • 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. • 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.	Students develop understandings of: • 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. • 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 and 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. • Money and financial mathematics — calculate and compare unit prices, investigate and calculate best buys with and without digital technology. • Patterns and algebra — create and evaluate formulas to model relationships between two variables.	Students develop understandings of: • 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. • Geometric reasoning — develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines and find unknown angles using angle relationships • 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 investigate issues involving numerical data collected from primary and secondary sources.

Mathematics – Year 8			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Students have opportunities to develop understandings of: • Number and place value - apply the four operations to rational numbers and integers and solve problems. • 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. • 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.	Students have opportunities to develop understandings of: • Number and place value - express numbers in index notation, establish the index laws with whole number bases and positive integral indices • Patterns and algebra - expand and factorise algebraic expressions. • 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.	Students have opportunities to develop understandings of: • 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. • Using units of measurement - solve problems involving time duration, for 12 and 24 time formats, within a single time zone. • 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.	Students have opportunities to develop understandings of: • 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. • 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. • 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.

Mathematics – Year 9			
UNIT 1	**UNIT 2**	UNIT 3	UNIT 4
Students have opportunities to develop understandings of: • Real numbers — Solving rates problems, simplifying rates, identifying additive and multiplicative patterns in direct proportion, representing rates graphically and algebraically • Linear and non-linear relationships — Calculating gradient, calculating the distance between two points on a Cartesian plane using Pythagoras's theorem, calculating the midpoint of a line segment. • Using units of measurement — calculate the area of composite shapes, calculate the surface area and volume of right prisms and cylinders solve problems involving the surface area and volume of right prisms and cylinders, apply reasoning around volume to design a rainwater collection system for a school.	Students have opportunities to develop understandings of: • Patterns and algebra — expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y- intercepts of parabolic functions • Geometric reasoning — describe the conditions of similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests, and investigate scale and area. • Pythagoras and trigonometry — apply Pythagoras' Theorem to check if a triangle is acute, right or obtuse, determine unknown side lengths of right-angled triangles, solve problems involving right-angled triangles, apply naming conventions for sides of right-angled triangles, use similarity to investigate the constancy of the sin, cos & tan ratios, investigate patterns in trigonometric ratios, calculate trigonometric ratios using known angle or side length values, calculate unknown side lengths in right-angled triangles, solve problems using trigonometry, & calculate unknown angles in right-angled triangles.	Students have opportunities to develop understandings of: • Real numbers — understand and use index notation, convert index notation to expanded notation and vice versa, investigate the index laws for multiplication, division, zero index, power of a power, power of a product, power of a quotient, the negative indices and simplify expressions using the index laws, convert numbers from scientific notation to standard decimal form and vice versa, use index laws to solve problems involving scientific notation • Money and financial mathematics — use the simple interest formula, rearrange the simple interest formula, solve problems using simple interest Patterns and algebra — review the distributive law, expand and simplify binomial expressions, apply the index laws to expansion and investigate special cases of binomial expansion (perfect squares, the difference of squares) • Data representation and interpretation — consolidate types of statistical variables, collect primary and secondary data to investigate statistical questions, calculate, interpret and describe statistics from both raw data and data representations using non-digital and digital resources, construct histograms and back-to-back stem-and-leaf plots and use statistical knowledge to draw conclusions.	Students have opportunities to develop understandings of: • Real numbers — express numbers using scientific notation and perform operations using the index laws • Linear and non-linear relationships — model relationships between variables and link algebraic, graphical and tabular representations of those relationships • Using units of measurement — investigate very large and very small time scales, express time scales using metric prefixes and scientific notation, convert units of time using the index laws • Chance — determine outcomes of two-step chance determine outcomes of two-step chance experiments using tree diagrams and arrays, assign probabilities to outcomes, calculate relative frequencies, determine probabilities of events (including those involving 'and' and 'or' criteria), organise data and determine relative frequencies in Venn diagrams and two-way tables, investigate data used in media reports (estimate population means and medians and evaluate the validity of statistics used).

Mathematics – Year 10			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Students develop understandings of: • Pythagoras and trigonometry — revise Pythagoras' Theorem and solving 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. • Chance — 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. *10A students may also be taught to:* • *Pythagoras and trigonometry —perform operations with surds, apply Pythagoras' theorem & trigonometry to three dimensional problems, establish & apply the sine & cosine rules & solve related problems, define & graph trigonometric functions & solve simple trigonometric equations.* • *Chance — evaluate media statements and statistical reports.*	Students develop understandings of: • Patterns and algebra — apply the four operations to algebraic fractions, manipulate expressions & equations to solve algebraic fraction problems, apply the rules of expanding and factorising to quadratics, choose appropriate methods to factorise monic quadratic expressions. • Linear and non-linear relationships — make connections between algebraic & graphical representations, make generalisations about parallel & perpendicular lines, identify the solution to two intersecting linear equations, apply graphical & substitution methods to find solutions to contextualised problems, formulate & solve real life problems involving monic quadratic expressions & equations, adapt graphing techniques to solve problems involving monic quadratics, make connections between functions & their graphical representations, extend application of graphing techniques from linear functions to parabolas, circles & exponential functions. *10A students may also be taught to:* • *Patterns and algebra — choose appropriate methods to factorise monic & non-monic quadratic expressions.* • *Linear and non-linear relationships — apply the elimination method to find solutions & solve contextualised problems, formulate & solve real life problems involving monic & non-monic quadratic equations, transform relations & functions & simplify expressions involving irrational numbers.*	Students develop understandings of: • Using units of measurement — 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 • Geometric reasoning — 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. • Data representation and interpretation — develop an understanding of statistical measures, recall and apply knowledge of measures of centre and spread, investigate and describe data sets effectively, analyse data displays (box plots, histograms and scatter plots) to make generalisations, make connections between statistical measures and data displays. *10A students may also be taught to:* • *Linear and non-linear relationships - sketch and describe hyperbolas.* • *Using units of measurement - extend measurement calculations to pyramids, cones and spheres* • *Geometric reasoning - apply proofs to circles* • *Data representation and interpretation - compare data sets using standard deviation, make predictions using a line of best fit.*	Students develop understandings of: • Money and financial mathematics — 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, solve financial problems involving compound interest and loans. • Linear and non-linear relationships - represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically. *10A students may also be taught to:* • *Real numbers - define a logarithm, make connections between exponential and logarithmic expressions, establish and apply the laws of logarithms, simplify expressions using logarithmic laws and solve financial problems involving the use of logarithms.* • *Linear and non-linear relationships — identify the features of a polynomial, connect a written division algorithm and the factor and remainder theorems and sketch polynomials.*

Science – Year 7							
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**	**UNIT 5**	**UNIT 6**	**UNIT 7**	**UNIT 8**
Water — waste not, want not	**Water — waste not, want not (continued)**	**Moving right along — exploring motion**	**Moving right along — applications in real systems**	**Heavenly bodies**	**Sensational seasons**	**Organising organisms**	**Affecting organisms**
Students consider the importance of water and the water cycle. They distinguish between mixtures, including solutions, and pure substances. Students compare a range of separation techniques and assess which techniques can be used for specific purposes. They consider everyday applications of the separation techniques including those used by different cultures and relate use of different separation techniques to a variety of occupations. Students plan and conduct investigations into the separation of mixtures then use their data to evaluate the effectiveness of different techniques and draw conclusions. These understandings will be applied in Unit 2 through other applications to their community. This unit precedes Unit 2: *Water -— waste not, want not* (continued)	Students consider the importance of sustainable, clean water in the community. They explore Aboriginal peoples' and Torres Strait Islander peoples' values about water. They investigate the application of separation techniques in water treatment and recycling processes, and compare and contrast artificial treatment processes with the water cycle to understand how humans have impacted on and mimic natural processes. Students consider ways in which science understanding contributes to the development of water management processes to produce sustainable, clean water supplies both locally and in developing countries. They conduct a water audit for the home and school, and suggest ways to manage water use. They also calculate their own water footprint. This unit follows on from Unit 1: *Water — Waste not, want not.*	Students build on their knowledge of how forces affect motion, from year 4. They develop understandings of balanced and unbalanced forces and apply these to predict and justify conclusions about changes in motion. Students explore the effects of gravitational force on motion and consider the difference between mass and weight. They analyse forces involved in simple machines to understand mechanical advantage. Students consider how people use understandings of force and motion in their occupations, and how science and technology have contributed to solving problems in the community through the development of simple machines. Students identify questions or problems and plan and conduct investigations, related to forces and motion, selecting appropriate equipment, ensuring fair testing and following safety guidelines. They summarise and use data to identify relationships and draw conclusions. Students evaluate the quality of the data, and reflect on experimental methods to identify improvements. They communicate using scientific terminology and representations, including force diagrams. This unit precedes Unit 4: *Moving right along — Applications in real systems.* The assessment for this unit will be conducted in Unit 4: *Moving right along - Applications in real systems*.	Students build upon understandings of force and motion, developed in Unit 3 and apply these to situations and problems in everyday life. They apply their understanding of fair testing to construct, test, and modify a balloon-powered vehicle and analyse the 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. They investigate the application of scientific understanding of force and motion in transport systems and consider how scientific and technological developments have improved vehicular safety. This unit follows on from Unit 3: *Moving right along — exploring motion*	Students understand the relative positions of the Earth, moon and sun in space. Students describe the rotations and orbits of the Earth and moon relative to the sun. Students understand that science knowledge changes with new evidence and they identify how the positions of the Earth, moon and sun cause different predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. Students explore and compare cultural beliefs related to phases of the moon, eclipses and solar phenomena. Students examine how science and technology have contributed to understanding solar storms and reducing their effects on Earth. Further predictable phenomena will be studied in Unit 6: *Sensational seasons*.	Students explore the relationship between the tilt of the Earth on its axis, its rotation and revolution around the sun and seasons. They understand that different environmental factors define the seasons for different cultures. Students also examine the relationship between the angle of the Earth's tilt and the intensity of the sunlight hitting the Earth. They examine data about weather and climate from different sources. Students understand that the behaviour and appearance of plants and animals and the activity and practices of humans change in response to seasonal changes. They explore how science understanding influences the development of practices within agriculture. This unit follows Unit 5 *Heavenly bodies*.	Students classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification. Students analyse the effectiveness of dichotomous keys and suggest improvements. They explore how improvements in microscope technology led to changes in classification systems. 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. Students apply their understandings from this unit in Unit 8: *Affecting organisms*.	Students investigate how a range of environmental changes and human activities can impact food webs in different ecosystems. Students explore native food webs and consider how these are understood and used by Aboriginal peoples and Torres Strait Islander peoples. They examine how a range of human activities can impact on marine environments and explore the work of scientists and other occupations working in Antarctica.

Science – Year 8							
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**	**UNIT 5**	**UNIT 6**	**UNIT 7**	**UNIT 8**
Particles matter	**Chemistry of common substances**	**Rocks never die**	**Rock my world**	**Energy in my life**	**What's up**	**Building blocks of life**	**Survival**
Students are introduced to the particle model of matter and use it to explain properties. They investigate the physical and chemical properties of materials and identify signs of chemical change. Students relate the properties of materials to their use in everyday applications and evaluate the effectiveness of the material for its identified purpose. They examine traditional uses of natural material by Aboriginal peoples and Torres Strait Islander peoples. Students plan and conduct investigations of the properties of materials identifying risk and applying safety guidelines. They use data to identify relationships, draw conclusions, evaluate the quality of data collected and suggest improvements to experimental methods. This unit needs to precede Unit 2: *Chemistry of common substances.* The assessment for this unit will be conducted in Unit 2: *Chemistry of common substances*.	Students extend their application of the particle model of matter to represent and explain differences between elements, compounds and mixtures, and differences between physical and chemical change. They are introduced to the periodic table of elements, including symbolic representation of elements. Students continue to investigate the physical and chemical properties of materials and explain how these relate to material use. They plan and conduct fair tests, ensuring safety guidelines are followed. Students record observations and collect, summarise and analyse data. They evaluate the quality of the data collected during fair tests and suggest ways the quality of the data could be improved. Students use their data to draw evidence-based conclusions about the suitability of a material for a specific use and make recommendations of the most appropriate material for an identified purpose. This unit needs to follow Unit 1: *Particles matter*.	Students explore different types of rocks and the minerals of which they are composed. They compare the different processes and timescales involved in the formation and breakdown of igneous, sedimentary and metamorphic rocks as part of the rock cycle. Students investigate the properties of minerals and analyse data to identify patterns and relationships between mineral composition, location and the type of rock formed. They identify rock specimens and model processes of rock formation. They use a variety of representations, including geologic cross-sections, to analyse relationships between and draw conclusions about rock types, rock cycle processes and the geological history of an area. This unit needs to precede Unit 4: *Rock my world*. The assessment for this unit will be conducted in Unit 4: *Rock my world*.	Students apply their understanding of rocks and minerals to describe the properties of soil, formed from the weathering of rocks, and the impact of soil degradation on the environment and agriculture. They research an issue that has led to soil degradation and consider how collaboration across different fields of science and technological advancements are helping to address this issue. Students learn how mineral-based resources are sourced, extracted, processed and used, including how Aboriginal peoples and Torres Strait Islander peoples quarry and use rocks and minerals. They summarise information from secondary sources to draw conclusions about how knowledge from different fields of science is used in locating, extracting and processing a particular mineral-based resource, and how science and technology contribute to the development and advancement of sustainable mining processes. Students use representations and scientific understanding to analyse relationships and draw conclusions about rock and mineral-based resources. This unit needs to follow Unit 3: *Rocks never die*.	Students classify energy forms. They investigate different forms of potential energy, making predictions and conducting fair tests, ensuring safety guidelines are followed. Students process and analyse experimental data and evaluate experimental methods used in investigations. They use models and representations to examine kinetic energy and its relationship with potential energy and heat energy. Students communicate how energy is transferred and transformed through systems and use diagrams to represent energy flow. They recognise that energy can be transformed into usable and unusable forms, and consider how this can affect the efficiency of a system. Students discuss the use and influence of science on the use of energy resources and consider how the efficiency of the production of energy could influence the use of these resources by society. This unit needs to precede *Unit 6: What's up?* The assessment for this unit will be conducted in Unit 6: *What's up*.	Students identify the different forms of energy that they observe in order to explain and represent how energy transfers and transformations cause change in simple systems. They plan and conduct investigations into factors affecting energy transfers and transformations. They identify variables, and construct representations of patterns and trends in their data in order to draw conclusions. They evaluate the effectiveness of their investigations. Students also examine Australia's use of renewable and non-renewable energy resources. They consider the impact of photovoltaic technology becoming available to Australia's First Peoples living in remote Australian communities. Students evaluate the impacts of transitioning to renewable resources compared with the continued use of fossil fuels, and examine how science and technology are contributing to making the transition socially, economically and environmentally sustainable. This unit needs to follow Unit 5: *Energy in my life.*	Students identify cells as the basic units of living things. They use microscopes and images to distinguish between multi-cellular and unicellular organisms and identify specialised cellular structures. Students understand how to prepare wet mount slides and correctly construct biological drawings from microscopic observations. They compare similarities and differences between plant and animal cell structure. Students examine the relationship between the structure and function of specialised plant and animal cells, including reproductive cells, and understand the advantages of cell specialisation. They analyse the development of cell theory as a result of historical scientific work and use the findings to validate the tenets of the theory. Students identify and construct scientifically investigable questions and problems related to the relationship between cell structure and function. This unit needs to precede Unit 8: *Survival*.	Students analyse the relationships between structure and function of organs in the major systems of the human body, including the reproductive system. They examine and compare organs and systems in other animals and plants. Students research the structure of a system and its component organs and describe how the structure supports the functions of the system within the body. They examine different reproductive strategies and discuss how these contribute to the survival of multi-cellular organisms, and analyse data and trends in reproductive cycles. Students investigate the relationship between structure and function in the systems of vascular plants. They explore the concepts of ethical guidelines to consider the impact of animal welfare frameworks when planning investigations in science education. This unit needs to follow Unit 7: *Building blocks of life*.

Science – Year 9							
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**	**UNIT 5**	**UNIT 6**	**UNIT 7**	**UNIT 8**
Energy on the move	**Making waves**	**It's elementary**	**Changing Earth**	**My life in balance**	**Responding to change**	**Chemical patterns**	**Heat and eat**
Students examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model. Students have opportunities to design investigation questions and collect quantitative and qualitative data and information on the flow of heat and electrical energy. They use these findings, scientific knowledge and prior understanding to form conclusions. Students evaluate explanations and claims using scientific knowledge. They assess energy efficiencies in house design and use of electrical appliances for heating and cooling to make informed decisions about the influence of science and technology on energy use. This unit precedes Unit 2: *Making Waves*.	Students build on their knowledge of energy transfer to include the wave-based models of energy transfer related to sound and light. Students investigate wave motion and how different mediums affect sound and light transfer. They explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. Students design and conduct investigations to transmit a form of energy through a medium using available equipment and materials. They analyse experimental and second-hand data and identify relationships within the data. Students explore the structure and use of musical instruments by Aboriginal peoples and Torres Strait Islander peoples. This unit follows Unit 1: *Energy on the move*.	Students explore the development of scientific ideas about atoms and their subatomic particles, protons, neutrons and electrons. They investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life. Students understand that scientific knowledge and ideas about the structure of atoms and isotopes has changed as new evidence has become available. They research the use of radioisotopes in a range of areas of society and consider the impacts of these uses on society, including the technology and occupations resulting from these uses. Students critically evaluate the sources of their researched information.	Students explore the historical development of the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic-plate boundaries and the tectonic events which occur at these boundaries. They explore technological developments that have aided scientists in the study of tectonic-plate movement and consider how these assist societies living in tectonic-event areas. Students research the impact of tectonic events such as earthquakes, tsunamis and volcanoes on humans and describe where science and technology are contributing to the development of safer buildings.	Students identify human body systems and the ways in which they work together in balance to support life. They outline how the functions of the systems are coordinated to provide the essential requirements for life. Students analyse and predict the effects of the environment on body systems, and discuss how the body responds to changes in the environment and to diseases. They research the positive and negative aspects of vaccination and use evidence to justify decisions related to vaccination. Students consider current and future developments in vaccine technology and reflect on how the needs of society influence the focus of scientific research. Students evaluate from a scientific perspective and use appropriate language and representations when communicating their ideas and findings.	Students explore the concepts of change within an ecosystem. They understand that all life is connected through ecosystems. They analyse how biological systems function and maintain balance. They explore how different ecosystems respond to external changes and examine the impacts on populations, the interrelationships occurring within and the flow of matter and energy through an ecosystem. Students formulate questions and conduct research to investigate how an ecosystem responded to an extreme event.	Students engage in the exploration of chemical reactions and the application of these in living and non-living systems. They understand that chemical change involves the rearranging of atoms to form new substances. Students examine energy transfer in reactions, the nature and reactions of acids as well as the conservation of mass in chemical reactions. Students continue to develop their scientific inquiry skills by engaging in a range of investigations including measuring the pH of soils, replicating ocean acidification and examining the chemical reactions used in instant cold packs. They apply their understanding to evaluate claims related to environmental issues and consider how the application of chemistry affects people's lives. This unit precedes Unit 8: *Heat and eat*. The assessment for this unit will be conducted in Unit 8: *Heat and eat*.	Students explore a range of chemical reactions and their application in everyday life. They examine a series of chemical reactions used in food production including fermentation, detoxification, gelation and denaturation. They also explore the reliability of acid/base indicators made from natural plant pigments. Students design and conduct investigations that demonstrate how chemical reactions involving energy transfer can be applied in food preparation. They assess risk, control variables, gather and analyse primary data, identify anomalies, evaluate methods and make recommendations to improve the quality of evidence. This unit follows Unit 7: *Chemical patterns*.

Science – Year 10							
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**	**UNIT 5**	**UNIT 6**	**UNIT 7**	**UNIT 8**
Life blueprints	**Life evolves**	**Chemistry isn't magic**	**Chemical reactions matter**	**Moving along**	**Energy of motion**	**Global Systems**	**The universe**
Students explore genetics and heredity. They examine the relationship between DNA, genes, alleles and heritable traits of an organism. Students will describe 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. This unit precedes Unit 2: *Life evolves*.	Students build on their knowledge of genetics and inheritance gained in Unit 1. They will develop an understanding of how the diversification of life from 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 and consider how technological advancements have contributed to the advancement of evolutionary theory. They will 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. This unit follows Unit 1: *Life blueprints*.	Students collect and analyse data to identify patterns in atomic structure and the properties of elements and how these relate to the organisation of the 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. Students examine how scientific understanding of the atomic model has been refined over time. Understanding developed in this unit will be applied and assessed in this unit and Unit 4: *Chemical reactions matter*.	Students explore the factors that affect reaction rates through observation and experimentation. Students plan, conduct, evaluate and report on an investigation into reaction rate of a chemical process. They examine different types of reactions and consider the usefulness of the products. Students 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 explore how traditional knowledge has led to the development of new pharmaceuticals, and issues related to intellectual ownership of the knowledge of these products.	Students 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 risks, and consider accuracy when using a range of methods, including the use of digital technologies, to collect reliable data. Students analyse data and draw conclusions using their knowledge of Newton's laws of motion. They explain sources of uncertainty and describe ways to improve experimental methods to improve data quality. This unit needs to precede Unit 6: *Energy of motion*.	Students investigate the impact of forces and energy on the motion of objects. They use the laws of motion and the Law of Conservation of Energy to predict, describe and explain the consequences of the rapid changes in the forces and energy acting during collisions. They evaluate vehicle safety features using their knowledge of force and motion. Students use their understandings to design an energy-absorbing feature and explain the changes in motion using physics concepts and experimental results. This unit should follow Unit 5 *Moving along* as it consolidates and extends the concepts taught in that unit.	Students explore how Earth is composed of four interacting and dynamic 'spheres', within which the global systems and cycles operate. These are the lithosphere, hydrosphere, atmosphere and biosphere. Students 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 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 explore approaches used to minimise carbon emissions and methods of sequestering carbon. They also consider how ethical decision making in relation to global systems could improve the state of the planet.	Students understand that the universe is made up of a variety of features, including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe. They 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.

Technologies: Design and Technologies – Years 7-8			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Food specialisations: Fusing cultural diversity	**Materials and technologies specialisations: Protect it**	**Food and fibre production: Thinking globally, growing locally**	**Engineering principles and systems: Make it respond**

Students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. They will apply design thinking as they develop a savoury parcel that fuses elements from two cultures.
Students will explore how social, ethical and environmental issues influence the design of a food product to create preferred futures for the school community.
Students will apply these processes and production skills:
• investigating:
  ○ critiquing needs or opportunities for different food items
  ○ comparing the design of food items from different cultures
  ○ comparing ingredients, tools and processes
• generating and documenting design ideas for a food that fuses cultural influences
• producing a food item by effectively selecting and applying safe and hygienic procedures in a designed environment
• independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions
• collaborating and working individually throughout the process
• using project management processes to coordinate production.
Suggested partner unit:
• Health and Physical Education Band 7-8 Unit 3 – Super snacks
	Students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. They will apply design thinking as they develop a solution to protect a valued item from loss or damage.
	They will explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.
	Students will apply these processes and production skills:
	• investigating by:
	  ○ critiquing needs or opportunities for protective solutions
	  ○ comparing different protection need scenarios – impact, thermal, moisture, UV, abrasion
	  ○ comparing properties of materials, structures for particular purposes
	• analysing relevant systems, components and tools for manufacturing solutions
	• generating design ideas for a protective solution and communicating them using appropriate technical terms and technologies including graphical representation techniques
	• producing a functional prototype by effectively selecting and safely using a range of materials, components, tools, equipment and techniques
	• independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions
	• collaborating and working individually throughout the process
	• using project management processes to coordinate production.
	Suggested partner unit:
	• Science Year 8 Unit 2 – Chemistry of common substances
		Students analyse how food and fibre are produced when designing managed environments and how these can become more sustainable. They will apply design thinking to design a sustainable food or fibre production environment to address a school need or opportunity.
		They will explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.
		Students will apply these processes and production skills:
		• investigating by:
		  ○ analysing case studies on local, national and global impacts on food and fibre production
		  ○ examining sustainable management practices
		  ○ conducting trials to explore technologies and techniques that improve productivity, such as by improving soil or water quality.
		• generating design ideas, communicating design plans and processes using appropriate technical terms and technologies
		• producing and presenting a persuasive proposal for a designed environment including prototype or model
		• independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions
		• collaborating and working individually throughout the process
		• managing by developing project plans that include resources.
		Suggested partner units:
		• Maths Year 7 Unit 2 (Assessment task — Design a vegetable garden)
		• Science Year 7 Unit 1-2 – Water: waste not, want not
		• Geography Year 7 Unit 1 – Water in the World
		• Geography Year 8 Unit 1 – Landforms and landscapes (erosion)
			Students analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions. They will apply design thinking as they develop a component of a mini-golf course that reacts to a golf ball with movement, light or sound.
			They will explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.
			Students will apply these processes and production skills:
			• investigating by:
			  ○ analysing electromechanical systems
			  ○ testing relevant materials, components, tools and techniques
			• generating and documenting design ideas for a mini-golf environment and a component within it
			• producing a responsive element of a mini-golf game
			• independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions
			• collaborating and working individually throughout the process
			• using project management processes to coordinate production.
			Suggested partner units:
			Science Year 7 Units 3-4 - Moving right along: applications in real systems

Technologies: Design and Technologies – Years 9-10			
UNIT 1	**UNIT 2**	**UNIT 3**	**UNIT 4**
Food and fibre production: Solving wicked problems with new growth ecologies	**Materials and technologies specialisations: Design a solution**	**Engineering principles and systems: Efficient dynamics**	**Food specialisations: Make a smart food choice**
Students investigate and make judgments on the ethical and sustainable production of food and fibre. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures. Students will apply design thinking as they develop a proposal for an innovative managed environment that enhances food or fibre production in a specific context. Students will apply these processes and production skills: • investigating emerging production technologies which improve productivity and sustainability • generating designs for testing growth management strategies to inform proposals • producing a communication product that explains a proposal for an innovative environment, for example, expo display, model, multimodal presentation • evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability • collaborating and working individually throughout the process • managing by using digital technologies to develop project plans that include time, cost, risk and production processes. Suggested partner units: • Science Year 10 Unit 7 – Global systems • Geography Year 9 Unit 1 – Biomes and food security • Geography Year 10 Unit 2 – Environmental change and management	Students investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures. Students will apply design thinking as they design and make a solution that addresses a real-world need or opportunity by combining characteristics and properties of materials and technologies. Students will apply these processes and production skills: • investigating how emerging technologies and products are being fused together to meet the changing needs and opportunities of communities • generating design ideas that consider key characteristics and properties of materials, systems, components, tools and equipment to enhance design features • producing functional well designed products • evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability • collaborating and working individually throughout the process • managing by using digital technologies to develop project plans that include time, cost, risk and production processes. Suggested partner units: • Economics and Business Years 9-10 Unit 4 – Improving business productivity • Economics and Business Years 7-8 Unit 2 – Responding to business opportunities in the Australian market	Students investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures. Students will apply design thinking as they design a solar powered concept car that applies engineering principles and emerging technologies to increase energy efficiency. Students will apply these processes and production skills: • investigating how vehicle designs are influenced by the characteristics of materials and evolve in response to preferred futures and the impact of emerging technologies including solar power • generating ideas for improving the performance of a vehicle by considering characteristics and properties of materials, systems, components, tools and equipment • producing a testable prototype of their vehicle and methods for testing, recording data and comparing designs • evaluating ideas, processes and solutions, against comprehensive criteria for success including sustainability • collaborating and working individually throughout the process • managing by using digital technologies to develop project plans that include time, cost, risk and production processes. Suggested partner unit: • Science Year 10 Unit 6 – Energy of motion	Students investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures. Students will apply design thinking as they design and produce a food product suitable for sale at a school event, and design a food sale environment. Students will apply these processes and production skills: • critically evaluate needs and opportunities for marketing a food product • investigating the principles of food safety, preservation, preparation and the impact of social, cultural and individual preferences on food products • generating design ideas for products (food items), services (marketing) and environments (safe, hygienic spaces to produce food) • selecting and using appropriate technologies skilfully and safely to produce high quality food products • evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability and client needs • collaborating and working individually throughout the process • managing by using digital technologies to develop project plans that include time, cost, risk and production processes. Suggested partner unit: • Health and Physical Education Years 9-10 Unit 2 – Sustainable health challenge

Technologies: Digital Technologies – Years 7-8	
UNIT 1	**UNIT 2**
Get serious about games	**D.A.T.A (Digital Analysis Troubleshooting Agency).T.A (Digital Analysis Troubleshooting Agency)**
Students apply computational and systems thinking to evaluate educational information systems and create digital solutions using a general purpose programming language. Students will apply a range of skills and processes in the production of digital solutions, which include a model of a real-world system and a game that will educate their peers. They will: • analyse data to model a real life object or event, with consideration to gaming mechanics • investigate how data including text, images and sound are represented in binary, and how this impacts game design • define and decompose real-world problems, considering functional requirements and technical, social and usability constraints • 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 • test algorithms for accuracy • evaluate how well needs are met by digital solutions and information systems, and evaluate them against criteria including innovation, future risks and sustainability • plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account • explore emerging technologies. Suggested partner units: Most units in Years 7 - 8. • Science subjects are appropriate for making simulations.	**Students** transform data into information, and explore and analyse the properties and components of networked systems and data transmission. Students will 'join' a fictional agency to create a range of digital solutions. Students will apply a range of skills and processes when creating digital solutions. They will: • explore the reliability and speed of data transmission through different networks (wired, wireless and mobile), examining the impacts of specifications on performance • explore different communication protocols for transmitting data in networks • create a model of a network for a client • acquire data from a range of sources and explore techniques for efficient, targeted online data collection, including querying databases • evaluate data accuracy, authenticity and timeliness • analyse and manage data using spreadsheets • decompose real-world problems considering functional requirements, and usability, economic, social, environmental and technical constraints • learn basic HTML to modify a website to improve user experience, and compare and evaluate web designs • evaluate how student solutions and existing information systems meet needs and take account of sustainability (for example, e-waste). Suggested partner unit: • Economics and Business (Unit 1 — Seeking individual and business success in the market)

Technologies: Digital Technologies – Years 9-10	
UNIT 1	**UNIT 2**
There's an app for that!	**The morpheus project**
Students use mark-up language and style sheets to design and create a prototype data-driven web app to solve an identified problem. For example, students may design an app to locate the best surfing spots in Queensland. Learning opportunities will include: • examining existing apps • studying the agile software development cycle used in real-world projects • exploring and evaluating examples of solutions developed using big data, such as in meteorology, transportation and government. Students will apply a range of skills and processes when creating digital solutions. They will: • investigate the secure transmission of data across internetworks • develop skills for collecting, managing and analysing appropriate data from a range of sources to meet client requirements, including considering privacy and security requirements • apply computational thinking skills including abstraction and specification to address complex problems • interview stakeholders to identify needs that can be addressed by a data-driven web app • design the user experience of a solution for a data-driven web app using storyboards and mock-ups • use diagrams (flowcharts) and structured English (pseudocode) to design algorithms and validate them through tracing and test cases • apply an object-oriented programming language to implement interactive features • plan and manage a client-based project using the agile software development cycle • investigate indicators of economic success for their apps considering safety and sustainability.	Students design and implement a security system to protect data transmissions within a social media information system. Learning opportunities will include: • exploring cryptographic systems • learning how data is encrypted and compressed when it is stored, and decrypted and uncompressed when it is retrieved by an information system • designing schemaless databases using object-oriented techniques • working in teams to design and develop modular programs to solve a mini-challenge. Students will apply a range of skills and processes when creating digital solutions. They will: • investigate the security protocols applied to existing information systems to evaluate their effectiveness in protecting sensitive information • consider the legal obligations needed in database design, including privacy principles and other applicable policies • model data relationships using UML diagrams • resolve conflicts between functional and non-functional requirements by applying stakeholder priorities • design and implement complex algorithms to interpret and process data using a modular, object-oriented approach • evaluate the effectiveness of security algorithms and their own solutions based on a broad set of criteria and test data • plan and manage a collaborative project using an iterative approach, identifying risks and establishing protocols to protect project data.

The Arts: Dance – Years 7-8
UNIT 1
Dance of the people
Students make and respond to dance cultures, from local, Australian and global contexts, that reflect identity, self-expression and community. Students: • combine elements of dance and improvise by making literal movements into abstract movements from a range of dance cultures • develop their choreographic intent by applying the elements of dance to select and organise movement from a range of dance cultures • practise and refine technical skills and techniques from different dance cultures • structure dances using choreographic devices and form • rehearse and perform focusing on expressive skills appropriate to a range of dance cultures and/or choreographic intent • analyse how street dance choreographers use elements of dance and production elements to communicate intent • identify and connect specific features and purposes of a range of dance cultures from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including street dance of other countries. Unit 1 developed using the Australian Curriculum: Dance Years 7 and 8 Content Descriptions and Achievement Standard.

The Arts: Dance – Years 9-10
UNIT 1
Dance fusions
Students make and respond to dance cultures, from local, Australian and global contexts, that reflect identity, self-expression and community. Students: • combine elements of dance and improvise by making literal movements into abstract movements from a range of dance cultures • develop their choreographic intent by applying the elements of dance to select and organise movement from a range of dance cultures • practise and refine technical skills and techniques from different dance cultures • structure dances using choreographic devices and form • rehearse and perform focusing on expressive skills appropriate to a range of dance cultures and/or choreographic intent • analyse how street dance choreographers use elements of dance and production elements to communicate intent • identify and connect specific features and purposes of a range of dance cultures from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including street dance of other countries. Unit 1 developed using the Australian Curriculum: Dance Years 7 and 8 Content Descriptions and Achievement Standard.

The Arts: Drama – Years 7-8
UNIT 1
Sweet dreams
Students make and respond to drama by exploring the theme of love through a range of different performance styles/forms including comedy, Shakespearean and physical theatre. Students: • combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes based on love • develop roles and characters consistent with situation, dramatic forms and chosen drama performance styles to convey status, relationships and intentions • plan, structure and rehearse different performance styles/forms, exploring ways to communicate and refine dramatic meaning for theatrical effect • develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal dramatists and Torres Strait Islander dramatists • perform devised and scripted drama of a range of different performance styles/forms maintaining commitment to role • analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning • identify and connect specific features and purposes of different performance styles/forms from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal Peoples and Torres Strait Islander Peoples. Unit 1 developed using the Australian Curriculum: Drama Years 7 and 8 Content Descriptions and Achievement Standard.

The Arts: Drama – Years 9-10
UNIT 1
Drama fusions
Students make and respond to drama by exploring contemporary Australian drama including Aboriginal dramatists and Torres Strait Islander dramatists and experimenting with linear and non-linear narrative structures and available theatre technologies. Students: • improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted contemporary Australian drama • manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles of contemporary Australian drama • practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of contemporary Australian drama styles and spaces, including exploration of those developed by Aboriginal dramatists and Torres Strait Islander dramatists • structure drama, both linear and non-linear, to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements • perform devised and scripted contemporary Australian drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience • evaluate how the elements of drama, forms and performance styles in devised and scripted contemporary Australian drama convey meaning and aesthetic effect • analyse a range of drama from contemporary Australian drama to explore differing viewpoints and enrich their drama making, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, and consider these styles of drama in relation to international contexts. Unit 1 developed using the Australian Curriculum: Drama Years 9 and 10 Content Descriptions and Achievement Standard.

The Arts: Media Arts – Years 7-8
UNIT 1
If I were a dish …
Students explore how Media Arts conventions and genres are used to create point of view through representation and communication of social and cultural values and beliefs. In making and responding, students explore and develop methods of communicating stories and points of view using structure, intent, character, settings and genre conventions. Learning opportunities should allow development of independent approaches and responses while experimenting with representation of subject and communication of point of view throughout the unit. Students: • experiment with story structure and media conventions using image and sound to create a point of view • develop ability to communicate social and cultural values and beliefs through media arts representations • shape technical and symbolic elements of images, sounds and text to communicate meaning to a target audience • plan, structure and design media artworks individually and collaboratively to engage a target audience • make and present media artworks for various contexts demonstrating understanding of social and ethical responsibilities • make connections about how media artists use technical and symbolic elements to communicate point of view • analyse and compare the representation of viewpoint in contemporary and past art forms starting with Australian media artworks, including those of Aboriginal and Torres Strait Islander Peoples Unit developed using the Australian Curriculum: Media Arts Years 7 and 8 Content Descriptions and Achievement Standards.

The Arts: Media Arts – Years 9-10
UNIT 1
Under construction
Students explore how Media Arts conventions and genres are manipulated to construct new and alternative points of view through representation and communication of social and cultural values and beliefs. In making and responding, students analyse and evaluate methods of communicating stories and points of view by refining and extending use of structure, intent, character, settings and genre conventions. Learning opportunities should allow development of independent approaches and responses while experimenting with representation of subject and communication of point of view throughout the unit. Students: • experiment with story structure and media conventions using image, sound and text to manipulate points of view • identify and examine social and cultural values and beliefs in manipulated media arts representations • integrate and shape technical and symbolic elements of images, sounds and text to develop style and achieve purpose • plan, structure and design media artworks individually and collaboratively to challenge audience expectations • produce and distribute media artworks for various contexts considering social and ethical implications • evaluate how media artists use technical and symbolic elements to manipulate point of view and challenge representations • analyse and compare the representation of differing viewpoints in contemporary and past media art forms starting with Australian media artworks, including those of Aboriginal and Torres Strait Islander Peoples and international media artists * Unit developed using the Australian Curriculum: Media Arts Years 9 and 10 Content Descriptions and Achievement Standard.

The Arts: Music – Years 7-8
UNIT 1
Popular music
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. Students: • experiment with texture and timbre in popular music using aural skills • develop musical ideas, by improvising, combining and manipulating the elements of music in popular music • practise and rehearse a variety of popular music, including Australian music to develop technical and expressive skills • structure popular music compositions by combining and manipulating the elements of music using notation • perform and present a range of popular music, using techniques and expression appropriate to style • analyse composers' use of the elements of music and stylistic features when listening to and interpreting popular music • identify and connect specific features and purposes of popular music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal Peoples and Torres Strait Islander Peoples Unit 1 developed using the Australian Curriculum: Music Years 7 and 8 Content Descriptions and Achievement Standard.

The Arts: Music – Years 9-10
UNIT 1
Music fusions
Students make and respond to music by exploring music that involves fusing various styles, genres, musical sources, ideas and other art forms. Students: • improvise and arrange music involving fusing various styles and genres, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance • manipulate combinations of the elements of music in music that involves fusing various styles and genres using technology and notation • practise and rehearse to refine a variety of performance repertoire including fusing of various styles and genres with increasing technical and interpretative skill • plan and organise compositions involving fusing of various styles and genres with an understanding of style and convention, including drawing upon Australian music by Aboriginal artists and Torres Strait Islander artists • perform music, involving a fusion of various styles and genres, applying techniques and expression to interpret the composer's use of elements of music • evaluate a range of music and compositions that involve fusing various styles and genres to inform and refine their own compositions and performances • analyse a range of music from contemporary and past times that involves fusion of various styles and genres 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. Unit 1 developed using the Australian Curriculum: Music Years 9 and 10 Content Descriptions and Achievement Standard.

The Arts: Visual Arts – Years 7-8
UNIT 1
Personal maps
Students explore social, ethical, environmental and/or economic themes and concepts in Visual Arts. Throughout the unit, students focus on one theme as a class and develop a body of work in making and responding to explore the theme from a variety of conceptual viewpoints. Learning opportunities should allow development of independent approaches and responses while experimenting with representation of subject and expression of viewpoint throughout the body of work. Students: • experiment with representation of ideas and concepts by exploring one theme from different viewpoints and a variety of approaches • develop ability to communicate as an artist by selecting, applying and evaluating materials, techniques and processes to enhance artistic intentions • design and plan individual or group visual solutions to conceptual problems and thematic challenges using inspiration from other artists • explore contemporary approaches with techniques and processes to enhance representation of ideas within the theme • exhibit artwork with consideration of theme to enhance artistic intention to audience • make connections about how artists use shared visual conventions to communicate thematic meaning • analyse and compare the representation of theme and viewpoint in contemporary and past art forms starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples. Unit developed using the Australian Curriculum: Visual Arts Years 7 and 8 Content Descriptions and Achievement Standard.

The Arts: Visual Arts – Years 9-10
UNIT 1
I am …
Students explore how artists persuade, communicate and express viewpoints and concepts in Visual Arts. Throughout the unit, students produce a series of artworks that are conceptually linked and lead to the development of personal style and artistic intention. Making and responding explore conceptual viewpoints. Learning opportunities should allow development of student-directed concepts with independent approaches and individualised representations of subject and viewpoint throughout the series of work. Students: • experiment with processes of research, development, resolution and reflection to create individualised, informed responses to chosen concepts • independently research and analyse characteristics, qualities, properties and constraints of materials and technologies to represent their own artistic intentions • develop and represent their ideas by adapting, manipulating, deconstructing and reinventing techniques, styles and processes • design and plan individual or group visual solutions to student-directed conceptual problems • exhibit artwork to enhance artistic intention and communication of viewpoint to audience • evaluate representations of viewpoint in the work of others as inspiration for their own work • analyse and compare differing viewpoints in contemporary and past art forms starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and international artists. Unit developed using the Australian Curriculum: Visual Arts Years 9 and 10 Content Descriptions and Achievement Standard.