

# YEARS 7-10 Curriculum Overview 2023

## Year 7

	Term 1	Term 2	Term 3	Term 4
AFL Excellence	<p><b>Unit Title:</b> Club &amp; Community</p> <p><b>Unit Outline:</b> Students will explore the connection between a football club and their community. This topic covers identity, culture and sense of belonging in an effort to develop skills in relation to personal and social capability.</p> <p><b>Assessment:</b> Investigation Research Report</p>	<p><b>Unit Title:</b> Club &amp; Community</p> <p><b>Unit Outline:</b> Students will explore the connection between a football club and their community. This topic covers identity, culture and sense of belonging in an effort to develop skills in relation to personal and social capability.</p> <p><b>Assessment:</b> Investigation Research Report</p>	<p><b>Unit Title:</b> Training to Win</p> <p><b>Unit Outline:</b> Students investigate training principles and practices that impact performance and measure the effectiveness of strategies to increase performance. Students make recommendations and reflect on their own training &amp; performance in order to improve.</p> <p><b>Assessment:</b> Practical Performance. Project Folio - Multimodal Presentation and 10min mini session</p>	<p><b>Unit Title:</b> Nutrition</p> <p><b>Unit Outline:</b> Students investigate nutrition information strategies that enhance their own, others' and community health and wellbeing. Students demonstrate skills to make informed decisions about snack choices. Students propose and implement an action that promotes fruit as a healthy snack</p> <p><b>Assessment:</b> Examination 1 x 70min</p>
DCI (Arts)	<p><b>Unit Title:</b> Future is Now – Gone Viral! (Dance)</p> <p><b>Unit Outline:</b> Students are to explore new movement/ time possibilities and develop personal style by combining elements of dance to create an innovative viral choreography for a social media app.</p> <p><b>Assessment:</b> (Due Final Week of Rotation)</p> <ul style="list-style-type: none"> <li>Choreographed routine (15 seconds)</li> <li>Responding to own work: Evaluation (150 words)</li> </ul>	<p><b>Unit Title:</b> Future is Now – Compositions (Music)</p> <p><b>Unit Outline:</b> This unit introduces students to the musical elements and concepts and the some of the ways they can be manipulated to create different genres of music with an underpinning focus on developing student ICT skills. Students will gain skills using DAW (Digital Audio Workstations) Bandlab throughout this unit, as well as improvisational skills, performance skills on keyboard writing to an intended genre, and identifying features of musical works (including own works).</p> <p><b>Assessment:</b> (Due Final Week of Rotation)</p> <ul style="list-style-type: none"> <li>Composition: 8-10 bars or 10-15 seconds</li> <li>Statement of composition intent: 50-75 words written or 30-45 seconds spoken</li> <li>Responding to own work: PPT with voiceovers embedded (45 sec-1 min)</li> </ul>	<p><b>Unit Title:</b> Future is Now – Contemporary Still Life (Visual Art)</p> <p><b>Unit Outline:</b> In this unit, students analyse how artist of the past used visual conventions, processes and materials to create still life artworks. Students use their discoveries to generate, document and develop own ideas for a contemporary still life. They will reflect on their own visual art practice. They will exhibit their work in a digital gallery</p> <p><b>Assessment:</b> (Due Final Week of Rotation)</p> <ul style="list-style-type: none"> <li>A3 Still Life Photograph and Drawing</li> <li>Artist Reflective Statement (100 words)</li> </ul>	
DCI (Design & Technologies)	<p><b>Unit Title:</b> Introduction to ITD; Hand skills</p> <p><b>Unit Outline:</b> This unit introduces the materials and tools used in the junior years in Industrial Technology workshops. Students will be introduced to workplace health and safety expectations in a workshop, and develop an understanding of design processes. Students will gain skills and develop confidence in using hand tools and machinery. The intention is to prepare them for future ITD classes in junior classes.</p> <p><b>Assessment Due final week of rotation:</b></p> <ol style="list-style-type: none"> <li>Design folio – Wind Chime</li> <li>Practical component</li> </ol>	<p><b>Unit Title:</b> Applied Technology Ingenuity</p> <p><b>Unit Outline:</b> This unit provides students the opportunity to collaborate to solve a design challenge using ingenuity thinking relating to food waste, sustainability or engineering.</p> <p><b>Assessment:</b> Design folio - Task due final week of rotation</p>		
DCI (Digital Tech)	<p><b>Unit Title:</b> Programming with Minecraft Education</p> <p><b>Unit Outline:</b> Students get hands-on experience with guided coding activities to practice using MakeCode, complete various tasks and challenges to practice their coding skills, and opportunities to evaluate and improve existing code.</p> <p><b>Assessment:</b> Ongoing Folio of Work – Activities completed each week of rotation</p>			
English	<p><b>Unit Title:</b> My View, My Voice</p> <p><b>Unit Outline:</b> In this unit, students understand how text structures and language features combine in texts to influence audiences. Students analyse advertisements using text and language features that persuade. They create an oral response using persuasive elements and how these combine to influence emotions and opinions of their audience.</p> <p><b>Assessment:</b> Week 8 Students create and deliver a Soapbox speech. (2-4 minutes)</p>	<p><b>Unit Title:</b> Wonder</p> <p><b>Unit Outline:</b> This is a creative writing unit based on a novel study, <i>Wonder</i> by R. J Paliaco. Students will focus on understanding representations of characters and concepts within the novel and how authors position audiences.</p> <p><b>Assessment:</b> Week 9 Journal entries x 3 (450-600 words)</p>	<p><b>Unit Title:</b> Heritage, Culture &amp; Diversity</p> <p><b>Unit Outline:</b> In this unit, students read texts about the life of Ned Kelly and analyse the representations of Ned Kelly. Students write journal responses at various points in the unit to indicate whether they believe that events show that Ned Kelly was a hero, a villain or a victim.</p> <p><b>Assessment:</b> Week 8 Analytical Paragraphs (3 X TEEL paragraphs analysing different perspectives from the novel)</p>	<p><b>Unit Title:</b> Sustainability</p> <p><b>Unit Outline:</b> In this unit, you have listened to and read a variety of poems and songs that put forward different perspectives on a variety of social and environmental issues. Students analyse a song that makes an important social comment explaining how the language choices create meaning and helps the author deliver the message.</p> <p><b>Assessment:</b> Week 8 Written Assignment 400-600 words</p>
HASS	<p><b>Unit Title:</b> History - Investigating the Ancient Past</p> <p><b>Unit Outline:</b> During this introduction to ancient history, students learn how historians and archaeologists investigate evidence and form conclusions about the past. Historical mysteries such as Otzi the Iceman, Mungo Man, the Terracotta Warriors, and the Bog Bodies of Europe will be examined.</p> <p><b>Assessment:</b></p> <p><b>Week 4:</b> Exam A: Timeline (60 minutes)</p> <p><b>Week 9:</b> Exam B: Source analysis (60 mins)</p>	<p><b>Unit Title:</b> History – Ancient Societies</p> <p><b>Unit Outline:</b> At least ONE ancient Mediterranean society will be studied in depth: Egypt or Greece or Rome. Features of ancient society will be examined, including the roles of key groups and individuals, significant beliefs values and cultural practices; contacts and conflicts within and/or with other societies.</p> <p><b>Assessment:</b></p> <p><b>Week 8:</b> Research Journal (400-500 words)</p>	<p><b>Unit Title:</b> Geography – Place and Liveability /Water in the World</p> <p><b>Unit Outline:</b> Factors that influence the decisions people make about where to live and their perceptions of the liveability of places is examined. The variability and scarcity of Australia's water resources will be compared with other continents.</p> <p><b>Assessment</b></p> <p><b>Week 8:</b> Exam: Short response (60 minutes)</p>	<p><b>Unit Title:</b> Economics &amp; Business/Civics &amp; Citizenship</p> <p><b>Unit Outline:</b> An introduction to business concepts with a focus on entrepreneurship. Students will examine the ways consumers and producers interact and respond to each other in the marketplace. Australia's system of government and democratic society will be studied.</p> <p><b>Assessment</b></p> <p><b>Wk 7/8:</b> Presentation 'Shark Tank' (2-4 mins)</p>
HPE	<p><b>Unit Title:</b> Theory: Super Snacks</p> <p><b>Unit Outline:</b> Students investigate nutrition information strategies that enhance their own, others' and community health and wellbeing. Students demonstrate skills to make informed decisions about snack choices. Students propose and implement an action that promotes fruit as a healthy snack</p> <p><b>Practical:</b> Swimming / Minor Games</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>Report 400-600 words</li> <li>Physical Assessment -Swimming</li> <li>Physical Assessment - Minor Games</li> </ol>	<p><b>Unit Title:</b> Theory: Decision Making</p> <p><b>Unit Outline:</b> Students analyse factors that influence emotional responses, demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing</p> <p><b>Practical:</b> Athletics / Ultimate Disc</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>Exam – 1 x 70-minute lesson</li> <li>Physical Assessment (ongoing) Athletics</li> </ol>	<p><b>Unit Title:</b> Theory: Health Benefits of Physical Activity</p> <p><b>Unit Outline:</b> Students examine the cultural and historical significance of physical activity across generations and how connecting to the environment, family and friends can enhance health and wellbeing. Students evaluate and analyse their and their family's physical activity habits to determine their risk factors and recommend strategies to enhance their own and others' health.</p> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>Investigation – Media Promotion Email 400-600 words</li> <li>Physical Assessment - Cricket and Ultimate Disc</li> </ol>	<p><b>Unit Title:</b> Theory: Respectful Relationships</p> <p><b>Unit Outline:</b> Students analyse factors that influence emotional responses during adolescence. They evaluate strategies and resources to manage the changes and transitions during adolescence and investigate their impact on identity.</p> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>Investigation – Response to Stimulus 400-600 words</li> <li>Physical Assessment (ongoing) Swimming</li> <li>Physical Assessment(ongoing) Minor Games</li> </ol>

<b>Japanese</b>	<b>Unit Title:</b> Japanese Mascots (ゆるキャラ) <b>Unit Outline:</b> Students will explore the types of mascots found in Japanese society. They will then design their own mascot, suitable for an area of their choice. <b>Assessment:</b> Week 8 Multimodal presentation (Speaking)	<b>Unit Title:</b> My Family (かぞく) <b>Unit Outline:</b> Students will understand how to describe their family in Japanese. <b>Assessment:</b> Week 8 Exam: family (Reading/Listening)	<b>Unit Title:</b> The things I like (すきです) <b>Unit Outline:</b> Students will explore Japanese language use for likes and dislikes, and conduct a survey to determine class opinions. <b>Assessment:</b> Week 8 Project: Survey Classmates (Writing/Speaking)	<b>Unit Title:</b> My Free Time (ひまなとき) <b>Unit Outline:</b> Students will practice Japanese language terms for leisure and relaxation activities. <b>Assessment:</b> Week 7 Exam: response to stimulus (Listening/Reading)
<b>Maths</b>	<b>Unit Title:</b> Number <b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics: ▪ Number and place value ▪ Real numbers <b>Assessment:</b> Week 10 Number Exam	<b>Unit Title:</b> Number, Algebra and Financial <b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics: ▪ Number and Algebra ▪ Linear relationships ▪ Money and financial mathematics <b>Assessment:</b> Week 10 End of Unit Exam	<b>Unit Title:</b> Geometry <b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics: ▪ Using units of measurement ▪ Shape ▪ Geometric reasoning <b>Assessment:</b> Week 9 End of Unit Exam	<b>Unit Title:</b> Geometry, Chance and Statistics <b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics: ▪ Location and transformation ▪ Chance ▪ Data representation and interpretation <b>Assessment:</b> Week 8 End of Unit Exam
<b>Science</b>	<b>Unit Title:</b> Chemistry <b>Unit Outline:</b> Students will be introduced to the layout of the school science laboratories, laboratory rules, location of laboratory safety equipment and evacuation procedures. <b>Assessment:</b> <b>Week 6:</b> Formative: Chromatography Experiment <b>Week 8:</b> Summative: Student Experiment (500-800 words)	<b>Unit Title:</b> Biology <b>Unit Outline:</b> Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. <b>Assessment:</b> <b>Week 6:</b> Formative: Online Exam <b>Week 9:</b> Summative: Written exam (60 minutes)	<b>Unit Title:</b> Physics <b>Unit Outline:</b> Students consider the interaction between multiple forces when explaining changes in an object's motion. <b>Assessment:</b> <b>Week 5:</b> Formative: Frictional Force Experiment <b>Week 9:</b> Summative: Student Experiment (500-800 words)	<b>Unit Title:</b> Earth & Environmental Science <b>Unit Outline:</b> Students explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. <b>Assessment:</b> <b>Week 4:</b> Formative: Written Exam <b>Week 8:</b> Summative: Written Exam (60 minutes)

DCI Rotations									
Rotation 2		Rotation 3		Rotation 4		Rotation 5		Rotation 6	
T 1 Wk 9 – T 2 Wk 4		T 2 Wk 5 – T 2 Wk 10		T 3 Wk 1 – T 3 Wk 7		T 3 Wk 8 – T 4 Wk 3		T 4 Wk 4 – T 4 Wk 9	
DCI 7A	Music	DCI 7A	Art	DCI 7A	ITD	DCI 7A	Digital Tech	DCI 7A	Ingenuity
DCI 7B	Art	DCI 7B	Dance	DCI 7B	Digital Tech	DCI 7B	Ingenuity	DCI 7B	ITD
DCI 7C	Dance	DCI 7C	Music	DCI 7C	Ingenuity	DCI 7C	ITD	DCI 7C	Digital Tech
DCI 7D	Digital Tech	DCI 7D	Ingenuity	DCI 7D	Dance	DCI 7D	Music	DCI 7D	Art
DCI 7E	Ingenuity	DCI 7E	ITD	DCI 7E	Music	DCI 7E	Art	DCI 7E	Dance
DCI 7F	ITD	DCI 7F	Digital Tech	DCI 7F	Art	DCI 7F	Dance	DCI 7F	Music
DCI 7G	Music	DCI 7G	Art	DCI 7G	ITD	DCI 7G	Digital Tech	DCI 7G	Ingenuity

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Year 8				
	Term 1	Term 2	Term 3	Term 4
AFL Excellence	<p><b>Unit Title:</b> Biomechanics</p> <p><b>Unit Outline:</b> Students will explore the connection between the science of sport and their performance. They will analyse and evaluate their own technique in order to improve their performance.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Investigation</li> <li>Research Report</li> </ul>	<p><b>Unit Title:</b> Training to Win</p> <p><b>Unit Outline:</b> Students will investigate training principles and practices that impact performance and measure the effectiveness of strategies to increase performance. They make recommendations and reflect on their own training &amp; performance in order to improve.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Practical Performance</li> <li>Project Folio - Multimodal Presentation and 10 min mini session</li> </ul>	<p><b>Unit Title:</b> Sports Psychology</p> <p><b>Unit Outline:</b> Students will investigate training principles and practices that impact performance and measure the effectiveness of strategies to increase performance. Students will then make recommendations and reflections on their own training and performance in order to improve.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Practical Performance</li> <li>Investigation – 400-600 words</li> </ul>	<p><b>Unit Title:</b> Nutrition</p> <p><b>Unit Outline:</b> Students investigate nutrition information strategies that enhance their own, others' and community health and wellbeing. Students demonstrate skills to make informed decisions about snack choices. Students propose and implement an action that promotes fruit as a healthy snack</p> <p><b>Assessment:</b> Examination 1 x 70min</p>
DCI (Arts)	<p><b>Unit Title:</b> Narratives – They Call Me...Mello...Yellow (Drama)</p> <p><b>Unit Outline:</b> Students will explore the elements of drama and key melodramatic concepts over the course of the term. Students will use their knowledge and the rehearsal process to create and polish melodramatic performances for an audience. Students will incorporate deliberate stylistic choices around voice and movement.</p> <p><b>Assessment:</b> (Due Final Week of Rotation)</p> <ul style="list-style-type: none"> <li>Devised Group Performance (3-5 mins) (Marked individually)</li> <li>Responding to own work: Written evaluation (150 words)</li> </ul>	<p><b>Unit Title:</b> Narratives – We are Live from Nev Smith Drive! (Media Arts)</p> <p><b>Unit Outline:</b> Students will structure stories to either spread information, educate or enlighten people, celebrating diversity and strengthening Woodcrest State College's identity. Students will refine a radio broadcast production or podcast using technical and symbolic elements of sounds and text. Students will have the opportunity to use RodeCaster Pro Podcast/Radio software and hardware to deliver a professional pre-recorded and live content radio broadcast. This opportunity will allow students to develop an understanding of the ethical and regulatory issues regarding media works in Australia.</p> <p><b>Assessment:</b> (Due Final Week of Rotation)</p> <ul style="list-style-type: none"> <li>Pre-production: Script (Individual and Group)</li> <li>Production: Live Radio or Podcast (90 seconds)</li> </ul>	<p><b>Unit Title:</b> Narratives - Social Change through The Arts (Ingenuity) <b>Unit Outline:</b> Students will use the Ingenuity Thinking (DIG) to create an artefact that will support the community to understand and experience the needs and wants of Year 8 students. In this unit, students have the opportunity to embrace studies in and across the visual, performing and media arts (dance, drama, media arts, music and visual arts). The learning areas have close relationships and are often used in interrelated ways.</p> <p><b>Assessment:</b> (Due Final Week of Rotation)</p> <ul style="list-style-type: none"> <li>Ingenuity Thinking Booklet and Artefact</li> <li>Presentation of Artefact (60 seconds)</li> </ul>	
DCI (Design & Technologies)	<p><b>Unit Title:</b> Introduction to Design</p> <p><b>Unit Outline:</b> This unit provides and introduction to the fundamental skills used by a designer in a range of industries. Students will be introduced the fundamentals of design and develop an understanding of design processes. Students will gain skills in hand sketching and generate designs using software including Inkscape. The intention is to prepare them for future design classes.</p> <p><b>Assessment:</b> Design folio – Laser cut item folio and practical. Task due final week of rotation</p>	<p><b>Unit Title: Food Studies - How can I Cook my food?</b></p> <p><b>Unit Outline:</b> This unit provides and introduction to the fundamental skills required to operate safely and hygienically in a Home Economics Kitchen. It also introduces students to the concept of design in a food service environment.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Design folio – Stir Fry Design</li> <li>Practical component</li> </ul>		
DCI (Ingenuity & Digital Tech)	<p><b>Unit Title:</b> Programming with Minecraft Education</p> <p><b>Unit Outline:</b> Students get hands-on experience with guided coding activities to practice using MakeCode, complete various tasks and challenges to practice their coding skills, and opportunities to evaluate and improve existing code.</p> <p><b>Assessment:</b> Ongoing Folio of Work – Activities completed each week of rotation</p>			
English	<p><b>Unit 1:</b> Is it Ethical?</p> <p><b>Assessment</b></p> <p><b>Week 9:</b> Persuasive Spoken presentations (3-4 mins)</p>	<p><b>Unit 2:</b> Extra, Extra! Read all about it</p> <p><b>Assessment</b></p> <p><b>Week 9:</b> Journal Entries (300-500 words)</p>	<p><b>Unit 3:</b> Australia: A land of changing perspectives</p> <p><b>Assessment</b></p> <p><b>Week 9:</b> Analytical paragraphs Assignment</p>	<p><b>Unit 4:</b> Ignite that Spark- Creating Stories</p> <p><b>Assessment</b></p> <p><b>Week 8:</b> Short story 300-500 words. Supervised over 3 lessons</p>
HASS	<p><b>Unit Title:</b> History – The Vikings (c.790 – c.1066)</p> <p><b>Unit Outline:</b> The way of life of the Vikings will be examined. Viking cultural achievements, ship building technology, expansion and interactions with other lands including Medieval Europe will highlight the complexities of Viking culture.</p> <p><b>Assessment:</b></p> <p><b>Week 8:</b> Exam - Short Response (2 x 70 minutes)</p>	<p><b>Unit Title:</b> History - The Spanish conquest of the Americas (c.1492–1572)</p> <p><b>Unit Outline:</b> The unique features of Aztec society, culture and religion will be explored. Motives for why the Spanish chose to invade the Americas and the interactions between the Spanish conquistadors and the Aztecs will be analysed.</p> <p><b>Assessment:</b></p> <p><b>Week 8:</b> Research - Time Travel Brochure/Travel Game</p>	<p><b>Unit Title:</b> Geography – Changing Nations / Landforms &amp; Landscapes</p> <p><b>Unit Outline:</b> Causes and consequences of urbanisation and migration are examined, drawing on studies from Australia and other countries. Different types of landscapes and their distinctive landform features will be examined. Spiritual, and cultural value of landscapes and landforms for Indigenous people are highlighted. The importance of sustainability, rainforests and deforestation will be analysed.</p> <p><b>Assessment:</b></p> <p><b>Week 8:</b> Exam - Short response to stimulus (2 x 70 minutes)</p>	<p><b>Unit Title:</b> Economics and Business/Civics and Citizenship <b>Unit Outline:</b> Rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making. The ways that businesses respond to opportunities and influences such as ethical business practices.</p> <p><b>Assessment:</b> Week 7/8 Multimodal Presentation: Ethical Entrepreneur Profile</p> <p><b>Civics and Citizenship</b></p> <p>The roles of political parties and elected representatives in Australia. The legal system and how laws are made.</p>
HPE	<p><b>Unit Title:</b> Theory: Body Image</p> <p><b>Unit Outline:</b> Students investigate information and strategies that enhance their own, and others' health and wellbeing. Students demonstrate skills to make informed decisions about their own and others body's and the impact this can have on health and wellbeing.</p> <p>Practical: Swimming / Euro Handball</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Exam 70mins</li> <li>Physical Assessment (ongoing) Swimming</li> <li>Physical Assessment(ongoing) Euro Handball</li> </ul>	<p><b>Unit Title:</b> Theory: Equity in Sport</p> <p><b>Unit Outline:</b> Students analyse factors that influence emotional responses, demonstrate skills to make informed decisions, propose and implement actions that promote their own and others' opportunity to access sport and recreation facilities.</p> <p>Practical: Athletics / Ultimate Disc</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Multimodal 2-4mins</li> <li>Physical Assessment (ongoing) Athletics</li> </ul>	<p><b>Unit Title:</b> Theory: Mental Health and Wellbeing</p> <p><b>Unit Outline:</b> Students will examine the cultural and historical significance of mental health and wellbeing. They will investigate ways in which they may enhance, improve and influence mental health outcomes and employ strategies to influence their own and others health.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Investigation – Media Promotion Email 400-600words</li> <li>Physical Assessment (ongoing) Basketball</li> </ul>	<p><b>Unit Title:</b> Theory: Safety</p> <p><b>Unit Outline:</b> Students analyse factors that influence emotional responses when analysing safety. They evaluate strategies and resources to manage their impact on identity and their own and others safety.</p> <p><b>Assessment:</b></p> <p>Exam 70mins</p> <ul style="list-style-type: none"> <li>Physical Assessment (ongoing) Swimming</li> <li>Physical Assessment(ongoing) Euro Handball</li> </ul>
Japanese	<p><b>Unit Title:</b> Fast Food (ファーストフード)</p> <p><b>Unit Outline:</b> Students will use Japanese language to order food from a fast food restaurant.</p> <p><b>Assessment:</b> Week 8 Role play project (Speaking/Listening)</p>	<p><b>Unit Title:</b> A day in the life of a Woodcrest student (がっこうのせいかつ)</p> <p><b>Unit Outline:</b> Students will introduce an international student to the school. Describe the typical day of a student – timetable, subjects, extra-curricular activities.</p> <p><b>Assessment:</b> Week 8 Project: Short video advertisement (Writing/Speaking)</p>	<p><b>Unit Title:</b> Pets (どんなペット)</p> <p><b>Unit Outline:</b> Students will explore types of manga animals, and design their own pet.</p> <p><b>Assessment:</b> Week 8 Project: Design your pet manga (Writing)</p>	<p><b>Unit Title:</b> Celebrations (お祝い)</p> <p><b>Unit Outline:</b> Students will use Japanese language to create letters and invitations based on a celebration discussed in class (e.g. weddings, birthdays, holidays)</p> <p><b>Assessment:</b> Week 7 Exam: letters &amp; invitations (Reading/Listening)</p>

<b>Maths</b>	<p><b>Unit Title:</b> Financial Mathematics, Chance and Probability</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Number and place value</li> <li>Real numbers</li> <li>Chance</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Financial Exam (Week 5)</li> <li>Probability Exam (Week 9)</li> </ul>	<p><b>Unit Title:</b> Indices, Algebra, and Measurement</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Number and place value</li> <li>Linear relationships</li> <li>Patterns and Algebra</li> <li>Using units of measurement</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>End of Unit Exam (Week 9)</li> </ul>	<p><b>Unit Title:</b> Time, Ratio, Rates, Linear Relationships, and Statistics</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Linear relationships</li> <li>Using units of measurement</li> <li>Data representation</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>End of Unit Exam (Week 9)</li> </ul>	<p><b>Unit Title:</b> Volume and Geometry</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Using units of measurement</li> <li>Geometric Reasoning</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>End of Unit Exam (Week 8)</li> </ul>
<b>Science</b>	<p><b>Unit Title:</b> Chemistry</p> <p><b>Unit Outline:</b> Students explore matter at a particle level and distinguish between chemical and physical change.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>Week 3:</b> Formative: Written Exam</li> <li><b>Week 6:</b> Formative: Practical</li> <li><b>Week 9:</b> Summative: Student Experiment</li> </ul>	<p><b>Unit Title:</b> Earth &amp; Environmental Science</p> <p><b>Unit Outline:</b> Students will explore different types of rocks and the minerals of which they are composed. They compare the different processes and timescales involved in their formation as part of the rock cycle.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>Week 3:</b> Formative: Written Exam</li> <li><b>Week 6:</b> Formative: Practical</li> <li><b>Week 9:</b> Summative: Student Experiment</li> </ul>	<p><b>Unit Title:</b> Physics</p> <p><b>Unit Outline:</b> Students begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>Week 3:</b> Formative: Written Exam</li> <li><b>Week 6:</b> Formative: Practical</li> <li><b>Week 9:</b> Summative: Student Experiment</li> </ul>	<p><b>Unit Title:</b> Biology</p> <p><b>Unit Outline:</b> Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They analyse the relationship between the structure and function at cell, organ and body system levels.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>Week 3:</b> Formative: Written Exam</li> <li><b>Week 6:</b> Formative: Practical</li> <li><b>Week 9:</b> Summative: Student Experiment</li> </ul>

DCI Rotations									
Rotation 2		Rotation 3		Rotation 4		Rotation 5		Rotation 6	
T 1 Wk 9 – T 2 Wk 4		T 2 Wk 5 – T 2 Wk 10		T 3 Wk 1 – T 3 Wk 7		T 3 Wk 8 – T 4 Wk 3		T 4 Wk 4 – T 4 Wk 9	
DCI 8A	Drama	DCI 8A	Ingenuity	DCI 8A	Food Studies	DCI 8A	Design	DCI 8A	Digital Tech
DCI 8B	Ingenuity	DCI 8B	Media	DCI 8B	Design	DCI 8B	Digital Tech	DCI 8B	Food Studies
DCI 8C	Media	DCI 8C	Drama	DCI 8C	Digital Tech	DCI 8C	Food Studies	DCI 8C	Design
DCI 8D	Design	DCI 8D	Digital Tech	DCI 8D	Media	DCI 8D	Drama	DCI 8D	Ingenuity
DCI 8E	Digital Tech	DCI 8E	Food Studies	DCI 8E	Drama	DCI 8E	Ingenuity	DCI 8E	Media
DCI 8F	Food Studies	DCI 8F	Design	DCI 8F	Ingenuity	DCI 8F	Media	DCI 8F	Drama
DCI 8G	Drama	DCI 8G	Digital Tech	DCI 8G	Food Studies	DCI 8G	Design	DCI 8G	Ingenuity

## YEARS 7-10 Curriculum Overview 2023

Year 9				
	Term 1	Term 2	Term 3	Term 4
AFL Excellence	<p><b>Unit Title:</b> Skills Analysis &amp; Motor Learning</p> <p><b>Unit Outline:</b> Students will explore the concepts of sports performance and science that influence game performance. Students will analyse and evaluate their own performance to improve movement outcomes and influence match performance.</p> <p><b>Assessment Written:</b> Investigation – Report – 600-800 Words</p> <p><b>Assessment Practical:</b> Ongoing</p>	<p><b>Unit Title:</b> Community Engagement</p> <p><b>Unit Outline:</b> Students will explore the concept of physical activity and its importance to a healthy life. Students will also explore the ways in which sport can influence a community for positive outcomes in health, fitness and sociological reasons.</p> <p><b>Assessment Written:</b> Project Folio -3-5mins</p> <p><b>Assessment Practical:</b> Practical Performance - Ongoing</p>	<p><b>Unit Title:</b> Sports Nutrition</p> <p><b>Unit Outline:</b> Students will explore the impact of nutrition on performance. They will analyse, evaluate and justify choices based on their knowledge of the science of sports nutrition.</p> <p><b>Assessment Written:</b> Exam – 60mins</p> <p><b>Assessment Practical:</b> Practical Performance - Ongoing</p>	<p><b>Unit Title:</b> Training for Performance</p> <p><b>Unit Outline:</b> Students will explore the concepts of sports performance and science that influence game performance. Students will analyse and evaluate their own performance to improve movement outcomes and influence match performance.</p> <p><b>Assessment Written:</b> Investigation – Report – 600-800 Words</p> <p><b>Assessment Practical:</b> Ongoing</p>
Dance	<p><b>Unit Title:</b> Musicals Throughout Time</p> <p><b>Unit Overview:</b> Students will explore improvisation to find new movement possibilities and explore personal style by combining elements of dance. Students will <i>explore, create and perform</i> choreographed musical theatre dance work individually and as a class.</p> <p><b>Assessment Instrument 1:</b> Dance Performance (Making) – 30 seconds (Due Term 1, Week 6)</p> <p><b>Assessment Instrument 2:</b> Written Investigation (Responding) – 250 – 300 words (Due Term 2, Week 3)</p> <p><b>Assessment Instrument 3:</b> Dance Project and Reflection (Making and Responding) – 30 seconds each (max 3 people) and 100 words reflection (Due Term 2, Week 9)</p>		<p><b>Unit Title:</b> Musicals Throughout Time</p> <p><b>Unit Overview:</b> Students will explore improvisation to find new movement possibilities and explore personal style by combining elements of dance. Students will <i>explore, create and perform</i> choreographed musical theatre dance work individually and as a class.</p> <p><b>Assessment Instrument 1:</b> Dance Performance (Making) – 30 seconds (Due Term 3, Week 6)</p> <p><b>Assessment Instrument 2:</b> Written Investigation (responding) – 250 – 300 words (Due Term 4, Week 3)</p> <p><b>Assessment Instrument 3:</b> Dance Project and Reflection (Making and Responding) – 30 seconds each (max 3 people) and 100 words reflection (Due Term 4, Week 8)</p>	
Design & Technology	<p><b>Unit Title:</b> Desk Caddy</p> <p><b>Unit Outline:</b> IN this unit, students will investigate, plan, produce and evaluate a design for a desk caddy manufactured using timber and sheet metal. They will apply practical skills to produce their design safely according to their plans.</p> <p><b>Assessment:</b> Week 8</p> <ol style="list-style-type: none"> <li>1. Design folio – Desk Caddy</li> <li>2. Practical component</li> </ol>	<p><b>Unit Title:</b> Pinball Machine</p> <p><b>Unit Outline:</b> In this unit, students will investigate, plan, produce and evaluate a design for the field of play of a mechanical pinball machine. They will apply practical skills to produce the machine and apply their design safely according to working drawings.</p> <p><b>Assessment:</b> Week 9</p> <ol style="list-style-type: none"> <li>1. Design folio- Pinball machine</li> <li>2. Practical component</li> </ol>		
Design & Technology (Food Specialisation)	<p><b>Unit Title:</b> Love your Legumes</p> <p><b>Unit Outline:</b> Students will develop an understanding of how substances including food effect their bodies and minds. Students will also learn how to create a healthy lifestyle through the food they eat and the types of exercise they participate in.</p> <p><b>Assessment:</b> Week 9</p> <ol style="list-style-type: none"> <li>1. Design folio –Recipe incorporating a legume</li> <li>2. Practical component</li> </ol>	<p><b>Unit Title:</b> Fast food to all food</p> <p><b>Unit Outline:</b> In this unit, students will develop an understanding how food effects physical and mental wellbeing, they will understand where their food comes from and the social, ecological and economic sustainability of food production processes (Food Miles)</p> <p>Students will apply skills to produce Fast Food using domestic techniques.</p> <p><b>Assessment:</b> Week 9</p> <ol style="list-style-type: none"> <li>1. Design folio – Hamburger Recipe</li> <li>2. Practical component</li> </ol>		
Digital Technology	<p><b>Unit 1 Title:</b> Fundamentals of Coding with Roboant</p> <p><b>Unit Outline:</b> Students will consolidate their algorithmic design skills to incorporate testing and review. They develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions based on a broad set of criteria. Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information.</p> <p><b>Assessment:</b> Folio Task – Roboant</p>	<p><b>Unit 2 Title:</b> Fundamentals of databases with SQL</p> <p><b>Unit Outline:</b> Students will consolidate their knowledge and understanding of digital technology concepts outlined in unit 1 to document and apply understanding of SQL commands to solve selected problems.</p> <p><b>Assessment:</b> Folio Task – topic: Databases SQL</p>		
Drama	<p><b>Unit Title:</b> Theatre for Young People</p> <p><b>Unit Overview:</b> Students analyse how and why the elements of drama, performance skills and conventions are manipulated in drama they experience, create and perform. In this unit students will explore a range of both stage, film and television theatre formats targeted to audiences aged between 3 and 15. They will focus on evaluating how drama is use to celebrate and challenge perspectives of Australian Identity.</p> <p><b>Assessment Instrument 1:</b> Group Performance Scripted (Making) (Due Term 1, Week 6)</p> <p><b>Assessment Instrument 2:</b> Written Investigation (Responding) (Due Term 2, Week 3)</p> <p><b>Assessment Instrument 3:</b> Devised Group Performance with Reflective Statement (Making and responding) (Due Term 2, Week 9)</p>		<p><b>Unit Title:</b> Theatre for Young People</p> <p><b>Unit Overview:</b> Students analyse how and why the elements of drama, performance skills and conventions are manipulated in drama they experience, create and perform. In this unit students will explore a range of both stage, film and television theatre formats targeted to audiences aged between 3 and 15. They will focus on evaluating how drama is use to celebrate and challenge perspectives of Australian Identity.</p> <p><b>Assessment Instrument 1:</b> Group Performance Scripted (Making) (Due Term 3, Week 6)</p> <p><b>Assessment Instrument 2:</b> Written Investigation (Responding) (Due Term 3, Week 3)</p> <p><b>Assessment Instrument 3:</b> Devised Group Performance with Reflective Statement (Making and responding) (Due Term 4, Week 8)</p>	
English	<p><b>Unit 1:</b> Who do we think we are?</p> <p><b>Assessment</b></p> <p><b>Week 8:</b> Spoken Multimodal presentation (3-5 Mins)</p>	<p><b>Unit 2:</b> Good Vs Evil</p> <p><b>Assessment</b></p> <p><b>Week 8:</b> Short Story (600 -800 words). Exam over 3 lessons</p>	<p><b>Unit 3:</b> Survivor</p> <p><b>Assessment</b></p> <p><b>Week 9:</b> Analytical essay assignment (400- 600 words)</p>	<p><b>Unit 4:</b> Romeo and Juliet</p> <p><b>Assessment</b></p> <p><b>Week 7:</b> 3 x Blog entries assignment (400-600 words)</p>
HASS	<p><b>Unit Title:</b> History - The Industrial Revolution (1750 – 1914)/ Making a Nation</p> <p><b>Unit Outline:</b> This unit will examine technological innovations, the experiences of men, women and children during the Industrial Revolution, and their changing way of life.</p> <p>The impact of European imperial expansion on First Nations</p>	<p><b>Unit Title:</b> History – World War One (1914-1918)</p> <p><b>Unit Outline:</b> Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history. The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.</p>	<p><b>Unit Title:</b> Geography - Biomes and Food Security / Geographies of Interconnections</p> <p><b>Unit Outline:</b> Distribution and characteristics of biomes are examined, along with challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change. The way</p>	<p><b>Unit Title:</b> Economics &amp; Business / Civics &amp; Citizenship</p> <p><b>Unit Outline:</b> This unit will focus on international trade and interdependence within a global context, including trade with the countries of Asia. The impact of globalised tourism will be examined. Students will use basic financial literacy and budgeting skills to plan a trip to a tourist destination.</p>

	Australians will be analysed and evaluated. The developments that led to Australia's nationhood will be explored. <b>Assessment:</b> <b>Week 8:</b> Exam - Short Response (2 x 60 minutes)	The impact of the war on Australia, including the changing role of women. <b>Assessment:</b> <b>Week 8:</b> Exam - Extended Response (400-600 words)	international trade, transportation, information and communication technologies are used to connect people to services, information and people in other places. The positive and negative impacts of globalisation and trade will be analysed. <b>Assessment:</b> <b>Week 8:</b> Research Report - Impact of a Globalised Product	<b>Assessment:</b> <b>Week 7/8:</b> Research: Plan and Budget for a Trip
HPE	<b>Unit Title:</b> Physical Activity and Fitness <b>Unit Outline:</b> Students will explore the energy systems and their impact on performance. Students will also explore the concept of physical activity and its importance to a healthy life. Students will construct a training program and evaluate its effectiveness to improve performance. <b>Assessment</b> <b>Week 9</b> Written: Project Folio (3-5 minutes) Practical: Fitness Aerobics/ Futsal Practical Performance – Ongoing	<b>Unit Title:</b> Respectful Relationships <b>Unit Outline:</b> Students will explore safe and unsafe relationships, consent and relationship safety. Students will evaluate and analyse scenarios to explore actions that can keep themselves and others safe. <b>Assessment</b> <b>Week 9:</b> Written: Exam Practical: Touch Football/ Modified Games Practical Performance - Ongoing		
Japanese	<b>Unit 1 Title:</b> Summer Diaries (にっき) Students will explore Japanese summer holiday activities and learn to describe what they did in the past with a focus on creating a narrative. <b>Assessment:</b> <b>Week 8:</b> Project - Summer Diary (Writing/Speaking)	<b>Unit 2 Title:</b> Homestay (ホームステイ) Students will learn how to communicate with a host family and negotiate staying in a host's house. <b>Assessment:</b> <b>Week 8:</b> Exam: Response to Stimulus (Reading/Listening)	<b>Unit 3 Title:</b> Murder Mysteries (はんにん さがし) Students will learn how to create a murder mystery for the class to solve including maps, vocabulary lists and role play cards. <b>Assessment:</b> <b>Week 9:</b> Murder Mystery project (Reading/Writing/Listening/Speaking)	<b>Unit 4 Title:</b> Cooking and Food (つくりましょうか) Students will explore Japanese cuisine, cooking methods and restaurant culture. They will learn how to read recipes and then create a short TV segment introducing a recipe. <b>Assessment:</b> <b>Week 9:</b> Cooking Segment Video Project (Writing/Speaking)
Maths	<b>Unit Title:</b> Algebra & Right-Angle Triangles <b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics: ▪ Patterns and Algebra ▪ Geometric Reasoning ▪ Pythagoras and Trigonometry <b>Assessment:</b> Week 9 End of Unit Exam	<b>Unit Title:</b> Rain Storage System and Triathlon <b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics: ▪ Using units of measurements ▪ Real numbers ▪ Linear relationships <b>Assessment:</b> Week 10 End of Unit Exam	<b>Unit Title:</b> Statistics, Index Laws and Scientific Notation <b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics: ▪ Data representation and interpretation ▪ Real Numbers <b>Assessment:</b> Weeks 8-9 Statistic PSMT	<b>Unit Title:</b> Probability & Finance <b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics: ▪ Chance ▪ Money and Financial mathematics <b>Assessment:</b> Week 8 End of Unit Exam
Media (9 & 10)	<b>Unit Title:</b> Documenting Me <b>Unit Outline:</b> students will look at how media artists represent society through storytelling. Students will work in the social and cultural contexts focussing on manipulation of codes and conventions. As media artists, students will develop techniques in pre-production, production and post-production of documentary film. Students will apply the contexts to evaluate documentary film movements and modes, and reflect on documentary production As an audience, students will consider the connection of how they represent their identity and how media artists represent use social and/or cultural contexts. Students will consider how media artist's challenge audience's perspectives and apply this to their own practice. <b>Assessment Instrument 1</b> Pre-production: Treatment and Storyboard (Due Term 1, Week 5) <b>Assessment Instrument 2:</b> Documentary Moving Image Product (visual, audio and written) (Due Term 2, Week 2) <b>Assessment Instrument 3:</b> Promotional Poster (visual and written) (Due Term 2, Week 8)		<b>Unit Title:</b> Documenting Me <b>Unit Outline:</b> students will look at how media artists represent society through storytelling. Students will work in the social and cultural contexts focussing on manipulation of codes and conventions. As media artists, students will develop techniques in pre-production, production and post-production of documentary film. Students will apply the contexts to evaluate documentary film movements and modes, and reflect on documentary production As an audience, students will consider the connection of how they represent their identity and how media artists represent use social and/or cultural contexts. Students will consider how media artist's challenge audience's perspectives and apply this to their own practice. <b>Assessment Instrument 1</b> Pre-production: Treatment and Storyboard (Due Term 3, Week 5) <b>Assessment Instrument 2:</b> Documentary Moving Image Product (visual, audio and written) (Due Term 4, Week 2) <b>Assessment Instrument 3:</b> Promotional Poster (visual and written) (Due Term 4, Week 8)	
Music (9 & 10)	<b>Unit Title:</b> Children's Music <b>Unit Overview:</b> This term you have been studying nursery rhymes, children's performers and children's music from different cultures to learn about and find inspiration from a wide range of children's music. This course has enabled you to investigate aspects of children's music, to find inspiration for your own performances and compositions, and to reflect upon your own music making journey through children's music. <b>Assessment Instrument 1:</b> Composition: Children's Song and Artist Statement (12 bars and 200 words) (Due Term 1, Week 6) <b>Assessment Instrument 2:</b> Written: Investigation (400 words) (Due Term 2, Week 5) <b>Assessment Instrument 3:</b> Performance: Small Ensemble and Artist Statement (12 bars and 200 words) (Due Term 2, Week 7)		<b>Unit Title:</b> Children's Music <b>Unit Overview:</b> This term you have been studying nursery rhymes, children's performers and children's music from different cultures to learn about and find inspiration from a wide range of children's music. This course has enabled you to investigate aspects of children's music, to find inspiration for your own performances and compositions, and to reflect upon your own music making journey through children's music. <b>Assessment Instrument 1:</b> Composition: Children's Song and Artist Statement (12 bars and 200 words) (Due Term 3, Week 6) <b>Assessment Instrument 2:</b> Written: Investigation (400 words) (Due Term 4, Week 5) <b>Assessment Instrument 3:</b> Performance: Small Ensemble and Artist Statement (12 bars and 200 words) (Due Term 4, Week 7)	
Science	<b>Unit Title:</b> Biology <b>Unit Outline:</b> Students identify human body systems and the ways in which they work together in balance to support life. They outline how essential requirements for life are provided internally through a coordinated approach. 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. <b>Assessment</b> <b>Week 5:</b> Formative: Written Exam <b>Week 9:</b> Summative: Research Investigation (max. 1000 words)	<b>Unit Title:</b> Physics <b>Unit Outline:</b> In this unit 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. <b>Assessment</b> <b>Week 4 &amp; 8:</b> Formative: Written Exam <b>Week 9:</b> Summative: Written Exam (60 minutes)	<b>Unit Title:</b> Chemistry <b>Unit Outline:</b> Students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. <b>Assessment</b> <b>Week 4:</b> Formative: Written Exam <b>Week 6:</b> Summative: Written Exam <b>Week 9:</b> Student Experiment (max. 1000 words)	<b>Unit Title:</b> Earth & Environmental Science <b>Unit outline:</b> Students begin to apply their understanding of energy and forces to global systems such as continental movement. <b>Assessment</b> <b>Week 4:</b> Formative: Written Exam <b>Week 8:</b> Summative: Written Exam (60 minutes)
Visual Art (9 & 10)	<b>Unit: Community and Culture</b> <b>Unit Overview:</b> This unit explores 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 a collaborative artwork to be displayed in a public space. Making and responding explore conceptual viewpoints. Learning opportunities should allow development of student-directed concepts with collaborative approaches and community focussed representations of subject and viewpoint. <b>Assessment Instrument 1:</b> Investigation Report (Written) 300-400 words (Due Term 1, Wk 6) <b>Assessment Instrument 2:</b> Individual Annotation Design Mural Art Project (Due Term 2, Wk 4) <b>Assessment Instrument 3:</b> Resolve Artwork (Group) (Due Term 2, Week 8)		<b>Unit: Community and Culture</b> <b>Unit Overview:</b> This unit explores 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 a collaborative artwork to be displayed in a public space. Making and responding explore conceptual viewpoints. Learning opportunities should allow development of student-directed concepts with collaborative approaches and community focussed representations of subject and viewpoint. <b>Assessment Instrument 1:</b> Investigation Report (Written) 300-400 words (Due Term 3, Wk 6) <b>Assessment Instrument 2:</b> Individual Annotation Design Mural Art Project (Due Term 4, Wk 4) <b>Assessment Instrument 3:</b> Resolve Artwork (Group) (Due Term 4, Week 8)	

**YEARS 7-10 Curriculum Overview 2023**

**Year 10**

	Term 1	Term 2	Term 3	Term 4
Ancient History	<p><b>Unit 1: Ancient – Athens vs Sparta</b>  <b>Unit Outline:</b> Ancient Greece and its society of city-states will be examined through the social, economic and political features of Athens and Sparta. The fundamental skills of historical research, analysing and evaluating sources, constructing and justifying an argument with reference to evidence will be developed.  <b>Assessment:</b>  <b>Week 8:</b> Research Essay</p>	<p><b>Unit 2: Ancient Rome</b>  <b>Unit Outline:</b> Ancient Rome will be explored through a focus on daily life for people from various walks of life in the Roman Empire. A focus for this unit will be on the use of gladiators as entertainment in the Roman Colosseum. The skills of analysis and evaluation of historical sources to determine usefulness, credibility and historical bias will be developed.  <b>Assessment:</b>  <b>Week 7 Exam:</b> Short Response to Historical Stimulus</p>		
Biology	<p><b>Unit 1 Title:</b> Cellular Biology  <b>Unit Outline:</b> Students explore the ways biology is used to describe and explain how the structure and function of cells and their components are related to the need to exchange matter and energy with their immediate environment.  <b>Assessment:</b> Week 9 Summative: Student Experiment</p>	<p><b>Unit 2 Title:</b> Body Systems &amp; Inheritance  <b>Unit Outline:</b> Students explore complex organisms and the complexity of ensuring many systems cooperate to maintain homeostasis. Students examine the modes of inheritance to ensure the continuation of the species into the future.  <b>Assessment:</b> Week 8 Exam (2 x 60 minutes)                      These exams consist of two papers. Each paper consists of a number of different types of possible items:                     <ul style="list-style-type: none"> <li>▪ multiple choice</li> <li>▪ short response items requiring single-word, sentence or paragraph responses</li> <li>▪ calculating using algorithms</li> <li>▪ interpreting graphs, tables or diagrams</li> <li>▪ responding to unseen data and/or stimulus</li> </ul> </p>		
Business	<p><b>Unit 1:</b> Business  <b>Unit:</b> Introduction to Business  <b>Unit Outline:</b> Examine how the Australian government intervenes to improve economic performance and living standards. Understand the processes that businesses use to manage the workforce and improve productivity. Explain the importance of Australia's superannuation system and its effect on consumer and financial decision making.  <b>Assessment:</b> Week 8 Exam: Short response</p>	<p><b>Unit 2:</b> Business  <b>Unit:</b> Fundamentals of Starting a Business  <b>Unit Outline:</b> This unit explores types of businesses and explores business issues. The fundamentals of small business will be examined.  <b>Assessment:</b> Week 7 Research: Small business</p>		
Chemistry	<p><b>Unit 1 Title:</b> Chemistry Fundamentals  <b>Unit Outline:</b> Students undertake study on chemistry fundamentals. They explore atomic structure, learn about electron configuration and trends in the periodic table. Students investigate the different types of bonding between atoms, and explore types of chemical reactions.  <b>Assessment:</b> Week 9 Summative: Research Investigation</p>	<p><b>Unit 2 Title:</b> Experimental Chemistry  <b>Unit Outline:</b> Students explore chemical reactions further and learn about the Law of Conservation of Mass. They will experiment with yield and molarity calculations. Lastly, they will develop skills with titration and collision theory.  <b>Assessment:</b> Week 8 Semester Exam (2 x 60 minutes)                      These exams consist of two papers. Each paper consists of a number of different types of possible items:                     <ul style="list-style-type: none"> <li>multiple choice</li> <li>short response items requiring single-word, sentence or paragraph responses</li> <li>calculating using algorithms</li> <li>interpreting graphs, tables or diagrams</li> <li>responding to unseen data and/or stimulus</li> </ul> </p>		
Dance	<p><b>Unit Title:</b> Conditioning for Contemporary  <b>Unit Overview:</b> Students will analyse how and why the elements of dance, choreographic devices and contemporary techniques and skills are manipulated in dance they experience and create. Students will explore the work of Bangarra Dance Company, Alvin Ailey, and Martha Graham. Students will evaluate how dance is used to celebrate and challenge perspectives in Australian Identity.  <b>Assessment Instrument 1:</b> Dance Performance (Due Term 1, Week 6) <b>Assessment Instrument 2:</b> Written investigation (Due Term 2, Week 3) <b>Assessment Instrument 3:</b> Dance Project and Reflection (Due Term 2, Week 9)</p>		<p><b>Unit Title:</b> Conditioning for Contemporary  <b>Unit Overview:</b> Students will analyse how and why the elements of dance, choreographic devices and contemporary techniques and skills are manipulated in dance they experience and create. Students will explore the work of Bangarra Dance Company, Alvin Ailey, and Martha Graham. Students will evaluate how dance is used to celebrate and challenge perspectives in Australian Identity.  <b>Assessment Instrument 1:</b> Dance Performance (Due Term 3, Week 6) <b>Assessment Instrument 2:</b> Written investigation (Due Term 4, Week 3) <b>Assessment Instrument 3:</b> Dance Project and Reflection (Due Term 4, Week 9)</p>	
Design & Technology (Design)	<p><b>Unit Title:</b> Introduction to Design  <b>Unit Outline:</b> This unit provides and introduction to the fundamental skills used by a designer in a range of industries. Students will be introduced the fundamentals of design and develop an understanding of design processes. Students will gain skills in hand sketching and generate designs in response to provided briefs and guiding questions.  <b>Assessment: Week 9 each term</b>                      1. Mini project                      2. Water Safety project</p>			
Design & Technology (Food Specialisation)	<p><b>Unit 1 Title:</b> Everyday Gourmet  <b>Unit Outline:</b> Students will develop kitchen skills and knowledge about presentation of food suitable for sale at a school event and designing a plan to manage a food sale environment. Students will learn culinary techniques about different presentation styles. Students will sketch their design of food items. Students are also required to annotate their sketch and evaluate their designs <b>Assessment:</b> Week 9                      1. Design folio – Celebration cake                      2. Practical component</p>	<p><b>Unit 2 Title:</b> The Future of Sugar  <b>Unit Outline:</b> Students will develop skills and knowledge related to the health impacts of regular consumption of sugary foods and drinks. They will explore how the food and beverage industry continues to entice young Australians into buying their products. Students will learn basic food experimentation techniques and sensory evaluation. They will consider the products currently produced that are targeted to young people, and develop a solution to reduce sugar consumption.  <b>Assessment:</b> Week 9                      1. Practical component                      2. Folio – sweet snack design</p>		

Design & Technology (ITD)	<p><b>Unit Title:</b> Introduction to Furnishing Skills</p> <p><b>Unit Outline:</b> This unit introduces the materials and tools used in the senior years in Furnishing Skills. Students will be introduced to workplace health and safety expectations in a workshop, and apply design processes to modify projects from working drawings. Students will gain skills and develop confidence in using hand tools and machinery. It is expected that students use skill previously used in other projects</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>Multimodal process folio</li> <li>Practical component – Breakfast tray</li> <li>Practical demonstration</li> </ol>	<p><b>Unit Title:</b> Introduction to Engineering Skills</p> <p><b>Unit Outline:</b> This unit introduces the materials and tools used in the senior years in Engineering Skills. Students will be introduced to workplace health and safety expectations when working with sheet metal in a workshop. Students will gain skills and develop confidence in using hand tools and machinery to produce sheet metal projects. It is expected that students use skill previously used in other projects</p> <p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>Multimodal process folio</li> <li>Practical component – Sheet metal carry all</li> <li>Practical demonstration</li> </ol>		
Digital Technology	<p><b>Unit 1 Title:</b> Fundamentals of Coding with Roboant</p> <p><b>Unit Outline:</b> Students will consolidate their algorithmic design skills to incorporate testing and review. They develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions based on a broad set of criteria. Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information.</p> <p><b>Assessment:</b> Folio Task – Roboant</p>	<p><b>Unit 2 Title:</b> Fundamentals of databases with SQL</p> <p><b>Unit Outline:</b> Students will consolidate their knowledge and understanding of digital technology concepts outlined in unit 1 to document and apply understanding of SQL commands to solve selected problems.</p> <p><b>Assessment:</b> Folio Task – topic: Databases SQL</p>		
Drama (9 & 10)	<p><b>Unit Title:</b> Reality and a Fairy Tale</p> <p><b>Unit Overview:</b> This unit introduces students to the elements of drama, forms and performance styles. Students will evaluate meaning and effect in drama as they devise, interpret, perform and view performances. Students will use their experiences to evaluate from different points of view. Students will sustain different roles and characters while performing devised and scripted drama. Students will collaborate with others to plan, direct, produce, rehearse and refine performances.</p> <p><b>Assessment Instrument 1:</b> Investigation Summary (200 words) (Due Term 1, Week 4)</p> <p><b>Assessment Instrument 2:</b> Scripted Performance (Due Term 1, Week 6)</p> <p><b>Assessment Instrument 3:</b> Directing and Reflective Statement (Due Term 2, Week 9)</p>		<p><b>Unit Title:</b> Reality and a Fairy Tale</p> <p><b>Unit Overview:</b> This unit introduces students to the elements of drama, forms and performance styles. Students will evaluate meaning and effect in drama as they devise, interpret, perform and view performances. Students will use their experiences to evaluate from different points of view. Students will sustain different roles and characters while performing devised and scripted drama. Students will collaborate with others to plan, direct, produce, rehearse and refine performances.</p> <p><b>Assessment Instrument 1:</b> Investigation Summary (200 words) (Due Term 3, Week 4)</p> <p><b>Assessment Instrument 2:</b> Scripted Performance (Due Term 3, Week 6)</p> <p><b>Assessment Instrument 3:</b> Directing and Reflective Statement (Due Term 4, Week 9)</p>	
English (ABC)	<p><b>Unit 1:</b> Have you been paying attention?</p> <p><b>Assessment:</b> Week 7 Multimodal Persuasive presentation (4-6 mins)</p>	<p><b>Unit 2:</b> To Walk in another's shoes</p> <p><b>Assessment:</b> Week 8 Short Story (600-800 words)</p>	<p><b>Unit 3:</b> Would Shakespeare approve?</p> <p><b>Assessment:</b> Week 8 Exam - Analytical essay (105 mins)</p>	<p><b>Unit 4:</b> Is it punny, mean or clever?</p> <p><b>Assessment:</b> Week 8 Assignment - Analytical essay (600-800 words)</p>
English (DEFC)	<p><b>Unit 1:</b> Who's watching who, in the news?</p> <p><b>Assessment:</b> Week 8 Analytical spoken presentation (3-5 mins)</p>	<p><b>Unit 2:</b> To Walk in another's shoes</p> <p><b>Assessment:</b> Week 8 Creative Journal Entries (400-600 words)</p>	<p><b>Unit 3:</b> At the movies: Shakespeare Edition</p> <p><b>Assessment:</b> Week 9 Spoken Presentation (3-5 mins)</p>	<p><b>Unit 4:</b> Is it punny, mean or clever?</p> <p><b>Assessment:</b> Analytical paragraphs assignment 400-600 words (Week 8)</p>
HPE	<p><b>Unit Title:</b> Biomechanics / Motor learning</p> <p><b>Unit Outline:</b> Students will explore the concepts of sports performance and science that influence game performance. Students will analyse and evaluate their own performance to improve movement outcomes and influence match performance.</p> <p><b>Assessment:</b></p> <p><b>Week 9:</b> Exam - written (90 minutes)</p> <p>Practical: Volleyball</p> <p>Practical Performance - Ongoing</p>	<p><b>Unit Title:</b> Energy Systems</p> <p><b>Unit Outline:</b> Students will explore the energy systems and their impact on performance. Students will construct a training program and evaluate its effectiveness to improve performance.</p> <p><b>Assessment:</b></p> <p><b>Week 7: Written:</b> Investigation – Essay (600-800 words)</p> <p>Practical: Netball.</p> <p>Practical Performance - Ongoing</p>		
Japanese	<p><b>Unit 1:</b> Travel (たび)</p> <p><b>Unit Outline:</b> Students will learn to ask for directions, explain their travel plans and explore the rules for Japanese students on school trips.</p> <p><b>Assessment:</b></p> <p><b>Week 5 –</b> Directions role play (Speaking/Listening)</p> <p><b>Week 9 –</b> Exam: response to stimulus (Listening)</p>	<p><b>Unit 2:</b> What do you want to become? (何になりたい?)</p> <p><b>Unit Outline:</b> Students will communicate in Japanese as they explore future career options.</p> <p><b>Assessment:</b></p> <p><b>Week 7:</b> Reading/Writing</p>	<p><b>Unit 3:</b> Extension Course TBA</p> <p><b>Unit Outline:</b></p> <p><b>Assessment:</b></p>	<p><b>Unit 4:</b> Extension Course TBA</p> <p><b>Unit Outline:</b></p> <p><b>Assessment:</b></p>
Legal Studies	<p><b>Unit 1 Title:</b> Australian Government &amp; Legal System</p> <p><b>Unit Outline:</b> An introduction to the organisation and functions of Australian government. Students will discover how the legal system and government are interconnected.</p> <p><b>Assessment:</b></p> <p><b>Week 8:</b> Exam - Short response to stimulus</p>	<p><b>Unit 2 Title:</b> Juvenile Justice</p> <p><b>Unit Outline:</b> An examination of how the legal system tackles juvenile crime. The debate about the legal age of accountability for criminal acts is examined. Laws for dealing with juvenile offenders and types of sentencing.</p> <p><b>Assessment:</b></p> <p><b>Week 7:</b> Research - Feature Article</p>		
Mathematics - Essential	<p><b>Unit Title:</b> Measuring the Earth &amp; Linear Relationships</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Pythagoras and trigonometry</li> <li>Patterns and algebra</li> <li>Linear relationships</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Week 5 Trigonometry/Pythagoras Exam</li> <li>Week 10 Algebra Exam</li> </ul>	<p><b>Unit Title:</b> Chance and Statistics</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Data representation and interpretation</li> <li>Chance</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Week 4: Statistics Exam</li> <li>Week 9: Chance Exam</li> </ul>	<p><b>Unit Title:</b> Measurement and Finance</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Using units of measurement</li> <li>Money and financial mathematics</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Week 9: End of Unit Exam</li> </ul>	<p><b>Unit Title:</b> CORE Topics revisit</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Pythagoras and trigonometry</li> <li>Data representation and interpretation</li> <li>Using units of measurement</li> <li>Finance</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Week 3-6 Finance PSMT</li> </ul>



Mathematics - General	<p><b>Unit Title:</b> Measuring the Earth &amp; Linear Relationships</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Pythagoras and trigonometry</li> <li>Patterns and algebra</li> <li>Linear relationships</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>Week 5:</b> Trigonometry/Pythagoras Exam</li> <li><b>Week 10:</b> Algebra Exam</li> </ul>		<p><b>Unit Title:</b> Chance and Statistics</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Chance</li> <li>Data representation and interpretation</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li><b>Week 5:</b> Statistics Exam</li> <li><b>Week 9:</b> Chance Exam</li> </ul>		<p><b>Unit Title:</b> Measurement, Geometry and Finance</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Using units of measurement</li> <li>Geometric reasoning</li> <li>Money and financial mathematics</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Week 9 End of Unit Exam</li> </ul>		<p><b>Unit Title:</b> CORE Topics revisit</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Money and financial mathematics</li> <li>Trigonometry</li> <li>Linear relationships (if time allows)</li> <li>Finance</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Week 3-6 Finance PSMT</li> </ul>	
Mathematics - Methods	<p><b>Unit Title:</b> Measuring the Earth &amp; Linear Relationships</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Pythagoras and trigonometry</li> <li>Patterns and algebra, I</li> <li>Linear and Non-Linear relationships II</li> </ul> <p><b>Assessment:</b> Week 5 Trigonometry/Pythagoras Exam</p>		<p><b>Unit Title:</b> Algebra 2 Enrichment (10A)</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Patterns and algebra II</li> <li>Linear and Non-Linear relationships II</li> </ul> <p><b>Assessment:</b> Week 9 End of Unit Exam</p>		<p><b>Unit Title:</b> Index, Logarithm and Polynomials (10A)</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Patterns and algebra III</li> <li>Linear and Non-Linear relationships III</li> </ul> <p><b>Assessment:</b> Week 9 End of Unit Exam</p>		<p><b>Unit Title:</b> Non-Linear graphs and solving quadratics (10A)</p> <p><b>Unit Outline:</b> In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students explore the following topics:</p> <ul style="list-style-type: none"> <li>Patterns and algebra IV</li> <li>Linear and Non-Linear relationships IV</li> <li>Chance</li> </ul> <p><b>Assessment:</b> Weeks 3-6 Chance PSMT</p>	
Media (9 & 10)	<p><b>Unit Title:</b> Video and the Radio Star</p> <p><b>Unit Overview:</b> Students develop knowledge and understanding of language, camera and genre codes and conventions through exploring music videos. Through analysing and interpreting a variety of music videos, students will evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences. Students will assemble codes and conventions to plan, construct and create a media artwork to convey a social, cultural, or political representation through the music video genre.</p> <p><b>Assessment Instrument 1:</b> Investigation Report (Due Term 1, Week 5)</p> <p><b>Assessment Instrument 2:</b> Treatment and Storyboard (Due Term 2, Week 3)</p> <p><b>Assessment Instrument 3:</b> Final edited moving-image product: (Due Term 2, Week 9)</p>					<p><b>Unit Title:</b> Video and the Radio Star</p> <p><b>Unit Overview:</b> Students develop knowledge and understanding of language, camera and genre codes and conventions through exploring music videos. Through analysing and interpreting a variety of music videos, students will evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences. Students will assemble codes and conventions to plan, construct and create a media artwork to convey a social, cultural, or political representation through the music video genre.</p> <p><b>Assessment Instrument 1:</b> Investigation Report (Due Term 1, Week 5)</p> <p><b>Assessment Instrument 2:</b> Treatment and Storyboard (Due Term 2, Week 3)</p> <p><b>Assessment Instrument 3:</b> Final edited moving-image product: (Due Term 2, Week 9)</p>		
Modern History	<p><b>Unit 1 Title:</b> World War Two</p> <p><b>Unit Outline:</b> The causes and effects of World War Two, significant effects and individuals, the Holocaust, the Kokoda Campaign, the Homefront and changing role of women will be examined. The skills of analysis and evaluation of historical sources to determine usefulness, credibility and historical bias will be developed.</p> <p><b>Assessment:</b></p> <p><b>Week 8:</b> Exam - Short response to stimulus</p>		<p><b>Unit 2 Title:</b> Rights and Freedoms</p> <p><b>Unit Outline:</b> This unit examines the concept of human rights through the lens of First Nations Australians. Issues such as land rights, the Stolen Generations, the 1962 right to vote federally and the 1967 Referendum will be examined, along with the impact of significant individuals. The fundamental skills of historical research, analysing and evaluating sources, constructing and justifying an argument with reference to evidence will be developed.</p> <p><b>Assessment:</b> <b>Week 7:</b> Research – historical essay</p>					
Music (9 & 10)	<p><b>Unit Title:</b> Recycled Music</p> <p><b>Unit Overview:</b> This unit introduces students to the concept of 'Recycled Music', focussing on covers, samples, remixing and mashups. Students will utilise the musical elements to describe repertoire listened to, as well as build on performance and composition skills by incorporating elements of pre-existing songs into others.</p> <p><b>Assessment Instrument 1:</b> Composition (Due Term 1, Week 10)</p> <p><b>Assessment Instrument 2:</b> Performance (Due Term 2, Week 5)</p> <p><b>Assessment Instrument 3:</b> Musicology (Due Term 2, Week 6)</p>					<p><b>Unit Title:</b> Recycled Music</p> <p><b>Unit Overview:</b> This unit introduces students to the concept of 'Recycled Music', focussing on covers, samples, remixing and mashups. Students will utilise the musical elements to describe repertoire listened to, as well as build on performance and composition skills by incorporating elements of pre-existing songs into others.</p> <p><b>Assessment Instrument 1:</b> Composition (Due Term 3, Week 10)</p> <p><b>Assessment Instrument 2:</b> Performance (Due Term 4, Week 5)</p> <p><b>Assessment Instrument 3:</b> Musicology (Due Term 4, Week 6)</p>		
Philosophy	<p><b>Unit Title:</b> Philosophy in the Movies</p> <p><b>Unit Outline:</b> An exploration of philosophical concepts in film. The fundamentals of philosophical argument will be examined.</p> <p><b>Assessment:</b></p> <p><b>Week 8:</b> Exam - Analytical essay</p>		<p><b>Unit Title:</b> Philosophy of Science</p> <p><b>Unit Outline:</b> This unit focuses on debunking common myths in 'pseudo-science' using philosophical argument and reasoning.</p> <p><b>Assessment:</b></p> <p><b>Week 7:</b> Exam - Extended response</p>					
Physics	<p><b>Unit 1 Title:</b> Forces in Motion 1</p> <p><b>Unit Outline:</b> In this unit, students will build on their knowledge of forces, developing an understanding of how forces affect the motion of a vehicle.</p> <p><b>Assessment:</b> Week 9 Summative - Student Experiment</p>		<p><b>Unit 2 Title:</b> Forces in Motion 2</p> <p><b>Unit Outline:</b> In this unit, students will build on their knowledge of forces, developing an understanding of how forces affect the motion of a vehicle.</p> <p><b>Assessment:</b> Week 8 Summative - Semester Exam (2 x 60 minutes). These exams consist of two papers. Each paper consists of a number of different types of possible items:</p> <ul style="list-style-type: none"> <li>multiple choice</li> <li>short response items requiring single-word, sentence or paragraph responses</li> <li>calculating using algorithms</li> <li>interpreting graphs, tables or diagrams</li> <li>responding to unseen data and/or stimulus</li> </ul>					
Psychology	<p><b>Unit 1 Title:</b> Brain Structure &amp; Disordered Thinking</p> <p><b>Unit Outline:</b> Students explore the brain and consciousness. They explore various forms of anxiety and somatoform disorders which impact on brain function. Students investigate dissociate and personality disorders and their impact on the overall wellbeing of an individual.</p> <p><b>Assessment:</b> Week 9 Summative - Research Investigation</p>		<p><b>Unit 2 Title:</b> Memory &amp; Perception</p> <p><b>Unit Outline:</b> Students explore memory and perception and how different types of stimulus impact on these centres.</p> <p><b>Assessment:</b> Week 8 Summative - Student Experiment</p>					
Science	<p><b>Unit 1 Title:</b> Biology</p> <p><b>Unit Outline:</b> Students explain the processes that underpin heredity and evolution.</p> <p><b>Assessment</b></p> <p><b>Week 5:</b> Folio of Work due Term 1 Week 5</p>	<p><b>Unit 2 Title:</b> Physics</p> <p><b>Unit Outline:</b> students explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects.</p> <p><b>Assessment</b></p> <p><b>Week 5:</b> Folio of Work due Term 2 Week 1</p>	<p><b>Unit 3 Title:</b> Chemistry</p> <p><b>Unit 3 Outline:</b> students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.</p> <p><b>Assessment</b></p> <p><b>Week 8:</b> Folio of Work due Term 2 Wk 8</p>	<p><b>Unit 1 Title:</b> Biology</p> <p><b>Unit Outline:</b> Students explain the processes that underpin heredity and evolution.</p> <p><b>Assessment</b></p> <p><b>Week 5:</b> Folio of Work due Term 1 Week 5</p>	<p><b>Unit 2 Title:</b> Physics</p> <p><b>Unit Outline:</b> students explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects.</p> <p><b>Assessment</b></p> <p><b>Week 5:</b> Folio of Work due Term 2 Week 1</p>	<p><b>Unit 3 Title:</b> Chemistry</p> <p><b>Unit 3 Outline:</b> students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.</p> <p><b>Assessment</b></p> <p><b>Week 8:</b> Folio of Work due Term 2 Wk 8</p>		

