



Whole – School Scope & Sequence

Learning Area: ENGLISH

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
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| 7 | <p>‘Stargirl’ – Jerry Spinelli <i>Comparative Analysis</i></p> <p>In this unit students read <i>Stargirl</i> by Jerry Spinelli as a class.</p> <p>Students explore the key ideas presented by Spinelli including identity and belonging, celebrating differences, developing a sense of self, new experiences and adapting to change within the locus of the high school experiences</p> <p>Students write a comparative essay exploring their own similarities and differences to characters and moments in the text.</p> | <p>Modern Australian Identity <i>Persuasive Writing</i></p> <p>In this unit students investigate and interpret the different ways persuasive language is used in nonfiction and multimodal texts.</p> <p>Students concurrently gather information regarding traditional and modern ideas and values regarding Australian identity. Students explore shifting representations of the ‘norm’ and critique dominant perspectives.</p> <p>Students complete a group presentation and a persuasive essay responding to a prompt regarding modern Australian identity and draw on conventional persuasive writing structures and techniques to complete a persuasive essay, positioning their target audience to adopt their standpoint.</p> | <p>‘Thursday’s Child’ – Sonya Hartnett <i>Creative Writing</i></p> <p>In this unit students read <i>Thursday’s Child</i> by Sonya Hartnett as a class.</p> <p>Students explore the conventions of narrative writing and ideas such as mythical realism in the context of rural Australia during the Great Depression.</p> <p>Students write a creative response based on knowledge of their study in response to a prompt exploring a gap in the text or an event from another character’s perspective.</p> | <p>‘The Sapphires’ – DIR. Wayne Blair <i>Film Study</i></p> <p>In this unit students watch <i>The Sapphires</i> directed by Wayne Blair and the relevant context and histories.</p> <p>The students study the codes and conventions of film narrative and how filmmakers create meaning.</p> <p>The students complete a film review.</p> |

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| 8 | <p>History of English and Language Development <i>Multimodal Study</i> In this unit students explore the origins of the English language.</p> <p>They explore the Runic Alphabet, Latin roots of words, the influence of the Vikings and more.</p> <p>The students complete a compendium of activities to demonstrate their knowledge and skills developed throughout the unit.</p> | <p>'Nanberry' – Jackie French <i>Text Study – Creative Writing and Analytical Text Study</i> In this unit students read <i>Nanberry</i> by Jackie French and explore the key ideas and author intention.</p> <p>Students write a creative response based on knowledge of their study in response to a prompt exploring a gap in the text or an event from another character's perspective.</p> <p>Students produce a text response essay analysing French's intention using conventional features of an essay.</p> | <p>Speeches <i>Speaking and Listening</i> In this unit students present a series of oral presentations in groups and independently. They tell an anecdote, describe the best place in the world and present a persuasive piece on who they believe is the best person in the world.</p> <p>Students develop skills around oracy and practice manipulating tone, expression and intonation for specific effects.</p> | <p>'The One and Only Ivan' – DIR. Thea Sharrock <i>Persuasive Writing</i> In this unit students watch <i>The One and Only Ivan</i> to begin discussions regarding the moral and ethical implications of keeping animals in captivity.</p> <p>Students draw on a variety of sources to develop a contention in response to a persuasive writing prompt that is relevant to keeping animals in captivity.</p> <p>Students study and draw on conventional persuasive writing structures and techniques to complete a persuasive essay, positioning their target audience to adopt their standpoint.</p> |

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| 9 | <p>Myths, Legends and Fairy Tales <i>Narrative Writing</i> In this unit students explore the similarities and differences between myths, legends and fairy tales. They engage with a selection of well-known titles from Greek and Roman mythology, legends such as Robin Hood and classic fairy tales.</p> <p>Students explore the language, structure and purpose of the different text types and create their own versions using narrative devices conventional to their chosen text type.</p> <p>Debating <i>Speaking and Listening</i> In this unit students gain a general understanding of the major forms of debate, studying logic and reasoning and learning to prepare and present actual debates, spontaneous speeches and oratories.</p> <p>Students participate in competitive classroom debates to demonstrate skills developed.</p> | <p>Exploring a Current Issue <i>Persuasive Writing</i> In this unit students explore a current media issue and persuasive language devices and write a letter to the editor presenting their point of view. Students study and draw on conventional persuasive writing structures and techniques to complete a persuasive essay, positioning their target audience to adopt their standpoint.</p> <p>'Twelve Angry Men' – Reginald Rose <i>Analytical Text Study</i> In this unit students read, discuss and explore key ideas presented in <i>12 Angry Men</i> by Reginald Rose and the relevant social, political and historical context.</p> <p>Students engage in a text study exploring and analysing key ideas, characters and symbols.</p> <p>Students produce a text response essay analysing Rose's intention using conventional features of an essay.</p> | <p>'The Book Thief' – DIR. Brian Percival <i>Creative Writing</i> In this unit students watch the film adaption of <i>The Book Thief</i> by Brian Percival.</p> <p>The students deconstruct the text in class and engage in group discussion on context, history, themes and characters. They read extracts from the novel and discuss the writer's style.</p> <p>Students write a creative response based on knowledge of their study in response to a prompt exploring a gap in the text or an event from another character's perspective.</p> | <p>'The Outsiders' – S.E Hinton and 'The Book Thief' – DIR. Brian Percival <i>Comparative Analysis</i> In this unit students read <i>The Outsiders</i> and explore context, key ideas, symbols and characters.</p> <p>Students draw comparisons between <i>The Outsiders</i> and <i>The Book Thief</i>, focusing on the key ideas of courage and compassion, identity and belonging, and facing adversity.</p> <p>Students write a comparative essay analysing the two texts and compare similarities and differences in authorial intention implicit within the texts.</p> |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
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| 10 | <p>'Of Mice and Men' – John Steinbeck <i>Analytical Text Study</i> In this unit students read, discuss and explore key ideas presented in <i>Of Mice and Men</i> and the relevant social, economic and historical context.</p> <p>Students engage in a text study exploring and analysing key ideas, themes, characters and symbols.</p> <p>Students produce a text response essay using conventional structure and analytical discussion.</p> <p>'The Pedestrian' – Ray Bradbury <i>Creative Writing</i> In this unit students read the short story <i>The Pedestrian</i>.</p> <p>The students deconstruct the text in class and engage in group discussion on context, key ideas and characters. They read extracts from the novel and discuss the writer's style.</p> <p>Students write a creative response based on knowledge of their study in response to a prompt exploring a gap in the text or an event from another character's perspective, accompanied by a statement of intention to justify authorial choices.</p> | <p>Point of View <i>Speaking and Listening</i> In this unit students select a topic and current issue, research and form a contention and persuasive script.</p> <p>The students present their speech to the class accompanied with visual persuasive devices to support their contention.</p> <p>Argument Analysis In this student students engage with a collection of written and visual texts and learn how to identify and analyse contention, tone, intended, audience and persuasive devices.</p> <p>Students learn how to structure a language analysis essay including introductions, body paragraphs, conclusions, selecting and using evidence from the text and deconstructing model essays.</p> <p>Students complete an argument analysis essay in response to one or more persuasive texts.</p> | <p>'The Truman Show' – DIR Peter Weir and a short story <i>Comparative Analysis</i> In this unit student watch <i>The Truman Show</i> and read the nominated short story.</p> <p>Students compare ideas of freedom and control, rebellion and conformity and ethics and morality in the texts through discussion of key characters, ideas, themes and symbols.</p> <p>Students write a comparative essay analysing the two texts and compare similarities and differences in authorial intention implicit within the texts.</p> | <p>'Macbeth' – William Shakespeare <i>Analytical Text Study</i> In this unit student read <i>Macbeth</i> and explore the social, historical and political context and Shakespeare's use of language.</p> <p>Students explore key characters, ideas and language used in the play.</p> <p>Students focus on metacognitive skills regarding selection and memorisation of key quotes ahead of the outcome.</p> <p>Students complete a text response essay in response to a prompt regarding the text.</p> |



Whole – School Scope & Sequence

Learning Area: MATHEMATICS

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
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| 7 | <p><u>NUMBER & ALGEBRA</u></p> <p>Whole number Looking at the implications of the order of operations.</p> <p>Number properties Developing a knowledge of factors, multiples and primes.</p> <p><u>PROBLEM - SOLVING</u> Drawing on varying skills to solve worded and open ended problems.</p> <p><u>NUMBER & ALGEBRA</u></p> <p>Index Laws Applying index laws to algebraic style equations.</p> | <p><u>MEASUREMENT & GEOMETRY</u></p> <p>Geometry Developing a sense of various angles and polygons.</p> <p>Cartesian Planes Linking numbers rules and graphical representations.</p> <p>Transformations Manipulating shapes in 2D space through reflection, symmetry, translation and rotation.</p> | <p><u>NUMBER & ALGEBRA</u></p> <p>Decimals Understanding the link between places value, fractions and decimals, as well as applying the four operations.</p> <p><u>STATISTICS & PROBABILITY</u></p> <p>Statistics Interpreting, creating & analysing statistics through the explorations of numerical & categorical data.</p> | <p><u>NUMBER & ALGEBRA</u></p> <p>Patterns and Algebra Introducing Algebra and patterns in maths.</p> <p>Algebra 1 The algebraic rule and language behind the four main operations of mathematics.</p> |

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| 8 | <p><u>NUMBER & ALGEBRA</u> Integers Using the four operations to work through whole number positive and negative number problems.</p> <p><u>MEASUREMENT & GEOMETRY</u> Area & Circles Explore the properties of quadrilaterals and circles through perimeter and area.</p> <p><u>NUMBER & ALGEBRA</u> Algebra 1 The algebraic rule and language behind the four main operations of mathematics.</p> | <p><u>STATISTICS & PROBABILITY</u> Statistics Interpreting creating and analysing statistics through the explorations of numerical and categorical data.</p> <p><u>NUMBER & ALGEBRA</u> Percentages Converting between decimals, fractions and using percentages to calculate applications of percentages.</p> <p><u>MEASUREMENT & GEOMETRY</u> Prisms Using prisms to explore surface area, volume and capacity.</p> | <p><u>NUMBER & ALGEBRA</u> Linear Graphs Representing rules and real-life situations through linear graphs.</p> <p><u>STATISTICS & PROBABILITY</u> Probability Calculating, measuring and interpreting theoretical and experimental probabilities.</p> <p><u>NUMBER & ALGEBRA</u> Equations Solving equations with one of more unknowns through algebraic techniques.</p> | <p><u>NUMBER & ALGEBRA</u> Algebra 2 Expansion, factorisation and index laws to build on previous algebraic skills.</p> <p>Ratios and Rates Exploring quantities and dividing them into ratios.</p> <p>Index Laws Applying index laws to algebraic style equations.</p> |
| 9 | <p><u>NUMBER & ALGEBRA</u> Financial Mathematics Using ratios, percentages to explore profit/loss and interest-based scenarios.</p> <p>Linear Equations Solving linear equations including worded problems and simultaneous equations.</p> | <p><u>MEASUREMENT & GEOMETRY</u> Pythagoras' Theorem Using Pythagoras' theorem to identify unknown side length.</p> <p>Trigonometry Using the trigonometric ratios to find angles and unknown side lengths.</p> <p><u>STATISTICS & PROBABILITY</u> Probability Using diagrams and set notation to calculate probability.</p> | <p><u>MEASUREMENT & GEOMETRY</u> Measurement Applying the theories of perimeter area and volume 2d shapes, prisms and other 3D shapes.</p> <p><u>NUMBER & ALGEBRA</u> Linear Graphs Graphing straight lines, finding gradients, midpoints, perpendicular and parallel lines.</p> | <p><u>NUMBER & ALGEBRA</u> Index Laws Applying the index laws including negative indices.</p> <p><u>STATISTICS & PROBABILITY</u> Statistics Investigating statistics through the use of Stem and Leaf plots, Histograms and Box Plots.</p> <p><u>MEASUREMENT & GEOMETRY</u> Similar triangles Inspecting properties of parallel lines and rules of congruence to triangles.</p> |

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| 10 | <p><u>MEASUREMENT & GEOMETRY</u> Measurement Exploring prisms, cylinders, pyramids and cones via surface area and volume.</p> <p><u>NUMBER & ALGEBRA</u> Linear Relations – Equations and Graphing Using inequalities, graphing and length and midpoints of a line segment to solve linear relations.</p> | <p><u>NUMBER & ALGEBRA</u> Simultaneous Equations Using simultaneous equations algebraically and graphically to solve applications problems.</p> <p>Surds Applying mathematical operations to numbers in Surd form.</p> <p>Index Laws Using indices to explore exponential growth and compound interest.</p> <p><u>MEASUREMENT & GEOMETRY</u> Trigonometry Applying trigonometric ratios and 2 and 3D as well as to bearings based problems.</p> | <p><u>MEASUREMENT & GEOMETRY</u> Trigonometry Applying trigonometric ratios and 2 and 3D as well as to bearings based problems.</p> <p><u>STATISTICS & PROBABILITY</u> Probability Using probability rules such as the addition rule, tree diagrams and conditional probability to explore experiments.</p> <p><u>NUMBER & ALGEBRA</u> Quadratics Using factorisation and completing the square to solve quadratic based questions and demonstrate their applications.</p> | <p><u>MEASUREMENT & GEOMETRY</u> Circle Theorems Angle and chord properties of circles.</p> <p><u>NUMBER & ALGEBRA</u> Graphing Quadratics Using factorisations and completing the square to graph parabolas and discovering applications of parabolas.</p> <p><u>STATISTICS & PROBABILITY</u> Statistics/Other Graphs Statistical graphs and methods of summarising the data of statistics.</p> |



Whole – School Scope & Sequence

Learning Area: SCIENCE

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--|---|--|---|
| 7 | <p>Separating Mixtures Students learn that mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.</p> <p>Classification Students learn that there are differences within and between groups of organisms; and that classification helps organise this diversity.</p> | <p>Forces Students learn that change to an object's motion is caused by unbalanced forces acting on the object; Earth's gravity pulls objects towards the centre of Earth.</p> <p>Food Chains and Webs Students learn that interactions between organisms can be described in terms of food chains and food webs and can be affected by human activity.</p> | <p>Earth in Space Student learn about predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the Sun, Earth and the Moon.</p> <p>Renewable Resources Students learn that some of Earth's resources are renewable, but others are non-renewable.</p> | <p>States of Matter Students learn that the properties of the different states of matter can be explained in terms of the motion and arrangement of particles.</p> <p>Water Cycle Students learn that water is an important resource that cycles through the environment.</p> |

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| 8 | <p>Elements, Compounds and Mixtures Students learn that differences between elements, compounds and mixtures can be described by using a particle model.</p> <p>Types of Energy Students learn that energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another.</p> | <p>Cells Students learn that cells are the basic units of living things and have specialised structures and functions.</p> <p>Chemical change Students learn that chemical change involves substances reacting to form new substances.</p> | <p>Light and Sound Students learn that light can form images using the reflective feature of curved mirrors and the refractive feature of lenses, and can disperse to produce a spectrum which is part of a larger spectrum of radiation. Students learn that the properties of sound can be explained by a wave model.</p> <p>Sedimentary, Igneous and Metamorphic Rocks Students learn that sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.</p> | <p>Organs for Survival and Reproduction Students learn that multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.</p> <p>Inquiry Students identify a scientific problem, make predictions and propose explanations based on experimental results and scientific evidence. They plan and develop an investigation and present their findings. They analyse information, drawing on evidence to support their views.</p> |

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| 9 | <p>Central Nervous System Students learn that an animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses.</p> <p>Ecosystems Students learn that ecosystems consist of communities of interdependent organisms and abiotic components of the environment; and that matter and energy flow through these systems.</p> | <p>Chemical Reactions Students learn that chemical reactions involve rearranging atoms to form new substances; and that during a chemical reaction mass is not created or destroyed. Students learn that chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.</p> <p>Electric Circuits Students learn that electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current.</p> | <p>Co-ordinating Internal Systems Students learn that multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.</p> <p>Atoms Students learn that all matter is made of atoms which are composed of protons, neutrons and electrons; and that natural radioactivity arises from the decay of nuclei in atoms.</p> | <p>Heat Transfer Students learn that energy flow in Earth's atmosphere can be explained by the processes of heat transfer.</p> <p>Plate Tectonics Students learn that the theory of plate tectonics explains global patterns of geological activity and continental movement.</p> |

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| <p>10*</p> | <p>BIOLOGY Students learn that the transmission of heritable characteristics from one generation to the next involves DNA and genes.</p> <p>Students learn that the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.</p> | | <p>BIOLOGY Students learn that the transmission of heritable characteristics from one generation to the next involves DNA and genes.</p> <p>Students learn that the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.</p> | |
| | <p>CHEMISTRY In this unit students study the atom & the Periodic table. They learn about both ionic & covalent bonding and naming chemical formula.</p> <p>In this unit students learn about the different chemical reactions. They can write both worded and symbol balanced chemical equations. They complete an investigation.</p> | | <p>CHEMISTRY In this unit students study the atom & the Periodic table. They learn about both ionic & covalent bonding and naming chemical formula.</p> <p>In this unit students learn about the different chemical reactions. They can write both worded and symbol balanced chemical equations. They complete an investigation.</p> | |
| | <p>FORENSICS & ASTRONOMY Students learn how forensic science links to biology, chemistry, physics and psychology. They explore DNA testing and genetics, blood spatter patterns and car crash speeds, and the psyche of criminals.</p> <p>Students learn that the Universe contains features including galaxies, stars and solar systems; the Big Bang theory can be used to explain the origin of the Universe.</p> | | <p>FORENSICS & ASTRONOMY Students learn how forensic science links to biology, chemistry, physics and psychology. They explore DNA testing and genetics, blood spatter patterns and car crash speeds, and the psyche of criminals.</p> <p>Students learn that the Universe contains features including galaxies, stars and solar systems; the Big Bang theory can be used to explain the origin of the Universe.</p> | |
| | <p>PHYSICS Students learn that the interaction of magnets can be explained by a field model; and that magnets are used in the generation of electricity and the operation of motors.</p> <p>Students describe and explain that the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics.</p> | | <p>PHYSICS Students learn that the interaction of magnets can be explained by a field model; and that magnets are used in the generation of electricity and the operation of motors.</p> <p>Students describe and explain that the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics.</p> | |

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| | <p>PSYCHOLOGY</p> <p>Students learn that psychology is the study of thoughts, feelings and behaviour, and explore the role of the nervous system and the brain.</p> <p>Students also develop an understanding of psychological research and experiments.</p> <p>Students learn about the types of memory and the processes involved in remembering and forgetting.</p> <p>They also learn about the different types of sleep, and how sleep requirements change over the lifespan.</p> | | <p>PSYCHOLOGY</p> <p>Students learn that psychology is the study of thoughts, feelings and behaviour, and explore the role of the nervous system and the brain.</p> <p>Students also develop an understanding of psychological research and experiments.</p> <p>Students learn about the types of memory and the processes involved in remembering and forgetting.</p> <p>They also learn about the different types of sleep, and how sleep requirements change over the lifespan.</p> | |
| | <p>ENVIRONMENTAL SCIENCE</p> | | <p>ENVIRONMENTAL SCIENCE</p> | |

*All Year 10 science subjects are semester-long subjects and may be in semester 1 or semester 2.



Whole – School Scope & Sequence

Learning Area: HUMANITIES

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
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| 7 | <p>Historical Concepts and Skills: Introduction to historical timelines and appropriate terms. Different types of historical evidence. Identifying primary and secondary sources. Analysing evidence and forming a hypothesis.</p> <p>Aboriginal and Torres Strait Island Peoples and Cultures: Early humans - The movement of humans across the world. 'Out of Africa' theory. Ancient Australia - How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities. Investigating the Lake Mungo heritage site. Myths. Creation stories. Beliefs and customs. Tribal life</p> <p>Rise of Civilisations: Neolithic Revolution Early civilisations.</p> | <p>Ancient Rome Depth Study: Topics: Geography and foundation of Rome. Romulus and Remus Monarchy/Republic Social Groups Everyday life Empire Roman Army Gods Technology Investigating a historical site - Pompeii Biography of significant person</p> <p>Ancient China Depth Study: Geographical features influence on human settlement. Significant dynasties and their key features Everyday life Significant beliefs and customs The heritage of China</p> | <p>Geographical Concepts and Skills: Geographical Concepts SPICESS Mapping Skills Activities</p> <p>Water in the World: Environmental Resources Water Cycle How water connects places Distribution of water in the world. Understanding the quality and variability of Australia's water resources compared with those in other continents Humans managing and using water Cultural value of water Ganges River Nature of water scarcity and the role of humans in creating and overcoming it. Access to water solutions</p> <p>Hydrological Hazard: Floods – causes, impact, management</p> | <p>Place and Liveability: Factors that influence the decisions people make about where to live and their perceptions of the liveability of places Factors used to measure liveability Access to services and facilities Push and Pull factors Liveability at the global scale. Case studies of some major cities. Comparison most and least liveable cities. Strategies used to enhance the liveability of places, especially for young people.</p> <p>Geographical Skills: Locating places in the world. Atlas use</p> |

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| | Mediterranean Civilizations overview | | | |
| 8 | <p>Middle Ages: Introductory Topics: The Fall of the Roman Empire Invaders and Migration Vikings – Using sources to form a view of the Vikings. Good or evil? The Norman Conquest</p> <p>Medieval Europe: Feudal System Life on the Manor Castles Knights Age of Chivalry Christendom: The Power of the Church Crusades Crime and Punishment Magna Carta/Parliament Medieval Medicine. Black Death: Causes, short and long term impacts.</p> | <p>Japan under the Shoguns: Overview of Japanese history and geographical features. The social structure of Japan Feudalism Rise of Shoguns Samurai Shogunate Culture Decline of samurai class Reasons behind and effects of the ‘Closed Door’ policy. Meiji Restoration</p> <p>Renaissance Italy: What was the Renaissance? The origins of the Renaissance in fifteenth-century Italy. Development of Art, Science and Exploration during the Renaissance Legacies of the Renaissance.</p> | <p>Geographic Concepts and Skills: Atlas tasks Latitude and Longitude. Time zones. Spatial concepts</p> <p>Landforms and Landscapes: Coastal Landforms Landscapes and landforms Processes which create landforms and the formation of landscapes.</p> <p>Tectonic Plates: Processes shaping coastlines. Wave action. Erosional and depositional landforms. Management of coastal landscapes</p> <p>Hazards: Rip Currents Tsunami</p> | <p>Changing Nations: Urbanisation Urbanisation in Australia The growth of megacities. Life in a megacity – Jakarta Reasons for and effects of internal migration in Australia and China Changing Australia Reasons for and effects of international migration to Australia</p> <p>Melbourne as a growing city. Impacts of expansion. The challenges of managing and planning Australia’s urban future</p> |

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| <p>9</p> | <p>Industrial Revolution Students learn about the factors that contributed to the industrial revolution in Europe.</p> <p>Japan and the modern world. Students learn about the Japanese transition from feudalism to modernity.</p> | <p>Australian democracy Students learn about the values and elements of Australian democracy, ranging from values, rights and freedoms and contrasting against dictatorial governments. In addition, how law is made and the separation of powers in government.</p> <p>Biomes 1 Students examine the distribution and characteristics of biomes as regions in terms of climate, soil, vegetation and productivity. In addition, human alterations to biomes esp. to those related to agriculture.</p> | <p>Geographies of Interconnection Students study how people around the world interact. This covers travel, tourism, real vs. virtual space, and access to goods and services.</p> <p>Biomes 2 Students continue to examine the distribution and characteristics of biomes as regions in terms of climate, soil, vegetation and productivity. In addition, human alterations to biomes esp. to those related to agriculture.</p> | <p>World War I Students study Australia's involvement in the war, alliances, causes of the war, warfare methods, impact of the war in Australia and in other countries. Students also learn about the armistice and the inter-war years.</p> |
| | <p>LIVING & LEARNING Students explore significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and identify relationships between events across different places and periods of time.</p> | | <p>WORK STUDIES Students examine the roles and responsibilities of participants in the changing Australian or global workplace explain why and describe how people manage financial risks and rewards in the current Australian and global financial environments. They identify and develop enterprising behaviours and capabilities in an Australian work environment.</p> | |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
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| 10* | BUSINESS STUDIES Students explore the characteristics of the Australian economy and how the decisions of producers, consumers and the government can impact on the state of the economy and vice-versa. Also explored are business structures, markets and business operations. | | BUSINESS STUDIES Students explore the characteristics of the Australian economy and how the decisions of producers, consumers and the government can impact on the state of the economy and vice-versa. Also explored are business structures, markets and business operations. | |
| | SOCIETY & THE LAW Unit aims to help youth identify a range of, and rationale for behaviour in society. They also investigate the purpose and effectiveness of law in managing deviancy and crime. | | GEOGRAPHY Students investigate water management across the Australian continent. Spatial patterns of rainfall, drainage, ;and use and population are explored noting the implications of global climate change and the soil degradation for management practices. The corresponding situation in India are investigated. | |
| | HISTORY This unit provides an overview of key historical events from 1918 to present, focusing on WWII. It includes inter-war years, post WW II, movements for rights and freedoms, the Cold War and developments that have shaped the modern world. | | ANCIENT HISTORY Students explore ancient civilisations that have shaped the world we live in. The unit covers a study of the Chinese, Mesopotamian and Greco Roman civilisations. | |

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Whole – School Scope & Sequence

Learning Area: PHYSICAL EDUCATION

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
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| 7 | <p>Fitness Testing Students study and participate in a variety of Skill and Health Related Fitness Tests and study Fitness Components. Students create goals to improve 2 fitness tests results and maintain 1. This is the basis for students Individual Dashboards.</p> <p>Athletics Students study and participate in track and field events. Students use feedback to improve body control and coordination when performing specialised movement skills.</p> <p>Hitting and Striking Sports Students participate in Bat Tennis and Badminton to demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance. Students also practise and apply personal and social skills when undertaking the SEPEP program of these sports.</p> | <p>Netball Students are involved in SEPEP netball unit where students devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams. Students reflect on how fair play and ethical behaviour can influence the outcomes of movement activities.</p> <p>Volleyball Students participate in a unit of Volleyball with the aim of transferring their understanding from previous movement experiences of basketball to create solutions to movement challenges.</p> <p>Elite Athlete Research Task Students complete a differentiated assessment task where students select an elite athlete and complete a research task. Students examine the benefits to individuals and communities of valuing diversity and promoting inclusivity.</p> | <p>Football Codes Students participate in a variety of football codes from AFL, Touch Rugby, Soccer and Gaelic Football. Students use modify rules and scoring systems to allow for fair play, safety and inclusive participation Students use feedback to improve body control and coordination when performing specialised movement skills</p> <p>Basketball Students study and participate in a SEPEP basketball program. Students use feedback to improve body control and coordination when performing specialised movement skills. Use feedback to improve body control and coordination when performing specialised movement skills</p> | <p>Hitting and Striking Sports Students participate in T-Ball / Softball and Hockey to demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance. Students also practise and apply personal and social skills when undertaking the SEPEP program of these sports.</p> <p>Fitness Testing Students study and participate in a variety of Skill and Health Related Fitness Tests and study Fitness Components. Students create goals to improve 2 fitness tests results and maintain 1. This is the final test for students Individual Dashboards</p> <p>Lifelong / Recreational Sports Students participate in a range of recreational games and examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time</p> |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|---|---|--|--|
| 8 | <p>Fitness Testing Students study and participate in a variety of Skill and Health Related Fitness Tests and study Fitness Components. Students create goals to improve 2 fitness tests results and maintain 1. This is the basis for students Individual Dashboards.</p> <p>Athletics Students study and participate in track and field events. Students use feedback to improve body control and coordination when performing specialised movement skills.</p> <p>Orienteering Students participate in an Orienteering program around GSC and the local community. Students build teamwork and leadership skills whilst navigating their way around the local community.</p> | <p>Throwing and Catching Korfball and Tchoukball Students will be exposed to and studying non-traditional sports. Students practise apply and transfer movement concepts and strategies from sports such as basketball, netball and handball to achieve success in Korfball and Tchoukball. Students modify rules and scoring systems to allow for fair play, safety and inclusive participation. Participate in and investigate the cultural and historical significance of a range of physical activities.</p> <p>10 Point Challenge Students complete a differentiated assessment task where students select a number of tasks that add up to a total of 10 points. Students examine the benefits to individuals and communities of valuing diversity and promoting inclusivity.</p> | <p>Fitness Testing Students study and participate in a variety of Skill and Health Related Fitness Tests and study Fitness Components. Students create goals to improve 2 fitness tests results and maintain 1. This is the basis for students Individual Dashboards.</p> <p>Football Codes Students participate in a variety of football codes from AFL, Touch Rugby, Soccer and Gaelic Football. Students use modify rules and scoring systems to allow for fair play, safety and inclusive participation. Students use feedback to improve body control and coordination when performing specialised movement skills.</p> | <p>Physical Activity Journal</p> <p>Hitting and Striking Sports Students participate in Cricket and Softball to demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance. Students also practise and apply personal and social skills when undertaking the SEPEP / Modified version of these sports (Super 8s and T-Ball).</p> <p>Students modify rules and scoring systems to allow for fair play, safety and inclusive participation.</p> <p>Fitness Testing Students study and participate in a variety of Skill and Health Related Fitness Tests and study Fitness Components. Students create goals to improve 2 fitness tests results and maintain 1. This is the final test for students Individual Dashboards.</p> |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|---|--|--|--|
| 9 | <p>Fitness Testing Students study and participate in a variety of Skill and Health Related Fitness Tests and study Fitness Components. Students create goals to improve 2 fitness tests results and maintain 1. This is the basis for students Individual Dashboards.</p> <p>Korfball Students participate in a unit of basketball with the aim of transferring their understanding from previous movement experiences of basketball to create solutions to movement challenges.</p> <p>Biomechanics Students study a range of biomechanical principals and perform and refine specialised movement skills. Students evaluate their own and others movement compositions and provide feedback in order enhance performance situations. Develop, implement and evaluate movement concepts and strategies for successful outcomes.</p> | <p>Touch Rugby Students study and participate in a modified sport of Touch Rugby. Students analyse the impact of effort, space, time, objects and people when composing and performing movement sequence.</p> <p>Biomechanics Students study a range of biomechanical principals and perform and refine specialised movement skills. Students evaluate their own and others movement compositions and provide feedback in order enhance performance situations. Develop, implement and evaluate movement concepts and strategies for successful outcomes.</p> <p>Netball Students are involved in SEPEP netball unit where students devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams. Students reflect on how fair play and ethical behaviour can influence the outcomes of movement activities.</p> | <p>Fitness Testing Students study and participate in a variety of Skill and Health Related Fitness Tests and study Fitness Components.</p> <p>Hockey Students study hockey as a hitting and striking sport. SEPEP is developed to have students reflect on how fair play and ethical behaviour can influence the outcomes of movement activities.</p> <p>Basketball Students are involved in SEPEP basketball unit where students devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams. Students reflect on how fair play and ethical behaviour can influence the outcomes of movement activities.</p> <p>Volleyball Students participate in a unit of Volleyball with the aim of transferring their understanding from previous movement experiences of basketball to create solutions to movement challenges.</p> | <p>Lifelong / Recreational sports Students participate in a range of recreational games and examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time.</p> <p>Fitness Testing Students design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels. Students will use their individual dashboard to present their results/findings.</p> |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|---|--------|---|--------|
| 10* | <p>PHYSICAL EDUCATION</p> <p>Musculoskeletal System Students study the function, bones, muscle, type of joints, type of bones, muscle fibre types and muscle contractions. Transfer understanding from previous movement experiences to create solutions to movement challenges.</p> <p>Anatomical Terminology Students study movement terminology, planes and the understanding of how our bodies move.</p> <p>Cardiovascular System Student study the function of the circulatory and respiratory system. Develop, implement and evaluate movement concepts and strategies for successful outcomes.</p> <p>Fitness Components Students study health and skill related fitness components and participate in a number of fitness tests.</p> <p>Students apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.</p> <p>Training Principles and Training Methods Students study SIDOF, FITT and Training methods to create SMART goals in designing and implementing a training program to improve fitness testing results. Develop, implement and evaluate movement concepts and strategies for successful outcomes. Students design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.</p> | | <p>PHYSICAL EDUCATION</p> <p>Musculoskeletal System Students study the function, bones, muscle, type of joints, type of bones, muscle fibre types and muscle contractions. Transfer understanding from previous movement experiences to create solutions to movement challenges.</p> <p>Anatomical Terminology Students study movement terminology, planes and the understanding of how our bodies move.</p> <p>Cardiovascular System Student study the function of the circulatory and respiratory system. Develop, implement and evaluate movement concepts and strategies for successful outcomes.</p> <p>Fitness Components Students study health and skill related fitness components and participate in a number of fitness tests.</p> <p>Students apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.</p> <p>Training Principles and Training Methods Students study SIDOF, FITT and Training methods to create SMART goals in designing and implementing a training program to improve fitness testing results. Develop, implement and evaluate movement concepts and strategies for successful outcomes. Students design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.</p> | |

*All Year 10 PE subjects are semester-long subjects and may be in semester 1 or semester 2.



Whole – School Scope & Sequence

LEARNING AREA: HEALTH

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|---|--|--|---|
| 7 | Covered in the Year 7 PROJECT Curriculum | | | |
| 8 | Covered in the Year 8 PROJECT Curriculum | | | |
| 9 | <p>Nutrition Students study nutrition and the impact that this has on individual development. Students also study the Australian Dietary Guidelines and Nutrition Australia to identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices relating to nutrition.</p> <p>Students also evaluate health information from a range of sources and apply this to health decisions and situations.</p> | <p>Drugs Students study both legal and illegal substances and research the difference between illicit substances and substances that are banned in a sporting sense. Students investigate the impact that drugs have on individuals (especially youth) and what resources are available to individuals and our local community.</p> <p>Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices Investigate how empathy and ethical decision-making contribute to respectful relationships.</p> | <p>Sexual Health Students study sexual health from individual identity, respectful relationships, the reproductive system, to sexual orientation, contraception and consent.</p> <p>Students examine the impact of changes and transitions on relationships and evaluate factors that shape identities and analyse how individuals impact the identity of others.</p> <p>Students evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing.</p> | <p>Health and wellbeing Students study the dimensions of health and wellbeing and the impact the dimensions have on individuals and the community.</p> <p>Students plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments. They value health information from a range of sources and apply to health decisions and situations.</p> |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--|--------|--|--------|
| 10* | <p>HEALTH</p> <p>Dimensions of Health and Wellbeing Students study the 5 dimensions of health and wellbeing (physical, social, mental, emotional and spiritual). Students identify the factors that impact each of the dimensions and look at ways to promote positive health and wellbeing. Students discuss the interrelationship of the dimensions on the health and wellbeing of individuals and the wider community, looking at how individuals evaluate the outcomes of emotional responses to different situations.</p> <p>Stages of the Lifespan Students study the development of individuals across all stages of the lifespan from conception to death. Students compare and contrast a range of actions that could be undertaken to enhance their own and other's health, safety and wellbeing.</p> <p>Health and Wellbeing Issues Students study behavioural, environmental, biological and sociocultural factors that impact on individual's health and wellbeing. Students critique behaviours and contextual factors that influence the health and wellbeing of their communities. They study and evaluate factors that shape identities and analyse how individuals impact the identities of others.</p> <p>Youth Issues Students study issues effecting youth. They identify and critique the accessibility and effectiveness of support services based in the MRC and wider community that impact on the ability to make healthy and safe choices. Students plan implement and critique strategies to enhance the health, safety and wellbeing of their communities.</p> | | <p>HEALTH</p> <p>Dimensions of Health and Wellbeing Students study the 5 dimensions of health and wellbeing (physical, social, mental, emotional and spiritual). Students identify the factors that impact each of the dimensions and look at ways to promote positive health and wellbeing. Students discuss the interrelationship of the dimensions on the health and wellbeing of individuals and the wider community, looking at how individuals evaluate the outcomes of emotional responses to different situations.</p> <p>Stages of the Lifespan Students study the development of individuals across all stages of the lifespan from conception to death. Students compare and contrast a range of actions that could be undertaken to enhance their own and other's health, safety and wellbeing.</p> <p>Health and Wellbeing Issues Students study behavioural, environmental, biological and sociocultural factors that impact on individual's health and wellbeing. Students critique behaviours and contextual factors that influence the health and wellbeing of their communities. They study and evaluate factors that shape identities and analyse how individuals impact the identities of others.</p> <p>Youth Issues Students study issues effecting youth. They identify and critique the accessibility and effectiveness of support services based in the MRC and wider community that impact on the ability to make healthy and safe choices. Students plan implement and critique strategies to enhance the health, safety and wellbeing of their communities.</p> | |

*All Year 10 Health subjects are semester-long subjects and may be in semester 1 or semester 2.



Whole – School Scope & Sequence

LEARNING AREA: INDONESIAN

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--|--|---|---|
| 7 | <p>Introduction to Indonesia In this unit students develop their knowledge of basic Indonesian phrases, particularly those related to their personal worlds. Students are introduced to the written and spoken forms of Indonesian, recognising that Indonesian uses the same alphabet as English but with some differences in pronunciation. Students are introduced to word order and simple sentence construction and begin creating written texts using modelled language.</p> <p>Students explore aspects of geography, environment and lifestyles in Indonesia.</p> | <p>Family In this unit students continue to expand their knowledge of Indonesian vocabulary and phrases related to their personal words with a specific focus on family and pets. Students listen to and read a range of texts related to their personal worlds.</p> <p>Students are introduced to the Indonesian base word system and begin to learn and recognise words with verb prefixes.</p> <p>Students create a family album using key vocabulary and phrases from the topic and learn to describe and speak about family members characteristics and personalities.</p> | <p>Animals In this unit students continue to expand their knowledge of Indonesian vocabulary and phrases. There is a specific focus on animals and habitats. Students will learn to describe animal's appearance including colours.</p> <p>Students begin to explore environmental issues in Indonesia and threats to wildlife and habitats.</p> | <p>Transport and Places In this unit students continue to expand their knowledge of Indonesian vocabulary and phrases related to their personal worlds with a specific focus on transport and places. Students begin to interact with others orally and in writing. Students discuss cultural values related to saving face and politeness in Indonesia and apply this knowledge in the creation of texts to invite, accept and decline invitations.</p> |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--|---|---|--|
| 8 | <p>Directions In this unit students develop their knowledge of vocabulary related to transport, places, prepositions and directions.</p> <p>Students listen to and read texts in Indonesian. Students also create an iMovie to describe their hometowns and give directions for visitors.</p> <p>Hobbies In this unit students expand their knowledge of Indonesian vocabulary and phrases related to their personal worlds with a specific focus on hobbies and pastimes. Students focus on their ability to interact with others by asking and responding to questions about their personal worlds.</p> <p>Students listen to and read a range of Indonesian texts. Students explore and discuss reading and listening strategies and predict meaning of unknown words based on knowledge of their first language, text features and key words, including cognates.</p> <p>Students create and participate in a spoken exchange to invite, accept and decline invitations.</p> | <p>Daily routine In this unit students develop their knowledge of vocabulary related to their daily routine and rooms of the house. Students learn words and phrases to sequence information and express frequency of tasks.</p> <p>Students listen to and read Indonesian texts and create a tour of their homes, describing their daily routine activities in each room.</p> | <p>School In this unit students develop their knowledge and vocabulary related to school equipment and subjects. Students will develop vocabulary to describe their school subjects and teachers.</p> <p>Students listen to and read Indonesian texts.</p> | <p>Cooking In this unit students develop their knowledge of vocabulary related to cooking terminology, Indonesian dishes and adjectives to describe taste. Students become familiar with eating etiquette in Indonesia and appropriate body language for being a guest in an Indonesian home.</p> <p>Students listen to and read texts in Indonesian and speak as a host on an Indonesian cooking show.</p> |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|---|---|---|--|
| 9 | <p>Ordering at a restaurant In this unit students develop their knowledge of vocabulary related to popular Indonesian cuisine, classifiers, and phrases used to order food at a restaurant.</p> <p>Students listen to and read texts in Indonesian and create a role-play to order food at a restaurant.</p> | <p>Music and Film In this unit students explore Indonesian film and music genres. Students consolidate their ability to express their likes/dislikes and give opinions. Students begin to use 'me-i' verb affixes.</p> <p>Students summarise films and create short film trailers.</p> | <p>Weather In this unit students develop their knowledge of vocabulary related to the weather.</p> <p>Students listen to and read texts in Indonesian.</p> <p>Students prepare and present commentary for a weather forecast</p> <p>Travelling to Indonesia In this unit students consolidate their knowledge of vocabulary related to the weather and learn new terms for holiday activities, holiday locations and adjectives to describe places and activities. Students listen to and read texts in Indonesian.</p> <p>Students create an itinerary for a trip to Indonesia and write about a recent holiday.</p> | <p>Cooking In this unit students develop their knowledge of vocabulary related to cooking terminology, Indonesian dishes and adjectives to describe taste. Students become familiar with eating etiquette in Indonesia and appropriate body language for being a guest in an Indonesian home.</p> <p>Students listen to and read texts in Indonesian and speak as a host on an Indonesian cooking show.</p> |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------------|--|--|--|---|
| <p>10</p> | <p>Social Media In this unit students explore social media usage amongst Indonesian teenagers and compare this with their own social media usage. Students develop their knowledge of the advantages and disadvantages of social media and develop vocabulary related to this topic.</p> <p>Students participate in a conversation about social media and technology.</p> <p>Role of Women In this unit students explore past and contemporary roles of women in Indonesia. Students will learn about Women’s Rights Activist such as Kartini and how they influenced change to the role of women in Indonesia.</p> <p>Students will listen to, read, view and respond in writing to Indonesian texts.</p> | <p>Indonesian History In this unit students develop their knowledge of Indonesia’s history including the kingdoms, wars and heroes. Students will explore Indonesia’s path to independence and prominent figures from that era.</p> <p>Students create a written text in Indonesian related to an aspect of Indonesian history.</p> | <p>Globalisation In this unit students develop their vocabulary related to globalisation. Students will explore western influences in Indonesia and the influence of English language on Indonesian teenagers use of the Indonesian language.</p> <p>Students will create a written text to analyse western influence in Indonesia.</p> | <p>Indonesian Ethnic Groups In this unit students will explore the customs, traditions and way of life for various ethnic groups throughout Indonesia with a particular focus on the Baduy tribe. Students will compare Indonesian cultural practices with their own. Students will continue to develop their vocabulary and grammar knowledge.</p> <p>Students will listen to, read, view and respond in writing to Indonesian texts, and present an informative presentation about an Indonesian ethnic group of their choice.</p> |



Whole – School Scope & Sequence

LEARNING AREA: JAPANESE

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--|--|---|---|
| 7 | <p>Hiragana In this unit students learn the basic 46 hiragana script plus extra 25 and small hiragana. They spend about four weeks to make sure that they can recognise and write the correct Hiragana.</p> <p>Classroom instructions In this unit students learn how to give classroom instructions such as “Please sit down” “Please listen” and “Please be quiet”. They also learn how to ask and answer the question “What is your name”. They need to understand when Japanese people use Katakana.</p> | <p>What is your phone number? In this unit students learn the Japanese numbers 1-99 both in Hiragana and Kanji. After they learn the numbers, they learn how to ask and answer the questions: “How old are you?” and “What is your phone number?”</p> <p>Where do you live? In this unit students learn how to ask and answer the questions: “Where do you live?”, “Where do you come from?” and “What is your nationality?” They have an oral assessment task of Self-introduction including their name, age, year level, where they live, where they come from, what their nationality is and what they like. Assessment task- Self introduction</p> | <p>Family In this unit students learn family members, how to count people and some names of pets. Students create an imaginary family tree in Japanese including their name, age, relationship and their photos. Assessment task-Family tree</p> <p>Pets In this unit students learn how to say who’s pet it is, how to describe the pet, what they eat and drink. Assessment task is to create a PowerPoint presentation to demonstrate that they can make sentences of the above expressions. Assessment task-PowerPoint presentation</p> | <p>What do you eat and drink? In this unit students learn how to ask and answer the questions like: “What do you eat for breakfast?” “What do you drink?” or How is it?”</p> <p>Students are to interview each other about what they eat or drink for breakfast, lunch and dinner and how they like what they eat and drink. Assessment task-Interview</p> |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--|--|--|---|
| 8 | <p>When is it? In this unit students learn days of the week, months and Date using Kanji. Then they learn how to ask and answer questions like “What day is it today?”, “What is the date tomorrow?” and “When is the excursion?” They also learn some activity words. They are to record “The days of the week song”.</p> <p>Katakana In this unit students learn the basic 46 Katakana script plus extra 25 and small Katakana and other rules for Katakana. They spend about three weeks to make sure that they can recognise and write the correct Katakana.</p> | <p>What is your hobby? In this unit students learn how to ask and answer: “What kind of sports do you play?” “What is your hobby?” and “Can you cook?” They are to interview and get interviewed about their name, birthday, what sport they play, what their hobby is and if they can do certain activities like cooking or dancing. Assessment task- Role-play</p> <p>Where are you going? In this unit students learn some names of places and transportation to be able to ask and answer: “Where to?”, “Who with?” and “How will you get there?” They create a PowerPoint presentation e.g. I go to the town on Monday with my friend by bus. Assessment task-PowerPoint presentation</p> | <p>Daily Activities In this unit students learn how to say what kind of activities they do on the weekend etc. They also learn how to make a sentence for negative form. e.g. I don’t write letters. Assessment task- making a booklet describing what their family members do.</p> <p>Free Time In this unit students learn how to ask someone else to do some activities together using the verbs they learnt from the previous unit. e.g. Let’s go shopping on Sunday. They also learn how to ask: “What do you do when you have free time?”. Assessment task- writing an Invitation.</p> | <p>How was it? In this unit students learn the past tense of some verbs and adjectives to talk about the past. Students are to learn the questions like “what did you do on the weekend?” Assessment task-Talking about what they did in the past and how they were.</p> |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--|--|---|---|
| 9 | <p>What time is it? In this unit students learn how to say the time in Japanese and use it in a sentence e.g. I eat breakfast at 7:30 am. Students are to create a Comic Life to describe what they do at what time. Assessment Task: Comic life</p> <p>House In this unit students learn names of the rooms in the house and some items. Then they learn how to say and write where the things are using some words like: in front of, behind, next to etc. Assessment task: describing where the things are in your bedroom.</p> | <p>My school In this unit students learn about different types of school system and school subjects. They learn how to ask and answer some questions like: “What grade are you in?”, What do you have period 2?” or “Which period do you have English?”</p> <p>Assessment Task: Students are to create a timetable in Japanese.</p> | <p>Season and Weather In this unit students learn how to Describe the weather, say what the weather was like and predict the weather. Students also learn about seasonal activities, how to say that you are going to a place to do something.</p> <p>Assessment task: Making a weather song video.</p> <p>Shopping In this unit students learn sentences we need for shopping like: asking and saying how much something is, asking for and pointing to an item, asking and saying which one and asking someone to do something.</p> <p>Assessment task: Role-play for shopping.</p> | <p>Counting items In this unit students learn how to count different items in different ways. They also learn how to talk about what someone is doing now, ask and say what you have decided to order and ask and say numbers of general items.</p> <p>Assessment task: Make a booklet for counting different objects.</p> |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------------|---|--|--|---|
| <p>10</p> | <p>Describing people In this unit students learn how to describe people. For example, describing what people look like, someone’s personality and what people are wearing. Also, they learn how to make sentences by linking adjectives.</p> <p>Outcome: Writing essay (400 ji)</p> <p>Homestay In this unit students learn common rules and routines in Japanese houses, schools and society. Students also need to learn how to ask/give/refuse permission and give reasons.</p> <p>Outcome-Reading/Listening</p> | <p>Giving directions In this unit students learn how to give and receive directions. They need to learn some verbs and name of the places for this. They also learn how to join two or more sets of actions and use length of time to do something.</p> <p>Outcome: Speaking (Role-play).</p> | <p>Sports hero In this unit students learn about Japanese traditional sports and sports in general. They learn how to say that they like or dislike something, say someone is good or bad at doing something or say that they can, cannot, could or could not do something.</p> <p>Outcome: Listening /Reading</p> <p>Part-time job In this unit students learn how to list some of the activities that they do, give the purpose of action, compare two things and give an option. They also learn words for occupations and workplaces.</p> <p>Outcome: Speaking (Interview)</p> | <p>Cool Japan In this unit students learn about interesting aspects of Japan. They learn how to say what someone will try doing, talk about someone doing two actions at the same time, say that you have done something before and say what you won’t do (using casual language).</p> <p>Outcome: writing a diary (450ji)</p> |



Whole – School Scope & Sequence

LEARNING AREA: TECHNOLOGY

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--|--------|--|--------|
| 7* | <p>Introduction to Woodwork (Semester Unit) Students learn about safety in the woodwork workshop and how to recognise hazards. They learn how to correctly use a range of hand tools and basic machines on practical projects. Students produce a slide top storage box that is designed and proportioned to accommodate chosen items, limited by the size of the materials available. The completed model is evaluated against set criteria within the design brief.</p> <p>For extension and engagement, students may design, create or access and save images which can be either laser engraved or burnt using pyrographic skills into their work.</p> | | <p>Automotive (Semester Unit) Students learn about tools, safety within the auto workshop, and practice a range of construction skills.</p> <p>Students design and produce a mouse trap race car. In the process of building their car, they learn to use a variety of hand and power tools. On completion of their car they test and evaluate it.</p> | |
| | <p>Textiles (Semester Unit) Introduction to Textiles, sewing and the Design process as well as the OH&S factors involved in the textiles room. Students undertake teacher guided tasks involving safety and the Design process.</p> <p>Students maintain a book containing safety information, designs and evaluations of their work.</p> <p>Book mark design and construction. Blanket stitch, running stitch.</p> <p>Students continue to explore Textiles and the Design Process. They are introduced to the electric sewing machine, wet felting, weaving and other textiles techniques as time allows through various teacher guided practical activities and theory tasks.</p> <p>Students undertake a research based task on Felt.</p> <p>Students continue to maintain a book containing safety information, designs and evaluations of their work.</p> | | <p>Introduction to Metal Technology (Semester Unit) Students learn about safety and draw plans and make various items out of sheet metal. This introduces the students to drawing accurate plans and choosing the correct tools and equipment required for a specific job. On completion of their project's students evaluate their work.</p> | |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|---|--------|---|--------|
| 8* | <p>Electronics (Semester Unit) Introduction to electrical, electronic and mechatronic engineering covering basic electronic components, such as circuit boards, resistors, polarised capacitors, transistors, batteries and LED's.</p> <p>Students learn about resistor colour code, component polarity identification and schematic symbols. They use Yenka Technology software application to simulate their project circuits. The first project is to design, simulate, produce, diagnostically test, modify and evaluate a flasher to the required standard. This project requires basic soldering skills.</p> <p>Once successfully completed, they are allowed to choose a project with a higher level skill & knowledge such as: doorbell, audible light-sensor alarm, electronic siren or tilt alarm.</p> | | <p>Food Technology (Semester Unit) Year 8 Food Technology prepares students to explain factors that influence the design of solutions to meet present and future needs. They independently and safely complete design tasks; experiencing the opportunities in designing food products, making considered decisions and evaluating their efforts.</p> <p>In addition, they explore safe and hygienic food handling skills and a range of cooking methods during practical sessions.</p> <p>Along with these skills they are equipped with knowledge and understanding of food terminology and the need for healthy eating.</p> | |
| | <p>Introduction to Engineering (Semester Unit) In this unit students produce their own wrought iron style candelabra using investigation and design to help devise a plan for their own model.</p> <p>An investigation is undertaken to explore social, religious and cultural significance of candelabras, even in the modern day. This will provide students with an insight into design.</p> <p>A full size sketch of the proposed model is drawn and parts made to suit. The finished model is evaluated against its design brief.</p> | | <p>Digital Technologies (Semester Unit) Digital Systems Students learn how data is transmitted and secured in a computer network. They learn what a network is, the hardware and software used in networks, different types of wired and wireless networks and understand the purpose of networks in education, work, play and social interactions.</p> <p>Data and Information Students learn what binary code is and how computers use binary code to transmit data. They show an understanding of binary code for text and numbers and demonstrate basic mathematics using binary digits.</p> <p>They develop an understanding what data and information is. Students learn to enter text and numeric data in a spreadsheet and format the table to enhance presentation. Students demonstrate the power of spreadsheet using mathematical calculations and autofill functionality of the spreadsheet.</p> <p>Students work collaboratively to discuss the risks to data when they are working online and the importance of taking cyber safety precautions when signing up for services online. They also learn to differentiate between reliable and unreliable data and information.</p> | |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--------|--------|--|--------|
| | | | <p data-bbox="1227 172 1541 204">Creating Digital Solutions</p> <p data-bbox="1227 209 2136 312">Students learn to design algorithms represented diagrammatically and in pseudocode, and trace algorithms to predict output for a given input and to identify errors.</p> <p data-bbox="1227 352 1989 419">They learn to code in Minecraft for education game platform demonstrating the functional and non-functional requirements.</p> <p data-bbox="1227 459 2085 563">They are introduced to Python Programming Language to develop and modify programs with user interfaces involving branching, iteration and functions using a general-purpose programming language.</p> <p data-bbox="1227 603 2051 670">They learn to seek and provide feedback on their solutions and make changes based on the feedback given.</p> | |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------------|--|--------|--|--------|
| <p>9*</p> | <p>Food Technology (Semester Unit) Year 9 Food Technology teaches students to use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs or opportunities of relevance to individuals, local, national, regional and global opportunities.</p> | | <p>Automotive (Semester Unit) Students process of dismantle and re-assemble a two stroke and four stroke motor, students learn the names and function of components. They learn to identify tools and equipment and use them with the correct personal protective equipment. They then have the opportunity to work on their own projects.</p> | |
| | <p>Wood Technology (Semester Unit) Year 9 Woodwork students continue to learn about safety in the workshop, including how to correctly use a range of hand tools and basic machines and portable power tools for working with Wood They follow the Design Process to design aspects of their practical projects, work out materials lists, and then use tools and machines to produce each product. They evaluate their work in relation to design and hand / tool skills as well as accuracy and quality of finish.</p> | | <p>Metal Technology (Semester Unit) Year 9 Woodwork students continue to learn about safety in the workshop, including how to use a range of hand tools and basic static machines for working with Sheet metal correctly. They follow the Design Process to design aspects of their practical projects, work out materials lists, and then use tools and machines to produce each product. They evaluate their work in relation to design and hand / tool skills as well as accuracy and quality of finish.</p> | |
| | <p>Design Technology (Semester Unit) Students follow the design process to design a range of projects which they then produce and evaluate. They continue to learn about safety in the workshop, including how to correctly use a range of hand and machine tools. In the theory component of the course students are introduced to the concept of Sustainability in Design and how designers work.</p> | | <p>Engineering (Semester Unit) Students use a variety of specialised hand tools, precision measurement and machine tools to produce a soft - tip engineer's mallet. Students learn safe working practices and how to recognise hazards. A significant amount of work will involve learning to operate a Centre Lathe. Students undertake an investigation relating to the varieties of soft - tip mallets and why they are used, plus a research task relating to a metal used in industry. Students also design the handle of their model to afford an ergonomic grip. The model is evaluated against its design brief.</p> | |
| | <p>Electro Technology (Semester Unit) Students to gain a basic knowledge of electronic and electrical components and circuit laws. The students will further develop their production work skills, including circuit repair skills. It is advantageous to those contemplating a career in Electro technology. Some build from scratch projects include sensing projects (audible light sensors, street lights, soil moisture indicators), various doorbells, electronic sirens, tilt tracking robots etc. Students use Yenka (Crocodile Clips) circuit simulation software for the design.</p> | | <p>Digital Technologies (Semester Unit) Digital Systems - Networks Students develop knowledge of network hardware and software and their roles in data transmission and security in a network environment. They demonstrate understanding of different types of networks by size, by transmission media and by the layout topologies. Data and Information - Data Visualisation Students collect data in an online survey and research, validate the data and visualise it using data visualisation tools to create information that is</p> | |

easy to read and understand. They further develop spreadsheet skills to learn sorting and filtering of data and learn to create and enhance charts. They explain how legislation of privacy and copyright apply to the collection, storage and distribution of data and information.

Creating Digital Solutions - Web Design using code

Students experiment with different designs for a website, evaluate the design and create the website using HTML and CSS codes and JavaScripting, applying functionality, accessibility, usability and aesthetics. They use notepad plus for coding of webpages and test the appearance and functionality using three browsers. Any problems found during testing are them fixed.

Drawing with JavaScripting

Students learn the basics of creating drawings and colouring objects using JavaScript. They develop an understanding of variables, functions and arrays in JavaScripting. They demonstrate skills in use of text and number data types in their programming and learn the programming structures. Students are taught animation in JavaScripting.

Animated film

Students learn to use Adobe Animate CC to create animations. They are taught the basics animation progressing to frame by frame, classic tween, shape tweens, object descriptions and use of libraries in animate. Student write script, create a storyboard and produce an animated film to suit the target audience identified in the brief. They learn to give and provide feedback to each other as part of the evaluation process. They adjust their product to give it finesse.

Design & Technology – Textiles (Semester unit)

In Textiles, students extend their knowledge of both hand and machine sewing and the Design Process (generating ideas, planning, managing and producing work, then evaluation). Students look specifically at constructing garments by following a pattern and developing their skills in using sewing machines and overlockers while gaining an insight into the fashion industry.

Students are made aware of safety issues, covering aspects of health, safety and injury prevention, and the use of potentially dangerous materials, tools and equipment in the Textiles Room.

This subject contains both hands-on and theoretical units: In the theory component of Textiles students begin to explore the ethical considerations involved in the industry by looking at 'sweatshops' and their impact.

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------------|---|--------|---|--------|
| <p>10*</p> | <p>Electronics & Robotics (Semester Unit) Students further develop their knowledge of electronic, electrical and mechanical components, and learn how to solve problems in DC circuits.</p> <p>They build from scratch general electronics projects of their choice, such as various manually controlled vehicles, sirens, amplifiers, intercoms, walkie talkies, home alarms, solar powered vehicles, radios and transmitters, etc. 'Yenka Electronics' software will be used for project schematic diagram simulations.</p> <p>In Robotics they will 3D print the parts, program and make from scratch (remotely controlled) robots, such as sensor-controlled LED projects and IR RC cars. The projects will include PICAXE and Arduino microcontrollers.</p> | | <p>Design & Technology – Textiles (Semester unit) Students learn about the world of Textiles, surface decoration and garment creation. They use the Design Process and generate their own criteria to produce items in fabric. Students investigate material properties, sustainability, environmental issues and new fabrics in the Textile Industry today as well as the OH&S factors involved in the Textiles industry. Students undertake various teacher directed tasks to gain the confidence they need to create a garment of their own choice utilising various textile techniques. Eg. Screen printing, embroidery (dependent on student interests)</p> <p>Students maintain a diary containing safety information, designs, fabric samples, investigations and evaluations of their work to demonstrate their use of the design Process. Students continue to use the Design Process to create and make their own choice of garment or textile (eg. Bag). Students continue to maintain a diary containing safety information, designs, fabric samples, investigations and evaluations of their work to demonstrate their use of the Design Process. Students undertake a research based task on New fabrics.</p> | |
| | <p>Digital Technology (Semester Unit) Digital Systems Students investigate the role of network hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems. They design a network for an organisation and create a network diagram to show the logical layout of the network devices. They study different types of transmission media and compare the cabled and wireless capabilities of different networks. They select the most appropriate network for a user, based on the specific needs of the organisation. Students study how data packets travel the transmission media using the ethernet and other protocols.</p> <p>Data and Information Students study a database management system and learn to create a relational database using 2 tables and linking these with the primary key. They interpret schemas that represent relationships between entities and querying data across tables, for example using foreign keys to represent relationships and joining tables with primary keys.</p> | | <p>Engineering – Welding & Fabrication (Semester Unit) Students will produce a product of their own choice. They will use a variety of tools & machinery and employ fabrication techniques including welding. Students may opt for their own design or copy an existing product, either way drawing, and plans will be needed to be drawn before manufacturing commences. Alternatively, A “default” model (BBQ Spit Roaster) can be produced from existing drawing or modified further if desired.</p> <p>Students will undertake a market research investigation to assist with the design of their product. On completion of the production, students complete an evaluation focusing on the projects attributes. Suggested models include; Motorcycle maintenance stands & elevators, coffee tables, etc...</p> | |

Students extract specific data from an external source, manipulate in database software and analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data. They analyse simple compression of data and how content data are separated from presentation. This is demonstrated in a database report generated in Microsoft Access.

They learn how organisations communicate and dispose of personal and organisational data, for example the Australian Privacy Principles.

Creating Digital Solutions - Algorithm

Students design algorithms represented diagrammatically and in pseudocode and validate algorithms and programs through trace tables and test cases to test the logics of the algorithm.

Python Programming

Using the algorithm created students develop modular programs, applying algorithms and data structures including using Python Programming Language.

Web design and development

Students define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs. They design the user experience of a digital system using design tools such as mock up diagram, mood board, layout diagram and site map. They evaluate the alternative designs against criteria including functionality, accessibility, usability and aesthetics and discuss these with a client if there is one.

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| | <p>Using Adobe Dreamweaver, they apply the HTML, CSS JavaScript coding learnt in year 9, to develop the website with at least 4 pages. The website is validated using W3C validator and tested comprehensively for functionality and appearance.</p> <p>They evaluate critically how well the website and meets the client requirements and meets the purpose</p> | |
| | <p>Food Technology (Semester Unit) Students make judgment on how the principles of food safety, preservation, preparation, presentation and sensory perception influence the creation of food solutions for healthy eating.</p> <p>They also investigate on ethical and sustainable production of food and the impact of technology on food production. Using design solutions students create healthy recipes and look at how nutrition plays a major role in shaping us.</p> | <p>Design & Technology – Woodwork (Semester Unit) Students develop skills and processes when working with wood with a particular focus on joining methods. Students learn to use complex tools and equipment correctly, safely and competently when producing a Document Box and Table. Students complete a design folio, which includes technical drawings, production plans and cutting and costing lists along with SWP’s on any power tools used. Students will explore the timber production process along with other areas of the Australian Timber Industry.</p> |
| | <p>Automotive (Semester Unit) In this course, students have the opportunity to work on their own projects: learning hands on skills by dismantling and assembling motors. In this process they will identify components and learn their functions and also gain valuable diagnostic skills. Students learn to work safely in a workshop environment, using the wide range of tools and equipment required to service and repair a variety of motor-powered vehicles and equipment, ranging from brush cutters to cars.</p> <p>Students will also have the opportunity to service cars, and identify mechanically and legally what to look for when it comes to purchasing their own vehicle. They will acquire a skill set that will be useful in terms of choosing a career in the automotive industry or simply when they own their own vehicle. Using a variety of resources, students will investigate how different systems utilised in modern motor vehicles aid drivers and their occupants in safety, drivability and comfort.</p> | |



Whole – School Scope & Sequence

Subject: THE ARTS

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--|---|---|--|
| 7 | <p>VISUAL LANGUAGE Introduction to Art/ Visual Communication.</p> <p>Students are introduced to the language/vocabulary of art</p> <p>Students study the elements of art, undertaking teacher guided practical activities and appreciation tasks using a range of different mediums.</p> <p>Students are introduced to the elements of art through the exploration of a range of materials and techniques.</p> | <p>VISUAL LANGUAGE Students continue their exploration of the elements and language of art.</p> <p>Students undertake a research-based task on a famous artist.</p> <p>Students explore Indigenous art.</p> <p>Teacher guided practical activities and appreciation tasks using a range of different mediums.</p> <p>Students are introduced to the elements of art through the exploration of a range of materials and techniques.</p> | <p>VISUAL LANGUAGE Students work in a range of different mediums and styles.</p> <p>Students continue to look at different artists relevant to the theme/topic of their practical work.</p> <p>Research task based on a famous artist.</p> <p>Students are introduced to the elements of art through the exploration of a range of materials and techniques.</p> | <p>VISUAL LANGUAGE Students continue to work in a range of different mediums including Sculpture and Computer-Generated art. They are introduced to one-point perspective.</p> <p>Students continue to look at different artists relevant to the theme/topic of their practical work.</p> <p>Students are introduced to the elements of art through the exploration of a range of materials and techniques.</p> |
| | <p>MUSIC (Semester Unit) Introduction to Keyboard Students learn the basics of playing a musical instrument as well as beginning to learn about, analyse, and use the different elements of music.</p> <p>History of Music Students use their knowledge of the elements of music to research instruments of the orchestra and learn about the music of the Western art tradition and Australian indigenous music.</p> | <p>DRAMA (Semester Unit) Character Development In this unit, students study the four expressive skills of voice, movement, gesture and facial expression. They learn how to apply the expressive skills through character development and small group performances.</p> <p>Physical Theatre In this unit, students study the basic structure of physical theatre. Students explore establishing character & place through movement & gesture. Students use their expressive skills to 'show rather than tell', as they explore the performance styles of Neutral Mask and Mime.</p> <p>Melodrama In this unit, students study the history of Melodrama. Workshopping stock characters and conventions of exaggeration, music and asides. Students</p> | | |

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| | | <p>participate in a Villain Anonymous and use scenario scripts to devise a Melodramatic performance.</p> |
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The Scary & The Spooky

In this unit, students explore the scary and the spooky devising and scripting small group performances. Students use their expressive skills to portray over exaggerated characters and applying production areas of costume, lighting and sound to enhance the dramatic effect.

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|---|--------|--|--------|
| 8* | <p>VISUAL COMMUNICATION (Semester Unit)</p> <p>Principles of Design Following a review of the Elements of Design, individual tasks are undertaken for each principle of design.</p> <p>At the conclusion, students create a chatterbox explaining the 8 elements and 8 principles of design.</p> <p>Perspective Students are to create a cityscape using two-point perspective and rendering techniques.</p> <p>The Design Process Students are to create a brochure following a brief and using the design process.</p> | | <p>VISUAL ART (Semester Unit)</p> <p>Students are introduced to Australian Art, including Contemporary Indigenous art, through the exploration of different artists and techniques. They further develop their drawing, painting, sculpture and mixed media skills through a series of practical activities. Students are introduced to the principles of art.</p> <p>Research task: focussing on an Australian artist from the past. Students explore a range of materials and techniques. Continuation of the exploration of Australian Art and current Australian artists.</p> <p>Research Task: on a current Australian artist. Student complete a series of tasks that emphasise the use of both the elements and principles of art. Students explore a range of materials and techniques. Continuation of the exploration of Australian Art and current Australian artists.</p> | |
| | <p>MUSIC – ROCK & POP MUSIC (Semester Unit)</p> <p>Description of Unit Student analyse, research, create and perform rock and popular music. They learn about the history of rock music, its roots and its evolution to modern popular music. They design artwork for album covers, magazines, and stage sets; students make connections to song lyrics using art.</p> <p>Students Portfolio Students keep an electronic portfolio of music creation, analysis, theoretical, research and design art. A points-based assessment structure that determines students final mark.</p> | | | |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--|--------|---|--------|
| 9* | <p>MUSIC Games Music Composer (Semester Unit) Students analyse music in radio, film, animation and video games. They create music using the elements of music using technology, live instruments and foley sound effects.</p> <p>Students Portfolio Students keep an electronic portfolio of compositions. Final assessment is a culmination of learning using the elements of music to create a final piece of music in 'Creating Worlds'.</p> | | <p>VISUAL ART (Semester Unit) Inspired by a range of Western artists, students explore drawing, painting, printmaking and sculpture techniques. They use a variety of materials and techniques and continue their use of the elements & principles of art. They document their progress in a visual diary following the studio process.</p> <p>Research task is an investigation into the materials and techniques of drawing or painting.</p> <p>Students continue to explore the techniques of a range of artists using drawing, painting printmaking and sculpture. They use a variety of different mediums & continue their use of the elements & principles of art. They document their progress in a visual diary using the studio process.</p> <p>Research task is an investigation into a chosen art movement.</p> | |
| | <p>CERAMICS (Semester Unit) Students explore the hand building techniques of coil, pinch and slab pots. They undertake a range of different tasks to practice these techniques. Students are also introduced to different techniques for glazing and decorating their work.</p> <p>In the theory component students look at the history of ceramics. Students maintain a workbook that shows techniques and ideas.</p> <p>Students continue to explore hand building techniques in clay. They design, then create objects in clay that are both functional and non-functional and produce a folio of ceramic pieces for assessment.</p> <p>In the theory component students look at contemporary Australian ceramicists and their work.</p> <p>Students maintain a workbook that shows their ideas and reflections on their ceramic pieces.</p> | | <p>VISUAL COMMUNICATION (Semester Unit)</p> <p>Drawing Methods A series of lessons on various drawing and rendering techniques, mostly unique to Visual Communication Design.</p> <p>Packaging Using the design process to follow a brief for packaging and a logo. Elements and Principles of Design Create a resource about the elements and principles using personal descriptions and examples.</p> <p>Scale and Proportion Scaling up a package to five times larger and painting it to create the original.</p> <p>Extended Task Using illustration to send a visual message.</p> | |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|---|--------|--|--------|
| | <p>DIGITAL ARTS (Semester Unit) Student explore a range of art movements and a variety of software and inputs to create artworks.</p> <p>Inputs include drawing tablets, scanners and cameras. Media is printed using inkjet or colour laser printers.</p> <p>Students complete research tasks on various art movements. They document their progress in a visual diary.</p> | | <p>MEDIA STUDIES (Semester Unit) Photo-Journalism/Photographic Narrative Students will learn about Photographic journalism/narrative and how this is used to express ideas in a visual style or genre.</p> <p>Students will study the use of the codes and conventions of narrative in photography.</p> <p>Students will investigate examples of photojournalism that have had an impact on social attitudes and historical understanding.</p> <p>Students will use this knowledge to create work that investigates different ideas, themes, and genres.</p> <p>Audio Production/Podcasting This unit is intended to give students an understanding of the possibilities of this communication form, especially the immediacy of audience engagement to convey ideas.</p> <p>Students work with audio recording techniques and technology to investigate the potential for creating or manipulating new and existing texts.</p> <p>Students will use this knowledge to produce (and encouraged to publish) podcasts in an area of interest for an identified audience.</p> | |
| | <p>DANCE (Semester Unit) Introduction to Dance In this unit, students are introduced to safe dance practice, dance making and performing. Students will experience short workshops in various dance styles to develop their movement vocabulary.</p> <p>Learnt Dance Work In this unit, students learn a dance work, assessing their ability to learn, rehearse and perform a choreographic piece. Students movement vocabulary, technical and physical skills are developed.</p> | | <p>DRAMA (Semester Unit) Improvisation In this unit, students become familiar with the elements of improvisation. Students improvise character and scene development, creating imaginative, on the spot drama. Students focus on manipulative expressive skills to create authentic characters.</p> <p>Verbatim In this unit, students research verbatim and documentary theatre. Students workshop the performance style and devise short scenes.</p> | |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|---|--------|---|--------|
| | <p>Group Choreography In this unit, students learn the basic elements of group choreography such as level, formations and cannon. Students are required to learn and perform their own choreography and the choreography of others.</p> <p>Famous Choreographers In this unit, students research famous choreographers throughout history. Students learn about their choreographic influences and unique dance styles.</p> | | <p>Australian Drama In this unit, students explore Australian, culture, art and theatre using their knowledge of Verbatim Theatre. Using Australia as inspiration to perform scripted drama, students manipulate production areas such as costume and props. Student use performance skills to enhance dramatic meaning.</p> <p>Early Theatre In this unit, students will study Greek Theate, Elizabethan, Commedia Dell'arte. Workshopping the conventions of each Early Theatre Style and manipulating these to form an eclectic performance.</p> | |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|---|--------|--|--------|
| 10* | <p>STUDIO 10 (Semester Unit) Students build upon their knowledge and experiences to enhance and develop their artistic abilities. They explore a range of two- and three-dimensional art forms using a variety of mediums and techniques including, clay, paper clay, printmaking, drawing, painting, collage and mixed media. Inspiration for artworks is taken from the arts of Asia and the Pacific region both past and present. Students learn to describe, interpret and reflect on their own and other people's artworks, using the vocabulary and concepts associated with various types of art forms.</p> <p>In the theory component of this subject students research the traditional arts of India.</p> <p>Students maintain a visual diary which contains inspiration, theory and practical work as well as reflections on their own work in line with the Studio process.</p> <p>Students continue to explore a variety of mediums and techniques while building their artistic skills and style.</p> <p>In the theory component of this subject students research the Influence of Asian art on a range of past and contemporary artists.</p> <p>Students continue to maintain a visual diary which contains both practical and theoretical work in line with the Studio process.</p> <p>Students increasingly demonstrate their understanding of the language of art.</p> | | <p>DIGITAL ARTS (Semester Unit) Students are taken through a range of tasks based on art movements and create works using a variety of software.</p> <p>They document their work processes in a digital portfolio.</p> <p>Research Task is an investigation of an Art movement and artist that has been used in class.</p> <p>Students are taken through a range of tasks based on photography and create works using Adobe Photoshop.</p> <p>They document their work processes in a digital portfolio.</p> <p>Research Task is an investigation of a Photographer/ their inspiration and techniques.</p> <p>Exam on the semester's work.</p> | |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|---|--------|--|--------|
| | <p>VISUAL COMMUNICATION (Semester Unit)</p> <p>Drawing Folio Folio of drawing and rendering techniques and use of materials, methods and materials.</p> <p>Environmental Design Collaborative Task involving working in a team to design to a brief and make a model.</p> <p>Elements and Principles/ Communication Design Designing to a brief and annotating using the elements and principles of design to describe design thinking.</p> <p>Industrial Design Designing to a brief to design a product. This must include the entire design process and design thinking methods.</p> <p>Exam Practice and Exam</p> <p>Typography Completing tasks to learn typographic terminology.</p> | | <p>MEDIA STUDIES (Semester Unit)</p> <p>Cinema Studies/Understanding narrative Students will investigate and analyse narrative genres to develop their understanding of how meaning is constructed and conveyed to an audience. Students will study the use of story and production codes and conventions in the creation of narratives.</p> <p>Students will view texts with the aim of understanding narrative structure techniques.</p> <p>Short film production. Students apply the theory of narrative structure to the planning and production of short films.</p> <p>Students work with genre and narrative techniques for a specific audience.</p> <p>Students will seek to develop production skills required for VCE Media Studies.</p> | |
| | <p>DANCE (Semester Unit)</p> <p>Learnt Dance Work In this unit, students will explore each aspect of the dance learning process by performing a learnt dance work. Students will engage in safe dance practice and structure warm up/cool down programs.</p> <p>Solo/Duo or Small Group Work In this unit, students explore the choreographic process. Students develop their movement vocabulary, and are introduced to intention, choreographic devices, movement categories and elements of movement. Students also are given artistic control over production elements.</p> <p>Dance Analysis</p> | | <p>MUSIC (Semester Unit)</p> <p>Performance Students choose a focus instrument or focus instruments and learn a piece of music as a solo and work with others to rehearse and perform a piece of music as a small group.</p> <p>Preparing for Performance Students research their chosen instrument and analyse their solo and group pieces to develop a better understanding of practise techniques and resources available for their instrument.</p> <p>Music Language Students learn theoretical concepts behind music, how to hear elements in isolation, and how to analyse the elements in a full piece of music.</p> | |

| Year Level | Term 1 | Term 2 | Term 3 | Term 4 |
|------------|--|--------|--------|--------|
| | <p>In this unit, students analyse a professional dance work, discussing the choreographer's artistic choices to express their intention. Analysing movement categories, physical skills and choreographic devices.</p> | | | |
| | <p>DRAMA (Semester Unit)</p> <p>Improvisation In this unit, students revise the elements of improvisation and explore the dramatic elements. Students will workshop each dramatic element, exploring its purpose and how to manipulate it for dramatic effect. Students will watch a performance analysing the use of the dramatic elements.</p> <p>Naturalism & Realism In this unit, students explore the performance styles of Naturalism & Realism. Students will study the techniques of Stanislavski, devising a naturalistic monologue.</p> <p>Process Theatre Students will explore Process Theatre creating an eclectic ensemble performance focusing on play building using the playmaking techniques. Students research verbatim and documentary theatre and have a go at creating their own verbatim piece.</p> | | | |