



ORARA

High School

Opportunity Innovation Success

Year 10
Yearly Overview
2021

ENGLISH

		1	2	3	4	5	6	7	8	9	10
TERM 1											
	<p>Title of Unit: Express Yourself: The Language of Self-Expression Unit info: Students consolidate their appreciation for their unique personal voice and their understanding of self-expression through the exploration of a range of discursive texts. These texts will provide the stimulus for students to respond discursively, utilising their knowledge and skills. They will evaluate the codes and conventions used in discursive texts and independently demonstrate their developing writing skills. Outcomes: EN5-1A, EN5-2A, EN5-3B Textual Concept: Codes and Conventions and Perspective Assessment: written response with reflection Assessment due: Week 8, Term 1</p>									<p>Title of Unit: Australasian Film See term 2 for info</p>	
TERM 2											
	<p>Title of Unit: Australasian Film Unit info: Students develop knowledge of how context can influence film texts and how meaning can be represented in multimodal texts. Students will develop their understanding of film metalanguage and how texts can represent meaning through film codes and conventions. They apply this knowledge to the critical analysis of two film texts that represent aspects of Australasian culture (Australia, New Zealand, the South Pacific and/or South East Asia) . Outcomes: EN5-4B, EN5-6C, EN5-8D Textual Concept: Representation Assessment: extended response Assessment due: Week 4, Term 2</p>									<p>Title of Unit: Extension of Australasian Film and Skill Development Unit Info: With teacher guidance, students further explore Australasian Film through the study of supplementary texts, writing tasks, textual analysis and/or researching a particular element of Representation that interests them</p>	
TERM 3											
	<p>Title of Unit: Shakespearean Tragedy Unit info: Students study the tragic conventions used in Shakespearean theatre. Students consider appropriation and intertextuality through study of a Shakespearean tragic play and a modern film interpretation of the play. Through the comparative study of two texts, students examine how meaning is shaped through the use of language conventions and the influence of context, audience and purpose. Outcomes: EN5-5B, EN5-6C, EN5-8D Textual Concept: Literary Value Assessment: critical essay Extended response (In class task) Assessment due: Week 8, Term 3</p>									<p>Title of Unit: Close Study of a Composer See term 4 for info</p>	
TERM 4											
	<p>Title of Unit: Close Study of a Composer Unit info: Students conduct a close, critical analysis of the work of one composer. They evaluate the composer’s use of language features, the representation of meaning and specific features representative of the composer’s style. They compose both imaginative and analytical responses. Outcomes: EN5-3B, EN5-5B, EN5-7D Textual Concept: Style Assessment: Extended multimodal response (Critical Analysis and visual representation) Assessment due: Week 4, Term 4</p>									<p>Title of Unit: Extension of Close Study of Composer and Skill development Unit Info: With teacher guidance, students further explore the composer’s work (or another composer) through the study of supplementary texts, writing tasks, textual analysis and/or researching a particular element of the topic that interests them</p>	

MATHEMATICS 5.1

TERM 1	1	2	3	4	5	6	7	8 OB Class test	9	10	
	Unit 1: Financial Mathematics Unit info: This unit of work is intended for students who require more time to master problems related to GST, discounts, profit and loss, earning money, spending money, taxation, simple interest. Outcomes: MA5.1-4NA Assessment: OB class test, wk 8 term 1, mid-course exam wk 4 term 2, EOY exam wk 5 term 4					Unit 2: Measurement Unit info: In this unit of work, students will have the opportunity to consolidate their learning of calculating surface area and volume. They will convert between metric units and solve problems involving areas and surface areas of composite shapes. Outcomes: MA5.1-9MG, MA5.1-8MG Assessment: OB class test (some), wk 8 term 1, mid-course exam wk 4 term 2, EOY exam wk 5 term 4					
TERM 2	1	2	3	4	5	6	7	8	9	10	
	Commence Unit 3&4: Algebraic expressions and indices		Revision and Catch-up	Mid-course Examination	Unit 3 & 4 (cont'd) Unit info: In this unit, students will consolidate previously learnt algebra skills and become fluent in the use of algebraic fractions. They will revise significant figures, express numbers in scientific notation and use index laws including positive, negative, and zero indices. Outcomes: MA5.1-9MG, MA5.1-5NA Assessment: Project due wk 9 term 3, EOY exam wk 5 term 4 Assessment due:			(some of) Unit 6: Probability Unit info: In this unit, students will consolidate previous work in probability and study more complex multi-step chance experiments. Outcomes: MA5.1-13SP Assessment: Project due wk 9 term 3, EOY exam wk 5 term 4 Assessment due:			
TERM 3	1	2	3	4	5	6	7	8	9 Project due	10	
	Unit 7: Single variable and bivariate statistics Unit info: In this unit, students will construct and interpret back-to-back stem and leaf plots, describe data, using terms including 'skewed', 'symmetric' and 'bi-modal', compare two sets of numerical data in a display using mean, median and range, and interpret and critically evaluate reports in the media and elsewhere that link claims to data displays and statistics. Outcomes: MA5.1-12SP Assessment: Project due wk 9 term 3, EOY exam wk 5 term 4					Title of Unit: (some of) Unit 9 Unit info: In this unit they will consolidate previous studies by graphing and interpreting straight lines and determining the equations of straight lines. They will also use the properties of parallel and perpendicular lines on the Cartesian plane. Outcomes: MA5.1-6NA Assessment: Project due wk 9 term 3, EOY exam wk 5 term 4		(some of) Unit 10: Properties of geometrical figures Unit info: In this unit, students will identify similar figures, describe their properties informally, use scale factors and proportion statements to determine unknown lengths in similar figures, and use scales on maps, plans and drawings Outcomes: MA5.1-11MG Assessment: EOY exam wk 5 term 4		Unit 12A: Right-angled triangles Unit info: . In this unit, students will solve more complex problems involving bearings and angles of elevation and depression. Outcomes: MA4-16MG, MA5.1-10MG, MA5.2-13MG Assessment: EOY exam wk 5 term 4	
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	Unit 12A cont'd		Unit 13(8B)	Revision and Catch-up	EOY Exam	Unit 13(8B): Equations, formulas and inequalities Unit info: In this unit, students will operate with formulas and solve linear inequalities. Outcomes: MA4-10NA, MA5.2-8NA Assessment: Observation and year 11			(some of) Unit 14: Quadratic expressions Unit info: In this unit students will solve simple quadratic equations by factorisation. Outcomes: MA5.2-6NA Assessment: Observation		

MATHEMATICS 5.2

	1	2	3	4	5	6	7	8 OB Class Test	9	10
TERM 1	Unit 1: Financial Mathematics Unit info: This unit of work is intended for students who require more time to master problems related to GST, discounts, profit and loss, earning money, spending money, taxation, simple interest, compound interest and depreciation. Outcomes: MA5.2-4NA Assessment: OB class test, wk 8 term 1, mid-course exam wk 4 term 2, EOY exam wk 5 term 4			Unit 2: Measurement Unit info: In this unit of work, students will have the opportunity to consolidate their learning of calculating surface area and volume. They will convert between metric units and solve problems involving areas, surface areas, volumes and capacity of prisms cylinders and related composite shapes Outcomes: MA5.2-11MG, MA5.2-12MG Assessment: OB class test, wk 8 term 1, mid-course exam wk 4 term 2, EOY exam wk 5 term 4			Unit 3(8A)&4: Algebraic expressions and indices Unit info: In this unit, students will consolidate previously learnt algebra skills and become fluent in the use of algebraic fractions. They will revise significant figures, express numbers in scientific notation and use index laws including positive, negative, and zero indices. Outcomes: MA5.2-6NA, MA5.2-7NA Assessment: mid-course exam wk 4 term 2, EOY exam wk 5 term 4			
	1	2	3	4	5	6	7	8	9 Project due	10
TERM 2	Unit 3(8A)&4 (cont'd)	Unit 6: Probability	Revision and Catch-up	Mid-course Examination	Unit 6: Probability Unit info: In this unit, students will consolidate previous work in probability and study more complex multi-step chance experiments. Students will informally distinguish between independent and dependent events and calculate probabilities with restrictions and conditional statements. Outcomes: MA5.2-17SP Assessment: Project due wk 9 term 3, EOY exam wk 5 term 4			Unit 7: Single variable and bivariate statistics Unit info: In this unit, students will construct and interpret back-to-back stem and leaf plots, box plots, histograms, dot plots, displays of bivariate numerical data, scatter plots describe data, using terms including 'skewed', 'symmetric' and 'bi-modal', 'line-of-best-fit', compare two sets of numerical data in a display using mean, median and range, standard deviation, interquartile range and interpret and critically evaluate reports in the media and elsewhere that link claims to data displays and statistics. Outcomes: MA5.2-15SP, MA5.2-16SP Assessment: Project due wk 9 term 3, EOY exam wk 5 term 4		
	1	2	3	4	5	6	7	8	9	10
TERM 3	Unit 9: Linear relationships Unit info: In this unit students will consolidate previous studies by graphing, interpreting straight lines and determining the equations of straight lines and using the gradient intercept form as well as other forms. They will also use the properties of gradients of parallel and perpendicular lines on the Cartesian plane to solve problems. They will use formulas to find gradient, midpoint, and length. Outcomes: MA5.2-9NA, MA5.2-5NA Assessment: Project due wk 9 term 3, EOY exam wk 5 term 4			Unit 10: Properties of geometrical figures Unit info: In this unit, students will identify similar figures, congruent figures, triangles and quadrilaterals and describe and use their properties to prove the type of triangles as well as congruency and similarity. They use scale factors and proportion statements to determine unknown lengths in similar figures, and use scales on maps, plans and drawings. They will establish and use the sum of exterior and interior angles of polygons. Outcomes: MA5.2-14MG Assessment: EOY exam wk 5 term 4			Title of Unit: Unit 12A: Right-angled triangles Unit info: In this unit, students will solve more complex problems involving bearings and angles of elevation and depression. Outcomes: MA5.2-13MG Assessment: EOY exam wk 5 term 4			
	1	2	3	4	5	6	7	8	9	10
TERM 4	Unit 13(8B): Equations, formulas and inequalities Unit info: In this unit, students will operate with formulas and solve linear inequalities. Outcomes: MA5.2-8NA Assessment: EOY exam wk 5 term 4		Revision and catch-up	EOY Exam	Unit 13 (cont'd)	(some of) Unit 14: Quadratic expressions & equations and non-linear relationships Unit info: In this unit students will expand and simplify algebraic expressions including binomial products. They will solve quadratic equations by factorisation and will also solve practical problems using quadratic equations of the form $ax^2 = c$, $ax^2 + bx + c = 0$ (where $a = 1$) using factors Outcomes: MA5.2-6NA Assessment: Observation and year 11				
	1	2	3	4	5	6	7	8	9	10

MATHEMATICS 5.3

	1	2	3	4	5	6	7	8 OB Test	9	10	
TERM 1	Unit 2: Measurement # Note: Students on this pathway may not have done Quadratic equations & graphs of Parabolas. This could be done now or later in Year 10. Unit info: In this unit of work, students will have the opportunity to consolidate their learning of calculating surface area and volume. They will convert between metric units and solve problems involving areas, surface areas, volumes and capacity of prisms cylinders, pyramids, cones, spheres and related composite shapes Outcomes: MA5.3-13MG, MA5.3-14MG Assessment: OB class test, wk 8 term 1, mid-course exam wk 4 term 2, EOY exam wk 5 term 4					Units 4&5: Indices and surds Unit info: In this unit, students will consolidate previously learnt algebra skills and become fluent in the use of algebraic fractions. They will revise significant figures, express numbers in scientific notation and use index laws including positive, negative, and zero indices. Students will also operate with irrational numbers in the form of surds and extend their knowledge of the number system to include all real numbers. Outcomes: MA5.3-6NA Assessment: OB class test, wk 8 term 1, mid-course exam wk 4 term 2, EOY exam wk 5 term 4			Unit 6: Probability Unit info: In this unit, students will consolidate previous work in probability and study more complex multi-step chance experiments. Students distinguish between independent and dependent events and calculate probabilities with restrictions and conditional statements. Outcomes: MA5.2-17SP Assessment: mid-course exam wk 4 term 2, EOY exam wk 5 term 4		
	1	2	3	4	5	6	7	8	9	10	
TERM 2	Unit 6 continued		Revision and Catch-up		Mid-course Examination		Unit 7: Single variable and bivariate statistics Unit info: In this unit, students will draw box plots and calculate the interquartile range to analyse and compare data sets. Students will also investigate bivariate data sets and use scatter plots to describe relationships between variables and will use standard deviation to analyse data, and interpolate and extrapolate from bivariate data using lines of best fit. Outcomes: MA5.3-18SP Assessment: Project due wk 9 term 3, EOY exam wk 5 term 4			Units 8A&8B&9: Expressions, equations and linear relationships Unit info: In this unit, students will consolidate previously learnt algebra skills and become fluent in the use of algebraic fractions. Students will graph and interpret straight lines and determine the equations of straight lines using parallel and perpendicular line properties and formulas to calculate midpoint, gradient and distance. Outcomes: MA5.3-5NA, MA5.3-8NA, MA5.3-7NA Assessment: Project due wk 9 term 3, EOY exam wk 5 term 4	
							1	2	3	4	5
TERM 3	Units 8A&8B&9 continued		Unit 10: Geometrical figures (NOT circle geometry) Unit info: In this unit students broaden their knowledge of geometry and use deductive reasoning to solve problems. They will use deductive reasoning, drawing on their knowledge of the properties of congruent triangles, the angle properties of polygons, and the properties of quadrilaterals. Outcomes: MA5.3-16MG Assessment: Project due wk 9 term 3, EOY exam wk 5 term 4			Unit 12A&12B: Trigonometry Unit info: In this unit, students will solve more complex problems involving bearings, 3D problems and non-right-angled trigonometry. Students will learn exact trigonometric ratios for 30°, 45° and 60°, extend trigonometric ratios to obtuse angles, and sketch sine and cosine curves for angular values from 0° to 360°. Outcomes: MA5.3-15MG Assessment: Project due wk 9 term 3, EOY exam wk 5 term 4			Unit 14: Quadratic expressions and quadratic equations (see note start of term 4) Unit info: In this unit students will solve quadratic equations by factorisation and use these skills to solve practical problems. Outcomes: MA5.3-5NA Assessment: EOY exam wk 5 term 4		
			1	2	3	4	5	6	7	8	9
TERM 4	Unit 14 Cont'd # Note: Students on this pathway may not have done Chapter 10 in the Year 9 book, so they may not have solved quadratic equations and graphed parabola (but they have factorised quadratic trinomials)		Revision and Catch-up		End of year exam		Unit 15A&15B: Non-linear relationships, functions and their graphs (If extending also complete: Unit 16: Logarithms and polynomials - MA5.3-11NA, MA5.3-10NA) Unit info: students will already have experience in the graphing of non-linear relationships such as parabolas. In this unit, students may sketch graphs of parabolas, circles and exponential functions. Some students will also draw cubics and hyperbolas. To assist graphing, students will solve non-monic quadratic equations and cubic equations. Students may also change the subject of literal equations and use graphs and language to describe physical phenomena and rates of change. Outcomes: MA5.3-9NA, MA5.3-4NA, MA5.3-12NA Assessment: Observation and year 11				
							1	2	3	4	5

SCIENCE

	1	2	3	4	5	6	7	8	9	10
TERM 1	Title of Unit: Going Extinct Unit info: explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues. Outcomes: SC5-13ES Assessment: Literacy Task – Life on Earth and the Geological Timeline Presentation Assignment – 25% Assessment due: Week 3					Title of Unit: Science and Society Unit info: processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions. Outcomes: SC5-7WS				
TERM 2	Title of Unit: The Chemical Jigsaw Unit info: explains how models, theories and laws about matter have been refined as new scientific evidence becomes available. Outcomes: SC5-16CW Assessment: Mandatory Student Research Project (Applied Skills – Working Scientifically) – 30% Assessment due: Week 1 Assessment: Examination – Semester 1 – 15% Assessment due: Week 3					Title of Unit: Crash Test Unit info: applies models, theories and laws to explain situations involving energy, force and motion. Outcomes: SC5-10PW				
TERM 3	Title of Unit: Pass It On Unit info: explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society. Outcomes: SC5-15LW Assessment: Practical Task – Motion and Forces Analysis and Biological Labelling – 15% Assessment due: Week 3					Title of Unit: Think Global Unit info: describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community. Outcomes: SC5-12ES				
TERM 4	Title of Unit: The Right Stuff Unit info: explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society. Outcomes: SC5-17CW Assessment: Examination – Semester 2 – 15% Assessment due: Week 2					Title of Unit: Tomorrow's World Unit info: explains how scientific understanding about energy conservation, transfers and transformations is applied in systems. Outcomes: SC5-11PW				

HSIE: HISTORY

Unit 1: The Holocaust	Unit 2: Rights and Freedoms
<p>Unit overview: Students explore the origin and key features of the German Holocaust of World War II and the lasting impact on society. Students learn about the Nazi government and the crimes they carried out against humanity. They will examine evidence from the period and gain insight into the different perspectives.</p> <p>Outcomes: HT5-1, HT5-2, HT5-3, HT5-8, HT5-9</p>	<p>Unit overview: Through their study of this topic, students will have the opportunity to gain an understanding of the experiences of different cultural and social groups in Australia during the 20th century and their struggle for recognition and civic rights. They will also investigate the impact of the declaration of Human rights on Civil Rights Movement on Aboriginal and Indigenous peoples in Australia in comparison to the United States.</p> <p>Outcomes: HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10</p>

	1	2	3	4	5	6	7	8	9	10
TERM 1	Unit 1: The Holocaust									Unit 2: Rights and Freedoms
	What impact did WW1 have on the world?	What is Genocide? How were the Nazi Party able to come to power?	How did the Nazi's subjugate the Jews? What were the experiences of the Jewish people?				How was the Jewish population liberated? Week 8 Task 1: Newspaper			What was the impact of the Holocaust? What are the origins and significance of the UDHR?
TERM 2	Unit 2: Rights and Freedoms continued							Geography Unit 1: Environmental Change and Management		
	Week 2 Assessment as/of learning: Differentiated task	How have Australian Indigenous peoples struggled for Human Rights? What is the significance of The Day of Mourning and the Stolen Generations? Week 4: Examination			What was the background of The US civil rights movement and its influence on Australia significance of a range of political policies and decisions?			How do environments function? What are the causes and consequences of change in environments?		

HSIE: GEOGRAPHY

Unit 1: Environmental Change and Management	Unit 2: Human Wellbeing
<p>Unit overview: Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.</p> <p>Outcomes: GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8</p>	<p>Unit overview: Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.</p> <p>Outcomes: GE5-1, GE5-2, GE5-6, GE5-7, GE5-8</p>

	1	2	3	4	5	6	7	8	9	10	
TERM 3	Unit 1: Environmental Change and Management							Unit 2: Human Wellbeing			
	<p>Case Study: Coasts</p> <p>What are the causes and consequences of change in environments and how can this change be managed?</p>					<p>What is the Great Pacific Garbage Patch?</p> <p>Week 7 Fieldwork: Coffs Jetty</p>		<p>What makes human wellbeing a geographical issue?</p> <p>How can the spatial variations in human wellbeing and development be measured?</p>			
	1	2	3	4	5	6	7	8	9	10	11
TERM 4	Unit 2: Human Wellbeing continued										
	<p>What are the economic, social and environmental impacts of variations in development and human wellbeing?</p> <p>Week 2 Comparative study</p>			<p>How do violations of Human Rights demonstrate inequalities in Human Wellbeing?</p> <p>How do governments and NGOs respond to inequalities?</p> <p>Week 4: Examination</p>			Class Option				

<p>Concepts - place, space, environment, wellbeing, scale, sustainability, change</p> <p>Skills - acquiring, processing and communicating geographical information</p> <p>Tools - maps, graphs and statistics, spatial technologies, visual representations, fieldwork</p>

PDHPE (THEORY)

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 1: Party Crashers This unit will allow students to plan, rehearse and evaluate strategies that aim to enhance health, safety and wellbeing, and promote these in the school and community. Students will be able to plan and practice responses to emergencies by explaining priority actions and where they may be required to administer first aid. The students will learn safety plans in the context of parties and exposure to drugs and alcohol in festival contexts. Outcomes: PD5-1, PD5-6, PD5-9 Assessment: Research Report Assessment due: Week 9</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 2: Community Health This unit will critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels. Students will examine and promote young people's rights to healthcare and support services. Throughout the unit students will assess a range of management strategies to cope with challenging situations. Outcomes: PD5-2, PD5-6, PD5-7, PD5-8, Assessment: In class tasks Assessment due: Ongoing in class</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 3: Rights in Relationships Throughout this unit, students will investigate the characteristics of respectful relationships, and the rights and ethical responsibilities of individuals in relationships. Students will participate in learning experiences to investigate how the balance of power influences the nature of relationships and propose actions to build and maintain relationships that are respectful. Outcomes: PD5-3, PD5-9, PD5-10 Assessment: Exam Assessment due: Week 8</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Unit 4: Life Skills The purpose of this unit is for students to predict future challenges and opportunities and the skills required to manage these in a positive way. Students will recognise personal strengths and demonstrate skills required to apply for work and manage change and transition. Through this, students will examine skills and attitudes that enhance and promote resilient behaviours and attitudes. Outcomes: PD5-1, PD5-6, PD5-8, PD5-9, PD5-10 Assessment: In class tasks Assessment due: Ongoing in class</p>										

PDHPE (PRACTICAL)

TERM 1	1	2	3	4	5	6	7	8	9	10	
	Softball The purpose of this unit is for students to be able to understand the rules and strategies involved in a Softball game, and apply them into a game situation. Students will learn and practice skills involved to complete a Softball game successfully. Outcomes: PD5-4, PD5-5, PD5-11 Assessment: Practical Assessment due: Week 5					Frisbee (10%) The purpose of the unit is for students to understand and improve their level of fitness in a variety of fitness-based activities and Cross Country. Students will plan for and participate in activities that encourage health and a lifetime of physical activity. Outcomes: PD5-4, PD5-5, PD5-11 Assessment: Practical (fitness testing/cross country) Assessment due: Week 10					
TERM 2	1	2	3	4	5	6	7	8	9	10	
	Athletics/Fitness Testing/ Cross Country (10%) The purpose of the unit is for students to understand and strengthen their Athletics skills including High Jump, Shot Put, Track Events, Discus, and Javelin. Students will also aim to understand and improve their level of fitness through completing fitness testing, and methods of training. Outcomes: PD5-4, PD5-5, PD5-8, PD5-11 Assessment: Practical Assessment due: Week 5					Just Dance Students will participate in rhythmic movements, and analyse movement sequences. Students will create a group performance, which demonstrates synchronous and individual movements. Outcomes: PD5-4, PD5-5, PD5-11 Assessment: Practical Assessment due: Week 10					
TERM 3	1	2	3	4	5	6	7	8	9	10	
	Basketball, Soccer, Touch The purpose of this unit is for students to demonstrate specialised movement skills in a variety of challenging situations within Basketball, Soccer and Touch contexts. Students will respond to teacher and peer feedback to enhance movement performance. Students will create and implement self-assessment and peer-assessment tools to evaluate performance. Outcomes: PD5-4, PD5-5, PD5-9, PD5-11 Assessment: Self and Peer assessment tools. Assessment due: Week 10										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	Stadium Games The purpose of this unit is for students to participate in physical activities where players concentrate on enjoyable participation for all players and implement motivational strategies to influence the engagement of themselves and others in movement activities. Students will participate in a range of recreational stadium games, which will promote teamwork and leadership. Outcomes: PD5-4, PD5-5, PD5-6, PD5-11 Assessment: Practical Assessment Due: Week 4										

AGRICULTURE

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 1: Interaction and Planning Students explore the measures taken by farm managers to successfully grow produce and increase yields, students plan to implement strategies for a plant enterprise at the school ag plot. Outcomes: AG5-6, AG5-8, AG5-9, Assessment: Applied Skills – Processing data and climate graphing 20% Assessment due: Term 1, Week 10</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 2: Winter Cropping Enterprise Students examine winter cropping as an enterprise with the aim to students to implement and adjust plans and undertake practical tasks as farm managers to grow winter fruits and vegetables. Outcomes: AG5-6, AG5-9, AG5-12, AG5-14 Assessment: Examination – Semester 1 – 15% Assessment due: Term 2, Week 4 Assessment: Applied Skills – Student Research Project – 15% Assessment due: Term 2, Week 9</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 3: Sheep and Lambing Enterprise Investigation of the sheep and lambing enterprise with focus on the historical significance the wool and meat industry for the time when ‘Australia was built on the sheep’s back through o the role that the industry has in today’s economy. Outcomes: AG5-7, AG5-9, AG5-10, AG5-12, AG14 Assessment: Practical Task – 10% Multiple Choice Quiz, Practical Tractor Operation Component 15% Assessment due: Term 3, Week 9</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Unit 4: Management and Marketing Students study the role that farm managers have in value adding to products on the farm, from marketing and branding as well as quality control and improvement. Outcomes: AG5-4, AG5-5, AG5-9, AG5-10 Assessment: Examination – Semester 2 – 15% Assessment: Diligence in conducting practical tasks at the ag site 10% Assessment due: Term 4, Week 4</p>										

CHILD STUDIES

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Preparing for Parenthood Unit info: The purpose of this unit is for students to evaluate strategies and factors to create a supportive environment to promote growth and development of children. Students will analyse reasons for beginning a family and evaluate differing parenting styles. Outcomes: CS5.5, CS5.7, CS5.8, CS5.9, CS5.11, CS5.12 Assessment: Survey Analysis of Pregnancy Wellbeing Assessment due: Term 1, Week 8</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Newborn Care Unit info: The purpose of this unit is for students to understand the characteristics of newborns, and the needs and requirements for infants. Students will evaluate appropriate care and support for a newborn and new mother including physical, social and emotional care. Outcomes: CS5.1, CS5.2, CS5.5, CS5.6 CS5.7, CS5.8, CS5.10 Assessment: Newborn Care Diary (week long) Assessment due: Term 2, Week 6</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Play and the Developing Child Unit info: The purpose of this unit is for students to investigate and experience different types of play-based learning which contribute to the positive development of children. They assess a range of play choices, environments and activities in terms of learning, suitability, and safety. Outcomes: CS5.2, CS5.4, 5.5, CS5.8, CS5.9 Assessment: Create a Preschool Activity Assessment due: Term 3, Week 9</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Title of Unit: Diverse Needs of Children Unit Info: Students develop an understanding of the diverse needs of children and identify support and resources available to optimise health and wellbeing. They explore the various enrichment activities and educational settings available to children and families. Outcomes: CS5.4, CS5.8, CS5.9, CS5.11 Title of Unit: Childcare Services and Career Opportunities Unit info: The purpose of this unit is for students to understand the range of childcare services available in the community and the rights and responsibilities of childcare providers. Students will identify and explore the skills, qualifications and knowledge required for career opportunities in childcare. Outcomes: CS5.3, CS5.5, CS5.7, CS5.8, CS5.9, CS5.10 Assessment: Job Application Assessment due: Term 4, Week 5</p>										

COMMERCE

	1	2	3	4	5	6	7	8	9	10
TERM 1	Core 1: Consumer and Financial Decisions Unit info: Students learn how to identify, research and evaluate options when making decisions related to solving those problems and issues that confront consumers. Outcomes: 5.1, 5.2, 5.3 5.4, 5.6 5.9 Assessment: Term 1 Week 10 Research Task 25%									
TERM 2	Running a Business (10 hours) Unit info: Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business Outcomes: 5.1,5.2,5.4, 5.6, 5.7, 5.8, 5.9 Assessment: Term 2 Week 3 The Product Pitch 15%									
TERM 3	School developed Trade Fair \$20 boss (20 hours) Unit info: Students are provided with the opportunity to develop their knowledge, understanding and skills related to a developing a product and presenting in a trade fair, Outcomes: 5.1,5.2,5.4, 5.6, 5.7, 5.8, 5.9 Assessment: Term 3 Week 3 Product Development 25%			Core 4: Law, Society & Political Involvement / Option 5: Law in Action (25 hours) Unit info: Students examine the rights and responsibilities of individuals in a range of situations in which they may come in contact with the law. Outcomes:5.3, 5.5, 5.8 Assessment: Term 3 Week 10 Your rights brochure + topic test 25%						
TERM 4	Core 4: Law, Society & Political Involvement / Option 5: Law in Action (25 hours) Cont.		Option :Travel Unit info: Students learn how to plan for travel and how to solve problems encountered when travelling. Outcomes: 5.2,5.6,5.9 Assessment: Term 4 Week 6 In class / Itinerary 20%							

DRAMA

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: COMEDY Unit info: Students explore a range of comedic styles; caricature, clowning, melodrama, slapstick and satire. They learn to devise performances using the conventions specific to these styles. Outcomes: 5.1.2, 5.1.3, 5.2.3, 5.3.2. Assessment: Group Performance Essay Assessment due: Week 9, Term 1</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: BOAL Unit info: Students explore Boal's notion of <i>Theatre of the Oppressed</i> and its three main components; Image Theatre, Invisible Theatre, Forum Theatre. They learn how to apply Boal's conventions in their own original scenes. Outcomes: 5.1.2, 5.1.3, 5.2.3, 5.3.2. Assessment: Essay Assessment due: Week 9, Term 2</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: MONOLOGUES Unit info: Students explore the roles of playwright and director, writing and performing a range of 3- 4 minute monologues. They consider how themes and issues are communicated through the effective use/manipulation of the Elements of Drama. Outcomes: 5.1.1, 5.2.3, 5.3.2, 5.3.3. Assessment: Performance of a 3- 4 minute monologue. Assessment due: Week 10, Term 3</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Title of Unit: AUSTRALIAN PLAYS Unit info: Students read, explore and respond to two contemporary Australian plays written by playwright Angela Bietzen, "<i>Hoods</i>", "<i>Children of the Black Skirt</i>". Outcomes: 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3. Assessment: 5 minute duologue performance of a scene from "<i>Hoods</i>". Assessment due: Week 4, Term 4</p>										

ELECTIVE HISTORY

	1	2	3	4	5	6	7	8	9	10
TERM 1	Topic 1a: Oral Histories: The evolution of Fairy Tales. Unit info: Students to learn about context through the evolution of Fairy Tales. Students will gain insight into how and why history can be altered over time and the impact on society. Outcomes: HTE5-1, HTE5-2, HTE5-7 Assessment: Portfolio Task Assessment due: Term 2, Week 3						Topic 3a: Thematic study: A conspiracy of Witches: Unit info: Students develop an understanding of how women and witches have been persecuted over time and in different countries. They will gain insight into the values and beliefs of communities and how interpretations of the witch and the trials have changed over time. Outcomes: HTE5-1, HTE5-5 Assessment: Portfolio Weighing: 25% Assessment due: Term 2, Week 3			
TERM 2	Topic 3b: Thematic study: Conspiracy Theories Unit info: Students develop an understanding the importance of using evidence to challenge and support historical ideas and arguments. Through the investigation of a variety of conspiracy theories from all over the world students will learn to think independently and construct persuasive arguments. Outcomes: HTE5-6, HTE5-7, HTE5-9, HTE5-10 Assessment: In class Presentation Weighing: 25% Assessment due: Term 3, Week 2									
TERM 3	Topic 2a: Ancient, Medieval and Early Modern Societies: American Wild West. Unit info: Students develop an understanding of society in Americas wild west, including social class, individual and key events. Outcomes: HTE5-3, HTE5-4 Assessment: In class Skills Test Weighting: 20% Assessment due: Term 3, Week 5						Topic 1b: History, Heritage and Archaeology: Personal Interest Project Unit info: Students research a topic of their own choosing and conduct a historical investigation. Outcomes: HTE5-6, HTE5-8, HTE5-10 Assessment: Personal Interest Research Task Weighing: 30% Assessment due: Term 4, Week 2			
TERM 4	Topic 1c: History, Heritage and Archaeology: History and Film Unit info: Students investigate the site of the Valley of the kings and how it is being preserved and managed today. Outcomes: HTE5-2, HTE5-8 Assessment: Formative task					Topic 3c: Thematic study: Criminal families and Empires Unit info: Students develop an understanding of the influence of key individuals and key events surrounding criminal empires in the 20 th century. Outcomes: HTE5-9 Assessment: formative task.				

FOOD TECHNOLOGY

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Food in Australia & Food Preparation and Processing Unit info: Investigating and implementing foods and food safety in Australia. Following the path from past to present. Outcomes: 5.1.1/5.1.2/5.2.1/5.2.2/5.2.3/5.5.1/5.5.2/5.6.1/5.6.2 Assessment: Research and in class written task including practical Assessment due: Week 7</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Food Selection and Health Unit info: Investigating and implementing factors and foods associated in the food selection and health in Australia. Outcomes: 5.3.2/5.5.1/5.5.2/5.6.1 /5.6.2 Assessment: Research Task (Pamphlet) and Practical Assessment due: Week 7</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Foods for Special Needs Unit info: Investigating and implementing foods and facts relating to a number of special needs by individuals, families and the wider community. Outcomes: 5.3.2/5.5.1/5.5.2/5.6.1 Assessment: Research Task (presentation) and Practical Assessment due: Week 7</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Title of Unit: Foods for Special Occasions Unit info: Preparation and production of foods for special occasions Outcomes: 5.3.2/5.5.1/5.5.2/5.6.1 Assessment: Research task and practical Assessment due: Week 4</p>										

INDUSTRIAL TECHNOLOGY: TIMBER

TERM 1	1	2	3	4	5	6	7	8	9	10	
	Title of Unit: Industry practices. Quality products. Safety. Outcomes: 5.1.1 5.1.2 5.2.1 5.4.1 5.4.2 5.6.1 Assessment: Safety test (week 1), materials list (week 3), Adirondack chair (week 10)										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	Title of Unit: Cabinetry. Safety. Outcomes: 5.2.1 5.3.1 5.3.2 5.4.1 5.4.2 5.6.1 5.7.1 Assessment: Fittings assignment (week 6), bedside table and time plan (week 10)										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	Title of Unit: Portfolio and time plan, major project Outcomes: 5.2.1 5.3.2 5.4.1 5.6.1 5.7.2 Assessment: Project proposal (week 3)										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	Title of Unit: Record of procedure, research, sketching, cad, working drawings, construction diary, evaluation Outcomes: 5.2.1 5.3.1 5.4.1 5.5.1 5.6.1 Assessment: Major project and portfolio (week 4)										

MUSIC

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Program Music Unit info: Students will explore the programmatic works of composers, through aural, performance and composition activities. They will develop critical thinking, creativity and communication skills by creating their own composition, based on an Australian artwork, using a music software program. Outcomes: 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 Assessment: Composition Assessment due: Term 1, Week 10 Weighting: 30%</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Rockschoool Unit info: Students will study and perform Grade 1 'RockSchool' pieces from the AMEB syllabus on either Guitar, Bass, Drums or Vocals Outcomes: 5.1, 5.2, 5.3 Assessment: Performance Assessment due: Term 2 Week 8-9 Weighting: 30%</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Film Music Unit info: Students will identify and discuss the use of musical elements and how they function in films with a focus on contemporary musicians as film composers. Outcomes: 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 Assessment: Aural (written analysis of selected scene) Assessment due: AURAL - Term 3, Week 9-10 Weighting: 40%</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Title of Unit: Music and Technology - Remix / Sampled Unit info: Students will learn how to remix songs with computer technology, record samples using found objects, then arrange samples/stems to create their own song. Outcomes: 5.4, 5.5, 5.6, 5.9, 5.10</p>										

PHOTOGRAPHY AND DIGITAL MEDIA

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Drawing with the Camera/David Hockney This unit explores the notion of the local landscape/seascape in a variety of ways – some self-directed Photography/Computer based digital manipulation based on the work of artists like David Hockney and Ansel Adams. Outcomes: 5.1, 5.3, 5.4, 5.6 Assessment: Portfolio 30% Assessment due: Week 10</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Fantasy and Surrealism In this unit students will complete a series of activities that explore the subconscious mind whilst creating a range of images that comes from the founders of the surrealism movement. Students then research Fantasy Photography and make works based on photographers who challenge our reality by manipulating images and used these techniques to create fantasy worlds of their own. Key Artists/Photographers: Salvador Dali, Grégoire Alexandre, Man Ray, Bella Kotak, Margarita Kareva, Annie Leibovitz, Susan Schroder Outcomes: 5.2, 5.5, 5.7, 5.8, 5.9 Assessment: Artist study 20% Assessment due: Week 9</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Film A unit where students explore the work of contemporary filmmakers like that of Spike Jonez and produce their own soundscapes, stop motion and music video. Using a variety of digital forms e.g. computer video, photography. Outcomes: 5.1, 5.3, 5.4, 5.5, 5.6, 5.8, 5.10 Assessment: Artist study/ Body of Work 50% Assessment due: Week 9</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Every Picture Tells a Story This unit is based on the idea of images telling stories and narratives. Students take on the role of film critic in their research task and discuss the ways the world is represented in film through Structural and cultural viewpoints. Students apply their understanding of photography/computer based digital manipulation after looking at the work of artists like Andrew Quilty, Ben Lowy. Outcomes: 5.1-5.10</p>										

PHYSICAL AND SPORTS STUDIES (PASS)

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: <i>Coaching</i> and Practical Coaching Sessions utilising External Coaches Title of Unit: (Practical) Coaching Unit Info: Students develop an understanding of the qualities of an effective coach, coaching roles, responsibilities and ethics. Students have the opportunity to demonstrate basic coaching skills by designing and conducting a coaching session and instructing individuals or small groups in a specific movement skill or context. They participate in and/or evaluate a session conducted by an accredited coach and investigate volunteer and formal coaching opportunities and qualifications. Outcomes: PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9 Assessment: Practical Coaching Session and Practical Assessment Assessment due: Week 10</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Technology in Sport - Technology, participation and performance (Theory) and Technology Based Play (Practical) Title of Unit: Technology Based Play and Initiative Games Unit Info: Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers Outcomes: PASS5-6, PASS5-7, PASS5-5, PASS5-10 Assessment: Technology App and Practical Assessment Assessment due: Week 8</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Issues in Physical Activity and Sport Title of Unit: (Practical): Net/Court Games/Fun in the Sun Unit info: Students will examine ethical and legal implications to participants, spectators and the community. This unit promotes a case study approach to investigating issues in physical activity and sport. Students can explore various issues in sport including drugs, violence, obesity, media, politics, gender, equity, reduction in participation rates, sponsorship and the law. Outcomes: PASS5-3, PASS5-4, PASS5-10 Assessment: Case Study and Practical Assessment Assessment due: Week 7</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Title of Unit: Lifestyle, Leisure, Recreation Title of Unit: (Practical) Leisure and Recreational Games Unit info: Students will analyse the perceptions and impact participation has on lifestyle, leisure and recreation activities. Students are provided with opportunities to advocate and promote lifelong leisure and recreation activities now and in the future. Outcomes: PASS5-3, PASS5-4, PASS5-7, PASS5-10 Assessment: Yearly Examination and Practical Assessment Assessment due: Week 5</p>										

VISUAL ARTS

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Coast to Country This unit explores the notion of the local landscape/seascape in a variety of ways. Students will develop confidence in media experimentation and study of the works of related artists like Brett Whiteley, Jeffery Baker, Katsushika Hokusai. Outcomes: 5.1, 5.2, 5.4, 5.5 Assessment: Portfolio Assessment due: Week 10, Term 1</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Netsuke This unit explores the conventions and traditions of Japanese sculptural carving. Students will explore the ideas of totems and iconography, developing designs which appropriate concepts and styles to reflect a personal viewpoint. Artists covered will be reflective of student interest and come from a range of cultures to allow diverse levels of complexity within student work. Outcomes: 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9 Assessment: Art study/ Body of Work Assessment due: Week 1, Term 3</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Old and New Ceramics This unit is a study of both past and present vase making methods, it includes the development of students ceramic and design skills. Student will examine contemporary interpretations by artists across a number of genres and styles of artistic practice. They will produce vases using two different construction methods, then decorate these with multi-layered glazing techniques that were used by past cultures and those from today. Artists covered will include Gerry Wedd, Takeshi Yasuda and a selection of works from Ancient Greece. Outcomes: 5.7, 5.8, 5.9, 5.10 Assessment: Nil Assessment due: Nil</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Body of Work (BOW) This unit is an opportunity for students to explore artists who are of particular interest to them. The unit will commence with a directed study of 2-3 different artists who will demonstrate a strong artistic practice and relate to class interests. Students will then respond by collecting information and work samples which then inspire the students to make a series of artworks. Outcomes: 5.1 - 5.10 Assessment: Written Exam Assessment due: Week 2, Term 4</p>										

WORK EDUCATION

	1	2	3	4	5	6	7	8	9	10	
TERM 1	Core 1: What is Work? Unit Info: Students investigate a range of means to access work as well as exploring personal management strategies. A number of issues associated with the world of work are examined including the roles of diverse social groups and the benefits and challenges of community partnerships Outcomes: WE4-1, WE4-5, WE4-6					Core 5: Workplace Safety Unit Info: students develop knowledge and understanding of the roles that individuals, employers, employees, organisations and government agencies have in promoting workplace safety. Students demonstrate skills and understanding of workplace safety Outcomes: WE4-2, WE4-9,, WE4-3 Term 1 Week 9 Assessment: Portfolio of Work					
TERM 2	Core 3: Communication and Collaboration Unit Info: Students will learn to successfully communicate information in a range of contexts including the workplace. Students develop an awareness of the importance of effective communication when dealing with colleagues and clients. Outcomes: WE4-9, WE4-10,WE4-8			Option 5: Preparing for the Workplace Unit info: Students prepare for the experience as they would for paid employment – through research, planning, contacting and communicating with employers and experiencing real or simulated working conditions. This should include travel arrangements, appropriate dress, workplace behaviour and time management Outcomes: WE4-4, WE4-7							
TERM 3	Preparing for the workplace cont. Term 3 Week 5: Work Experience Reflection and analysis.					Core 2: Transitions and Wellbeing Unit Info: Students explore the impact that their family, peers and other networks have on their lives particularly in relation to education and work. Students further develop an appreciation of the ongoing nature of transitions and the benefits of lifelong learning in the context of work, education and personal development. Outcomes: WE4-4, WE4-5, WE4-6, WE4-8, WE4-9					
TERM 4											
	Option 6: Managing Finances Unit info: Students will develop the skills needed to develop sound and innovative financial management practices in a range of contexts including personal finances, enterprise/business and projects. Students will investigate planning, projecting, organising and creating budgets while developing a number of practical skills including using spreadsheets and other electronic management tools Outcomes: WE4-8, WE4-9, WE4-10										