



Whole School Curriculum Plan by Faculty

		Term 1		Term 2	Term 3		Term 4
English	Year 8	<p>Unit 1: Personal stories</p> <p>Students examine and analyse how individuals are represented in a range of personal story texts. They examine and experiment with text structures, language features, and visual forms to create a personal narrative that represents their own identity.</p>	<p>Unit 2: Teens in the news</p> <p>Students listen to, read and view a variety of multimodal news media texts. They explore representations of teens in the texts to produce close readings of excerpts selected from them.</p>	<p>Unit 3: Teen Novel</p> <p>Students read a novel that explores teen issues. Students draw on the understandings developed in Unit 2 to analyse a teen issue from a novel.</p>	<p>Unit 4: Poetry that Influences</p> <p>Students investigate and interpret poems and short stories from a range of cultures, including those from or about Aboriginal and Torres Strait Island histories and cultures, that reflect on and challenge the values of an individual or group and influence emotions and opinions. Students complete a close reading of several poems and explain how the text/s use/s language in an emotive way, drawing on evidence selected from the text/s.</p>	<p>Unit 5: Fractured Fairy Tales</p> <p>Students read and view a film or television script of a well-known fairy tale that explores significant moral or ethical questions. They listen to, read and view text excerpts relevant to the central ideas in the story. Students demonstrate their understanding of the value and ideas underpinning the story through creating and presenting their own written script adapting another fairy tale.</p>	<p>Unit 6: Wide Reading</p> <p>Students read and interact with a variety of fictional texts (e-literature, graphic novels etc). They also read and view websites associated with literary texts. Students create a home page for a character they select from a favourite literary text.</p>
	Year 9	<p>Unit 1: Australian Identity</p> <p>Students listen to, read and view a variety of information and literary texts featuring different representations of Australia's peoples, histories and cultures to produce close readings of excerpts selected from these texts.</p>	<p>Unit 2: Australian Identity Transformed</p> <p>Students create at least one transformation based on literary and information texts they have listened to, read and/or viewed to persuade the audience to adopt a particular point of view. Either a written transformation of a visual image OR the other a multimodal presentation regarding transforming the national flag.</p>	<p>Unit 3: I Want to Believe</p> <p>Students listen to, read and view a variety of information texts and speculative fiction texts to produce close readings of excerpts selected from these texts.</p> <p>Using this understanding of speculative fictions they create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus.</p>	<p>Unit 4: One Act</p> <p>Students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships. Students examine the representations of issues in a drama text and create an interview script that explores an ethical issue.</p>	<p>Unit 5: Walk in My Shoes</p> <p>Students read a novel to closely study the ways characters are constructed. They explore intertextuality by listening to, reading and viewing literary texts with characters similar to those in the novel. They demonstrate their understanding of the ways characters are constructed in novels in an analytical exposition. Students also create and deliver a persuasive presentation to support or challenge a particular character's actions in response to events and issues in the novel.</p>	



English	Year 10	<p>Unit 1: Representations of adolescents Students read, view and analyse the techniques used in satirical texts that focus on teens. Students write an analytical essay/report to demonstrate how this group is satirised in a text. They also create and present an imaginative performance using satirical language to interpret adolescent experience.</p>	<p>Unit 2: Contemporary Literature Students read a contemporary novel and view the accompanying film that explores a social, moral or ethical issue or question. They also read, listen to and view a variety of other texts to further their understanding of the novel's features and the issue or question it explores. They compare and contrast how social, moral and ethical themes are represented in the novel and film. In a spoken persuasive discussion or speech justifying a characters action in response to the ethical or moral dilemma.</p>	<p>Unit 3: Perspectives on issues and events in media texts Students listen to, read and view a variety of advertisements. Students will analyse and evaluate how language and images construct groups/individuals and position audiences.</p>	<p>Unit4: The Classics Students read a Shakespearean play and demonstrate their understanding of the play in an analytical response to a scene from the text. Students respond to a Shakespearean play by comparing two film adaptations of a selected scene</p>
SOSE	Year 8	<p>Unit 1: My Place in the World Students are introduced to the basic concepts of analysing data and sources to explore archaeological concepts and ancient civilisations. Students draw conclusions and make decisions through analyse of provided sources (response to stimulus exam). The culminating activity is an in-depth research task based on an ancient civilisation.</p>	<p>Unit 2: Fun in the Sun Students develop geographical skills and apply mapping concepts to their own design task. Geographical issues of local, regional, national and global significance are investigated through interpretation of data, maps and information (practical exam).</p>	<p>Unit 3: Making a Difference Students investigate the importance of balancing economic, social, political and environmental factors with creating sustainable development globally, nationally and locally. They will develop arguments for and against issues relating to social justice, democratic process, sustainability and peace as part of a persuasive speech. Students plan and collaboratively organise a campaign that will benefit a group or community.</p>	<p>Unit 4: Celebrating Australia Students explore the multicultural nature of our society and the contributions that a variety of ethnic groups make to our lives and celebrations. In-depth comparative studies will be undertaken on the diversity of rich cultures in Australia, the movement of the world's people and the experiences of refugees and immigrants. Students will demonstrate their knowledge in a research task/oral presentation.</p>
SOSE	Year 9	<p>Unit 1: A Beautiful Place to Live Students will further develop geographic skills including mapping and surveying by looking at Kilcoy's local geographic identity. Students then have the opportunity to examine a specific geographic issues in the Kilcoy area, such as bushfires, salinity or town planning. Students will complete a practical research project that investigates and provides solutions to balancing human activity with sustainable use of the natural environment.</p>	<p>Unit 2: Law Makers, Law breakers Students to understand how to make a difference in the world by becoming politically informed and active. It examines the rights and responsibilities of citizens, and moves onto an examination of local, state and federal governments, focusing on the structure of and access to government. The unit culminates in an overview of law, crime and civil order. Knowledge is assessed via a written exam. Students may also interact with a mock political campaign or attend an excursion to the law courts/museum.</p>	<p>Unit 3: Making of a Modern World Students investigate the making of the modern world from the Industrial revolution, through Imperialism and the settlement of Australia. Federation and the impact of World War One on Australia as a nation are investigated through various responses to stimulus and research tasks. Students will also empathise with those involved in the war effort through an in role oral presentation.</p>	<p>Unit 4: Human Rights Students investigate Australia's global contribution and relationships with other nations with respect to the important ideas of democracy, global systems of law, diplomacy and human rights. Students will be assessed via a response to stimulus exam and an in-role discussion and reflection.</p>



SOSE	Year 10	Unit 1: Skating on Thin Ice Students focus on the environmental issues confronting us. They explore historical perspectives as well as developing knowledge about human impacts on the human environment. Students process geographical information systems and utilise these skills in either a report based coastal field trip or practical activity. A research based task on significant national or global issue identifies the human impact on part of our environment (e.g. endangered species) and offers possible solutions.		Unit 2: Medieval Madness Students develop understanding of the developments made to the lifestyles of people in the medieval period. It allows students to explore the social changes that occurred prior to and during the period and to compare and contrast the Medieval period with our own times. The unit also asks students to consider popular texts and questions why the medieval period is still such a predominant theme in film and popular culture. Students will be assessed in a Response to stimulus exam and an persuasive or information oral presentation.		Unit 3: Powerful Personalities Students further their knowledge of the ancient and medieval world by exploring the influences, achievements and possible legacies of personalities living within these periods. Students refine research skills and critical source analysis via an in-depth research task.	
	Year 8	Unit 1 - Getting to know you, getting to know me: Students investigate and learn all the language needed to introduce themselves to a new person. The practise in role-play situations. Student learning is checked with an exam that involves a series of 3 self-introductions where the students need to listen, recognize and record the information before making a decision on who to have as a pen pal and why.	Unit 2 – Hello: Students continue to explore the language and cultural practices related to meeting, greeting and getting to know people from Japan. They focus in more detail on how the language and behaviour of these conversations vary according to the relationship between speakers. Assessment for this will be an EXAM, reading conversations, making assessments and a reflection sheet.	Unit 3 – Where to go, what to do: Students explore cities, towns and neighbourhoods in Japan and Australia. Students experiment with the language used to describe what one can see and do in different communities (local features, attractions, experiences and activities. Assessment will be writing postcards from Japan.	Unit 4 – My place, your place: Students explore the language and cultural practices related to families, homes, housing and neighbourhoods in the target country and in Australia. They complete a listening Comprehension Exam and complete host families' profiles.	Unit 5 – Let's go shopping: Students learn the language and explore the cultural practices related to purchasing goods such as food, clothing and entertainment, in Japan and in Australia. They go shopping' in target country towns, cities and neighbourhoods. Along the way they find out about clothing in the target country and the factors that influence it. They will complete Role Plays focusing on goods and services. Students will reflect on their learning at the end of the unit.	
Junior Performing Arts	Year 8	Unit 1: Elements of Drama: Students study the elements of drama and basic stagecraft. Basic improvisation is then explored and impromptu and rehearsed improvisations are performed in groups. Students reflect and evaluate all performance work.			Unit 2: Movement, Mime and Scripting: Students engage in a range of movement activities where students present a performance with sound and lighting to a given stimulus. The physiology of sound/voice is studied and students complete a voice test as part of their assessment. An extension puppetry performance is encouraged for those students who excel in performing arts.		
Junior Performing Arts	Year 9	Unit 1: Commedia dell'Arte: Students study commedia and clowning techniques and styles, performing in groups to an informal audience. Students incorporate physical theatre techniques and perform in groups with sound and lighting to a class audiences.			Unit 2: Creating and Directing Performance: In this process drama unit students work as a whole group in role to participate in a variety of smaller assessment items related to drama based on a social issue. Finally students are given the opportunity to perform a chosen excerpt from a script to a formal/invited audience. Students evaluate and reflect upon every performance.		
Junior Performing Arts	Year 10	Unit 1: Non-realistic theatre: Students investigate non-realistic theatre and present a non-realistic performance for assessment incorporating sound and lighting techniques. Performance is staged in a non-traditional space to a local audience.	Unit 2: Monologues: Students explore the theatrical possibilities of a solo based performance, investigating skills and knowledge of dramatic monologue. They examine the dynamics of the actor audience relationship before performing individually a chosen monologue for a student audience.		Unit 3: Course Production: Students audition for a role and participate in the performance of a script. Students work as part of an ensemble, using elements and conventions appropriate to the selected style and purpose of script. Performance is directed by the Year 11 Creative Arts students and performed for a formal audience at the town hall. Students complete a digital profile of their role and evaluate and reflect upon their work.		



Mathematics	Year 8	<p>Unit 1: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands of — Number and place value, Real numbers, Money and financial mathematics, students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • The real number system — representing, comparing and ordering integers • Calculations — problem solving involving the four operations and integers • Percentages — making connections between percentages, fractions and decimals and applying this to percentage increase or decrease situations, and problem solving in a range of contexts including financial situations. 	<p>Unit 2: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands of — Number and place value, Real numbers and Chance, students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Index notation — expressing numbers in index, establishing the index laws with whole number bases and positive integral indices • Decimals — expressing rational numbers as terminating or recurring decimals • Irrational numbers — appreciate that irrational numbers can be expressed as infinite decimals • Probability — draw and interpret Venn diagrams to assign probabilities, state the complement of an event, use the complement to solving problems of probability, draw and use two-way tables to assign probabilities. 	<p>Unit 3: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands Real numbers, Linear and non-linear relationships and Using units of measurement, students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Rates and ratios — modelling situations involving proportional relationships and solving a range of problems involving rates and ratios • Linear and non-linear relationships — interpreting, modelling and formulating patterns and relationships; representing patterns and relationships as rules, functions, tables & graphs; solving linear equations using graphical techniques. <p>Time — solving problems involving time duration, for 12 and 24 time formats, within a single time zone.</p>	<p>Unit 4: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Real numbers, Linear and non-linear relationships, Geometric reasoning and Using units of measurement students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Perimeter and Area — developing an understanding of area and finding the perimeter and area of parallelograms, rhombuses, kites and circles (including semi- and quarter-circles) — using formulas for perimeter and area to solve problems. — generating linear data values for perimeter, circumference and area and representing them in a graphical and algebraic models. 	<p>Unit 5: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and algebra and Using units of measurement, students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Distributive Law — expanding and factorising algebraic expressions • Volume of prisms — developing formulas for volume and capacity of rectangular and triangular prisms and prisms, solving volume problems involving rectangular and triangular prisms and converting units of measurement. 	<p>Unit 6: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strand — Geometric reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Geometry — revising angle properties (co-interior, corresponding, alternate and vertically opposite), exploring congruence, with and without technology, identifying the effect of reflections, rotations and translations on the shape and size of plane shapes, establishing and applying the congruence tests (SAS, AAS, SSS, RHS), constructing congruent triangles, extending congruence of triangles to identify the properties of a range of quadrilaterals and solving problems using the properties of congruent figures, reasoning and generalisations. 	<p>Unit 7: Through the sub-strand — Geometric reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Statistics — collecting, organising and displaying data, interpreting data displayed in tables and graphs, connecting samples and populations, exploring the effect of sample size, calculating measures of centrality, identifying outliers and their affect on measures of centrality, identifying sources of bias and applying this knowledge to make hypotheses and support conclusions. 	<p>Unit 8: Through the sub-strands — Patterns and algebra and linear and non-linear relationships students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Algebra — applying number laws to algebraic expressions and equations, expanding and factorising algebraic expressions, solving simple linear equations algebraically and graphically, connecting patterns, linear functions, tables of values, graphs and worded statements, plotting coordinates on the Cartesian plane and solving realistic problems, and investigating patterns to develop an algebraic rule.
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Mathematics	Year 9	<p>Unit 1: In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.</p> <p>Through the sub-strands Real numbers, Linear and non-linear relationships and Pythagoras and trigonometry, students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Direct proportion — apply proportional thinking to rates, express rates algebraically and graphically, solve problems including speed • Analytical geometry — explore and solve problems involving the calculation of gradients, distance between two points and midpoints • Pythagoras' Theorem — make connections between right-angled triangles, Pythagoras, the distance between points and gradients. 	<p>Unit 2: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Real numbers, Money and financial mathematics, Patterns and algebra, students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Index laws — numeric and algebraic terms, positive, negative and zero indices, scientific notation • Simple interest — solving problems • Distributive law — expand algebraic expressions including binomials, and collect like terms. 	<p>Unit 3: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and Algebra and Geometric Reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Distributive laws — expanding and factorising algebraic expressions including binomials, collecting like terms, sketching simple non-linear relations including parabolic, hyperbolic and circular graphs <p>Similarity — using enlargement to explore, develop and apply the conditions of similarity in a number of contexts; comparing similarity to congruence; solving problems using representations of scale including ratio and scale factors.</p>	<p>Unit 4: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Units of measurement and Pythagoras and trigonometry students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • surface area and area — calculating and solving problems involving: <ul style="list-style-type: none"> ○ area of compound shapes, including using Pythagoras' Theorem ○ surface area of cylinders and prisms • volume — calculating and solving problems involving cylinders and prisms, applying knowledge in a realistic context. 	<p>Unit 5: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Geometric reasoning and Pythagoras and trigonometry students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Pythagoras — solving problems involving right-angled triangles including checking if an unknown angle is acute or obtuse; calculating the length of sides. • Trigonometry — linking similarity to the constancy of the trigonometric ratios; identifying and describing patterns in trigonometric ratio values; identifying hypotenuse, opposite and adjacent sides; calculating trigonometric ratios; finding unknown side lengths and angles and solving problems. 	<p>Unit 6: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Data representation and interpretation students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Statistics: consolidating techniques of data collection and types of statistical variables, collecting primary and secondary data to investigate an issue, calculating, interpreting and describing statistics from both raw data and data representations using non-digital and digital resources, constructing histograms and back-to-back stem-and-leaf plots and using statistical knowledge to draw conclusions. 	<p>Unit 7: Through the sub-strands — Data representation and Interpretation and Chance students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Data reports — investigating how data used in media reports has been obtained to estimate population means and medians and evaluating the validity of statistics used to make estimates of population characteristics in media reports. • Probability — calculating relative frequencies, determining outcomes of two-step chance experiments using tree diagrams & array, assigning probabilities to outcomes, determining probabilities of events, including 'and' and 'or' criteria, and organising data and determining relative frequencies in Venn diagrams & two-way tables. 	<p>Unit 8: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Real numbers, Patterns and algebra, Using units of measurements, and Pythagoras and trigonometry students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Time scales — investigating very large and very small timescales, expressing timescales using metric prefixes and scientific notation, converting units of time using the index laws • Trigonometry — solving problems involving finding the length of unknown sides in right angled triangles using trigonometry. • Algebra — modelling relationships between variables and linking algebraic, graphical and tabular representations of those relationships.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</p> <p>Year 10</p> <p>Year 10A</p>	<p>Unit 1: In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and algebra and Linear and non-linear relationships, students' have opportunities to develop understanding of:</p> <ul style="list-style-type: none"> Linear equations — exploring algebraic and graphical representations, making generalisations in relation to parallel and perpendicular lines and solving problems Simultaneous equations — identifying the solution to two intersecting linear equations, applying graphical, elimination and substitution methods and solving word problems Inequalities — recognising the difference between linear equations and linear inequalities, graphing linear inequalities and solving simple problems. 	<p>Unit 2: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and algebra, Linear and non-linear relationships students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Algebraic expressions — simplifying and solving algebraic fractions and linear equations Binomial and quadratic expressions — expanding binomial products and factorising monic quadratic expressions Quadratic equations and functions — solving quadratic equations. <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> surds operations and irrational numbers linear and non-linear equations substitution into an equation, rule or formula Quadratic functions of the form $ax^2 + bx + c$. 	<p>Unit 3: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and algebra and Pythagoras and trigonometry students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Pythagoras and Trigonometry <ul style="list-style-type: none"> revising Pythagoras' Theorem and solving contextualised problems applying the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions solving contextualised trigonometric problems including surveying and orienteering. <p><i>10A students will also be taught to:</i></p> <p><i>solve problems involving Pythagoras' Theorem in 3-D, the sine, cosine and area rules, the unit circle, trigonometric functions and periodicity.</i></p>	<p>Unit 4: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strand — Chance students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Probability — describing the results of two- and three-step chance experiments, assigning and determining probabilities including conditional probability and investigating the concepts of dependence and independence. <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> Evaluate statistical reports in the media (e.g. the appropriateness of sample size, sampling methods and methods of display). 	<p>Unit 5: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and algebra, linear and non-linear relationships and data representation and interpretation students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Data representation - determining five number summaries and interquartile range, comparing data sets using box plots, making comparisons between box plots, histograms and dot plots, investigating the relationships between two continuous variables using scatterplots, investigating and describing bivariate numerical data where the independent variable is time and evaluating statistical reports in the media and other places. <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> compare data sets using standard deviation make predictions using a line of best fit 	<p>Unit 6: In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Using units of measurement, Geometric reasoning, Patterns and algebra, Linear and non-linear relationships students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Geometric proofs — formulating proofs using knowledge of angles, lines, similarity and congruence Measurement — solving problems (algebraically and using digital technologies) involving surface area and volume Conics — representing algebraic relationships (parabolas and circles) graphically on the Cartesian plane. <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> apply proofs to circles sketch and describe hyperbolas. 	<p>Unit 7: Through the sub-strands — Using units of measurement, Geometric reasoning, Patterns and algebra, Linear and non-linear relationships students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Linear and non-linear relationships — using simple interest as the introduction to compound interest to solve various problems and using compound interest to assist in understanding exponential patterns (growth and decay) <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> solve index equations using trial and error, digital technologies and logarithms simplify relationships using index rules including those with fractional indices. 	<p>Unit 8: Through the sub-strands — Real numbers, Patterns and algebra, Linear and non-linear relationships, Using units of measurement, Pythagoras and trigonometry, students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Polynomials — sketching quadratics and polynomials using a table of values, key features such as x- and y-intercepts and the general shape of particular functions, and solving problems, with and without technologies, in a range of situations including those involving trigonometry, surface area and volume and developing a model to describe the relationship between variables in a problem situation. <p><i>10A students will also be taught to:</i></p> <ul style="list-style-type: none"> solve problems involving exponential equations.
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Science	Year 8	<p>Unit 1: Particles matter</p> <p>Students explore matter at a particle level. They examine how scientific knowledge changes as new evidence becomes available and is re-interpreted by scientists. Students engage in investigations related to the different states of matter and determine variables that affect the rate of change. They examine the organisation of the Periodic Table of Elements. Students will apply their understandings developed in this unit in their ongoing studies in chemistry.</p>	<p>Unit 2: Chemistry of common substances</p> <p>Students distinguish between chemical and physical changes. They investigate simple chemical reactions using common substances, and explore the use of chemical reactions by the community. Students investigate useful applications for products of chemical reactions and identifies materials developed for a particular use.</p>	<p>Unit 3: Rock never dies</p> <p>Students explore different types of rocks and the minerals of which they are composed. The dynamic nature of the rock cycle, the interrelationships between rock types and the role of energy and force are examined.</p> <p>This unit needs to precede the Unit: <i>Rocks in my world</i></p>	<p>Unit 4: Rocks in my world</p> <p>Students consider the incidence of rocks and minerals in the local community and more broadly the uses of minerals extracted from rocks. They evaluate the environmental impact of mineral extraction and how society can address the diminishing availability of mineral resources.</p> <p>This unit needs to be preceded by the Unit: <i>Rock never dies.</i></p>	<p>Unit 5: Energy for my lifestyle</p> <p>In this unit students explore and classify different forms of energy. Students investigate different energy transfers and transformations and the efficiency of these processes. The practical uses of energy and the idea of wasting energy are evaluated from a scientific perspective. Students use experimentation to identify relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views. The concepts developed in this unit will be applied in unit 6.</p> <p>This unit needs to precede Unit 6: <i>What's up.</i></p>	<p>Unit 6: What's up</p> <p>In this unit students build on the concepts developed in unit 5, Energy in my lifestyle. It examines energy converters used by the community, and quantitatively examines the efficiency of transformations. This is applied to a real-world situation to make judgements about the efficiency of the energy transformation process from a range of energy sources. A student-designed investigation will allow the analysis of first-hand data related to energy concepts.</p> <p>This unit should follow Unit 5: <i>Energy in my lifestyle.</i></p>	<p>Unit 7: Building blocks of life</p> <p>In this unit cells are identified as the basic units of living things and are recognised as having specialised structures. Microscopes and digital images are used for the identification of plant and animal cells. The functions of the main structures are represented and identified. The concept of cell division is examined, and its repair and reproduction purpose identified.</p> <p>This unit needs to precede Unit 8: <i>Reproduction.</i></p>	<p>Unit 8: Survival</p> <p>In this unit students deal with sexual reproduction and immunity, with a focus on organ systems that allow multi-cellular plant or animal organisms to reproduce and survive. The structure of reproductive organs is identified, and the function of each organ in relation to the overall function of the organ system is also identified. The impact of reproductive technologies is discussed. The functions of the immune system are explored and consideration given to ways in which diseases can be prevented.</p> <p>This unit needs to follow Unit 7: <i>Building blocks of life.</i></p>
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Science	Year 9	<p>Unit 1: Energy on the move</p> <p>Students inquire into ways in which energy can be transferred through different materials. Students have opportunities to form hypotheses and investigate quantitative and qualitative variations to the transmission of electricity and heat energy. They use these findings and the information of secondary data sources in order to form evidence based arguments. Students make informed decisions by quantifying resistance and insulation values.</p> <p>This unit needs to precede the Unit: <i>Making Waves</i>.</p>	<p>Unit 2: Making waves</p> <p>Students build on their knowledge of energy transfer to include the wave-based transfer of energy including sound and light. Students investigate wave motion and the variations to sound and light transfer caused by differing materials. They explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. Students design investigations and apparatus using available materials to transmit a form of energy through a medium.</p> <p>This unit needs to follow the Unit: <i>Energy on the move</i>.</p>	<p>Unit 3: It's elementary</p> <p>Students explore the historical development of understandings of atomic structure. Students model an atom according to currently accepted understandings. They identify the work of selected early researchers into natural radiation and examine the concepts of isotopes and half-life. They explore practical applications of natural radiation. Students reflect on the theory and practical limitations of carbon dating.</p> <p>This unit needs to precede units: <i>Chemical Matters</i> and <i>Heat and eat</i></p>	<p>Unit 4: The changing Earth</p> <p>Students will explore the historical development of scientific theories via the investigation of earth movement. It introduces the technological developments that have aided scientists in the study of tectonic plate movement, and explores the impact on humans of events such as earthquakes, tsunamis and volcanoes related to geological activity.</p>	<p>Unit 5: My life in balance</p> <p>In this unit students identify human body systems and the ways in which they work together in life. They outline how essential requirements for life are provided internally through a coordinated approach. Students analyse and predict the effects of the environment on body systems, and discuss the body's responses to diseases. They consider health-based claims made in advertising and use scientific language to report their findings.</p> <p>This unit should precede the Year 9 unit 6: Responding to change.</p>	<p>Unit 6: Responding to change</p> <p>In this unit students engage in the exploration of concepts of change and sustainability within an ecosystem. It focuses on engaging students in the understanding that all life is connected through ecosystems and changes to its balance can have an affect on the populations and interrelationships that exist. It provides students with an opportunity to investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems.</p> <p>It is recommended that this unit be delivered after the Year 9 Unit 5: My life in balance.</p>	<p>Unit 7: Chemical patterns</p> <p>In this unit students will explore and represent a variety of chemical reactions and their applications in daily life.</p>	<p>Unit 8: Heat and eat</p> <p>In this unit students will investigate chemical reactions for use as an energy source in a Heat and Eat meal container. They will explore and explain chemical reactions in a range of every day contexts such as food preparation including detoxifying food, remedies for relieving indigestion and bushfires</p> <p>This unit needs to follow Unit 7: <i>Chemical patterns</i>.</p>



Science	Year 10	<p>Unit 1: Life blueprints</p> <p>In this unit students investigate the importance of DNA and genes in controlling characteristics of organisms. They explore the ethics of genetic manipulation. This unit needs to precede the Unit: <i>Life Evolves</i>.</p> <p>Understanding in this unit will be applied in the Unit: <i>Life Evolves</i>.</p>	<p>Unit 2: Life evolves</p> <p>This unit builds on knowledge of genetics and inheritance gained in Unit 1. It develops an understanding of the theory of evolution by natural selection and biodiversity, and constructing evidence-based arguments. Students examine ethical issues associated with current and future applications of gene technology and understandings of inheritance.</p> <p>This unit needs to follow the Unit: <i>Life Blueprints</i>.</p>	<p>Unit 3: Chemistry isn't magic</p> <p>Students will identify patterns in atomic structure that allow prediction of the products of chemical reactions and are reflected by the Periodic Table. Students will examine how scientific understanding of the Periodic Table is refined over time and reinforces the use of scientific conventions and representations.</p> <p>This unit needs to precede the unit: <i>Chemical reactions matter</i>. Understanding in this unit will be applied in the unit <i>Chemical reactions matter</i>.</p>	<p>Unit 4: Chemical reactions matter</p> <p>Students will be investigating chemical reactions used to create products, and ways in which rates of reaction can be changed. Students will examine the development of useful materials and products, and chemical processes.</p>	<p>Unit 5: Moving along</p> <p>In this unit, students explore the effect of forces on the motion of objects. They consider technologies that allow measurement of forces and motion. They collect quantitative data and apply the laws of physics to predict and describe motion.</p> <p>This unit needs to precede Yr 10 Unit 6: <i>Energy of motion</i>.</p>	<p>Unit 6: Energy of motion</p> <p>In this unit students will investigate the impact of forces and energy on the motion of objects. They will explore the effect of energy and motion during collisions and the use of safety features to minimise their impact.</p> <p>This unit should be taught after Unit 5: <i>Moving along</i> as it consolidates and extends the concepts taught in that unit.</p>	<p>Unit 7: Global Systems</p> <p>In this unit students examine the cause and effect of changes in global systems and analyse the effect of human activity on the environment. They evaluate the impact of changes to the global systems on the planet's equilibrium and biodiversity. The role of science and scientific research in assisting society to address global environmental issues is explored. Students are asked to consider their individual responsibility to the sustainability of the planet.</p> <p>The assessment of this unit is in Unit 8: <i>The Universe</i>.</p>	<p>Unit 8: The Universe</p> <p>In this unit, students explore features of the universe and how the Big Bang theory is used to explain the formation of the universe. They will consider how theories have changed over time in line with technological advances and are continuing to be refined. They will see how secondary data is analysed to describe astronomical phenomena. This unit needs to follow Unit 7: <i>Global Systems</i>.</p>



Agriculture	Year 10	Unit 1: Cattle <ul style="list-style-type: none"> • <i>Bos indicus and Bos tarus cattle</i> • Dairy and Beef- products and production • Production cycle in dairy cattle- lactation, composition of colostrum and milk • Factors affecting milk composition and yield • Factors affecting milk quality • Pasture management and grazing systems (dairy and beef) • Farm operations- drenching, feeding, pest and disease control • Feeding and Breeding • Breeding technologies- AI, ET, sync of Oestrus, Hybrids, genetic selection • Production cycle (enterprises-weaners, vealers, steers etc) • Carcase composition and assessment • Animal handling and safety skills while working with cattle (hands on skills) Practical work with cattle that will be exhibited and paraded at local shows		Unit 2: Poultry <ul style="list-style-type: none"> • Chicken Production- layers and broilers • Breeds- eggs and meat • Production systems- free range, barn layed, cage systems • Management- watering, feeding vaccination, worming, hygiene, disease • Marketing- eggs and meat products • Animal welfare and ethics issues • Handling • Incubation and brooding • Hatching and handling • Trial design for WSPC Practical work with the incubation of chickens (silkie) and handling and care of young, along with handling chickens from the trial as well as our layers		Unit 3: Plants <ul style="list-style-type: none"> • Soils- types, horizons, components, properties and structure • Monocots and dicots • Plants- parts and components of flowers , fruit and seeds • Parts we eat • Fertiliser • Pesticides • PPE • MSDS • Watering and irrigation • Pests and diseases/fungi • Germination • Potting mixes • Seedlings • Practical work with the seeds in germination, growth monitoring, planting, flowering/fruited, harvesting, while also working within the ag facility with the plants in the gardens and in the nursery 		Unit 4: Agribusiness <ul style="list-style-type: none"> • Running a farm as a business • Setting goals • Listing resources • Identifying a possible enterprise within the Agriculture area • Pros and cons of the choice of business • Components of farm management- financial issues that need to be considered for venture • Resource management • Marketing management • Decision making • Budgeting on farm • Value adding to products • Careers in agriculture within different industries- opportunities available through one products production • Practical work with the possible business enterprise that they select- growing, making decisions, using equipment, managing time, marketing product for target audience 	
	Health & Physical Education	Year 8	Unit 1 <ol style="list-style-type: none"> 1. Subject Introduction 2. Tobacco /Alcohol including assignment 3. Puberty /Growth and Development 4. Human Reproduction Systems 5. Assignment 6. Personal hygiene 7. Revision 8. Exam 	Unit 2 <ol style="list-style-type: none"> 1. Intro games 2. Swim Carnival 3. Swim safety 4. Theory assignment 5. Yr 8 Camp Swimming 6. Assessment - test 7. Swimming 	Unit 3 <ol style="list-style-type: none"> 1. Health concerns 2. Assignment based on practical assessment 3. Nutrition 4. Obesity Assessment 5. Assessment Report Due 	Unit 4 <ol style="list-style-type: none"> Strategy games Ball games Cross country Sprint – running technique High jump Shot put Assessment Javelin 	Unit 1 <ol style="list-style-type: none"> 1. Subject Introduction 2. Tobacco /Alcohol including assignment 3. Puberty /Growth and Development 4. Human Reproduction Systems 5. Assignment 6. Personal hygiene 7. Revision 8. Exam 	Unit 2 <ol style="list-style-type: none"> 1. Intro games 2. Swim Carnival 3. Swim safety 4. Theory assignment 5. Yr 8 Camp Swimming 6. Assessment - test 7. Swimming 	Unit 3 <ol style="list-style-type: none"> 1. Health concerns 2. Assignment based on practical assessment 3. Nutrition 4. Obesity Assessment 5. Assessment Report Due



	Year 9	Unit 1: Diet and health problems Healthy food choices Assignment work – oral presentation Body weight and management Dietary Guidelines Societal influences on diet Exam	Unit 2: Soccer Soccer – rules and basic skills Trapping, passing, dribbling Shooting and saving X country Throw-ins, heading, tackling Modified games Soccer game play Soccer games	Unit 3: What is anatomy Skeletal System Muscular System Joints Health related issues eg. osteo arthritis Exam prep and revision Exam	Unit 4: Water polo/ swimming Basic Skills (passing, shooting, swimming) Stroke correction Dive entry Stroke correction Games and activities	Unit 5: Drug awareness what is a drug What is a risk Curbing risky behaviours Smoking Alcohol Illicit drugs Obesity Slip slop slap Ad campaigns Assignment intro	Unit 6: AFL/ Touch football AFL skills and drills Touch football skills and drills Game play Gameplay Tennis Tennis serve, groundstrokes and volley Tennis gameplay	Unit 7: Health adverts Shockvertising Assignment work Report Due Water polo drills and skills	Unit 8: Tennis gameplay Swimming Stroke correction Water polo and pool games Water polo tactics and strategy
	Year 10	Unit 1: Systems of the body Human Anatomy Revision, Systems of the body Joints, types of muscles fibres, fitness components overview Fitness and training		Unit 2: The culture of sport Violence in sport sociology, comparing codes, culture, NFL bounties, deliberate infliction of pain, the rise of blood sports, appeal of rough sport, influence of mass media Tennis Athletics short course		Unit 3: Games analysis 3 types of games analysis, usefulness of games analysis, filming of games, comparison of students over two different games Futsal and Basketball		Unit 4: Biomechanics Biomechanics- Newtons laws- centre of gravity- summation of forces Fitness training programs, FUTT principle, Adaptations and overload, variety, specificity, training program goals, designing a sport and athlete specific program Swimming and water polo	
Home Economics	Year 8	Unit 1: Working in the Kitchen An introduction to cooking and nutrition. Aims to encourage students: to develop health promoting behaviours and make healthy lifestyle choices; develop basic cooking skills; be safe and hygienic in the kitchen.		Unit 2: Beginning to Sew This unit introduces students to the sewing machine and aims to encourage students to examine the world of textiles, develop basic sewing skills, create, construct and decorate a textile item.		Unit 1: Working in the Kitchen An introduction to cooking and nutrition. Aims to encourage students: to develop health promoting behaviours and make healthy lifestyle choices; develop basic cooking skills; be safe and hygienic in the kitchen.		Unit 2: Beginning to Sew This unit introduces students to the sewing machine and aims to encourage students to examine the world of textiles, develop basic sewing skills, create, construct and decorate a textile item.	
	Year 9	Unit 1: Whipping up a Feast With food choices are not always straight forward this unit will focus on promoting of healthy lifestyles. It examines the food pyramid, essential nutrients, functions of food, different food groups – cereals, fruit, vegetables, meat, fats, sugars and salt as well as focusing on safety and hygiene procedures in the kitchen.		Unit 2: Rags to Riches This unit extends on the basic sewing skills learnt in year 8 and examines the characteristics of natural fibres/fabrics and looks at commercial patterns. Students will plan, create and decorate a textile item that would be suitable to sell including creating swing tags and care labels.		Unit 1: Whipping up a Feast With food choices are not always straight forward this unit will focus on promoting of healthy lifestyles. It examines the food pyramid, essential nutrients, functions of food, different food groups – cereals, fruit, vegetables, meat, fats, sugars and salt as well as focusing on safety and hygiene procedures in the kitchen.		Unit 2: Rags to Riches This unit extends on the basic sewing skills learnt in year 8 and examines the characteristics of natural fibres/fabrics and looks at commercial patterns. Students will plan, create and decorate a textile item that would be suitable to sell including creating swing tags and care labels.	
	Year 10	Unit 1: Fashion for the Sun Designing, creating and evaluating clothing that is both fashionable and sun protective.	Unit 2: Surviving Adolescence Developing interpersonal skills that teenagers can use to cope with circumstances that confront them in their lives and assist them in forming connection with other people	Unit 3: Food For Thought Extending knowledge of nutritional requirements of teenagers and looking at nutrition related illness such as obesity and diabetes.		Unit 4: Around the World Examining food cultures from around the world.	Unit 5: Where to Live Investigating housing needs of families and how to enhance a living space.		Unit 6: Stepping Forward Introduction to catering & hospitality.



Industrial Technology	Year 8	<p>Unit 1: Metal Work This unit aims to give students an introduction to:</p> <ul style="list-style-type: none"> • Basic workshop safety • Sheet metal terminologies • Metal work hand tools • Development of skills with regard to forming sheet metal including; marking out processes, a range of folds and seams, mechanical folding and cutting <p>Students will be assessed on both their theoretical knowledge and their practical application of skills and processes learnt over the unit. Suggested Project: Dust Pan</p>	<p>Unit 2: CAD Through this unit students will explore a range of basic functions of the CAD program Prodesktop, including:</p> <ul style="list-style-type: none"> • Drawing planes • Extruding to add and remove • Album views • Principles of drawing including view selection, orthographic and pictorial. • Dimensioning and presentation <p>Students will be assessed on their ability to produce an engineering drawing along with a pictorial view of their workshop project (the Desk Tidy).</p>	<p>Unit 3: Woodwork Design In this unit students will undertake practical tasks accompanied by theory lessons focusing on:</p> <ul style="list-style-type: none"> • General workshop safety • Woodwork terminologies • Woodwork hand tools and processes • Plastics terminologies and theory • Drill Press and disk sander safety • Development of skills with regard to marking out <p>Students will be examined on their theoretical understanding along with their practical application of skills and knowledge learnt over the unit. Suggested Project: Desk Tidy</p>	<p>Unit 1: Metal Work This unit aims to give students an introduction to:</p> <ul style="list-style-type: none"> • Basic workshop safety • Sheet metal terminologies • Metal work hand tools • Development of skills with regard to forming sheet metal including; marking out processes, a range of folds and seams, mechanical folding and cutting <p>Students will be assessed on both their theoretical knowledge and their practical application of skills and processes learnt over the unit. Suggested Project: Dust Pan</p>	<p>Unit 2: CAD Through this unit students will explore a range of basic functions of the CAD program Prodesktop, including:</p> <ul style="list-style-type: none"> • Drawing planes • Extruding to add and remove • Album views • Principles of drawing including view selection, orthographic and pictorial. • Dimensioning and presentation <p>Students will be assessed on their ability to produce an engineering drawing along with a pictorial view of their workshop project (the Desk Tidy).</p>	<p>Unit 3: Woodwork Design In this unit students will undertake practical tasks accompanied by theory lessons focusing on:</p> <ul style="list-style-type: none"> • General workshop safety • Woodwork terminologies • Woodwork hand tools and processes • Plastics terminologies and theory • Drill Press and disk sander safety • Development of skills with regard to marking out <p>Students will be examined on their theoretical understanding along with their practical application of skills and knowledge learnt over the unit. Suggested Project: Desk Tidy</p>



Industrial Technology	Year 9	<p>Unit 1: CAD Student will utilise CAD software to learn about:</p> <ul style="list-style-type: none"> Principles of drawing including view selection, orthographic and pictorial. Basic functions of Prodesktop including: Drawing planes, new sketches, line commands, editing dimensions and constraints Creating 3D features including: Extruding, rounding, inserting holes Create Engineering and Album views Dimensioning and presentation Assembling components Drawing types 	<p>Unit 2: Working with wood Students will utilise the drawing they created in the CAD unit to construct a basic woodworking project – the Jeep. While completing this students will learn about:</p> <ul style="list-style-type: none"> Reading workshop drawings and preparation of material lists Woodwork hand tools and terminologies Joint types and their uses Properties of timber including: parts of a tree, timber sources (natural and plantation), defects, milling processes Manufactured board – plywood and MDF Machine safety including: Bandsaw, disc sander and bobbin sander Preparation and application of finishes <p>Suggested Project: Jeep</p>	<p>Unit 3: Design Students will be investigate the design process and utilise this to design, plan and complete a design of their own when provided with a design brief</p> <ul style="list-style-type: none"> Investigation Research Possible solutions Working Drawing Construction Evaluation <p>Safe use and application of machines is an integral part of this unit.</p> <p>Suggested Project: 'Wildside Clock'</p>	<p>Unit 1: CAD Student will utilise CAD software to learn about:</p> <ul style="list-style-type: none"> Principles of drawing including view selection, orthographic and pictorial. Basic functions of Prodesktop including: Drawing planes, new sketches, line commands, editing dimensions and constraints Creating 3D features including: Extruding, rounding, inserting holes Create Engineering and Album views Dimensioning and presentation Assembling components Drawing types 	<p>Unit 2: Working with wood Students will utilise the drawing they created in the CAD unit to construct a basic woodworking project – the Jeep. While completing this students will learn about:</p> <ul style="list-style-type: none"> Reading workshop drawings and preparation of material lists Woodwork hand tools and terminologies Joint types and their uses Properties of timber including: parts of a tree, timber sources (natural and plantation), defects, milling processes Manufactured board – plywood and MDF Machine safety including: Bandsaw, disc sander and bobbin sander Preparation and application of finishes <p>Suggested Project: Jeep</p>	<p>Unit 3: Design Students will be investigate the design process and utilise this to design, plan and complete a design of their own when provided with a design brief</p> <ul style="list-style-type: none"> Investigation Research Possible solutions Working Drawing Construction Evaluation <p>Safe use and application of machines is an integral part of this unit.</p> <p>Suggested Project: 'Wildside Clock'</p>
	Year 10	<p>Unit 1: Spice rack</p> <p>This unit aims to introduce students to the safe use of tools and machines to accurately make housing joints. They will then make a Spice Rack. Theory covered will include workshop expectations (procedural and safety). The use of the Band Saw and the Compound Mitre Saw. Finishing the job and applying stains and finishes.</p>	<p>Unit 2: Sliding Bevel and Hose Reel Holder</p> <p>The unit aims to introduce students to engineering processes of marking out, cutting and filing and drilling mild steel. They will also be introduced to the metal lathe processes of facing off, knurling, drilling and parting off. Skills will be developed in the use of a gouge to produce finger grips in timber. Students will be introduced to the bending and forming machines, arc welding and using the lisher while making the Hose Reel Holder. Theory covered will include workshop safety, metals and their properties, engineering tools, the drill press and arc welding.</p>	<p>Unit 3: Dovetailed Box / BBQ Tray</p> <p>The unit aims to introduce students to skills required to produce accurate box dovetail joints. Theory covered will include safe use of portable power tools and dovetail joints.</p>	<p>Unit 4: Sheet Metal Tool Box</p> <p>This unit will introduce students to skills required to make sheet metal projects. They will be introduced to use of the guillotine, pan brake and spot welder as they make a tool box</p>		



Business Studies	Year 9	<p>Unit 1: Who wants to be a Millionaire Students look at entrepreneurs and learn what they are and the types of skills and characteristics they have. The students then look at the different types of business documents are used. Students are introduced briefly to Marketing and learn basic techniques. Students combine these three mini units together to complete their assessment task.</p>	<p>Unit 2: Creative Multimedia Madness During this unit students look at design techniques and using image editing software. Students create a mock-up of a CD cover and inside booklet.</p>	<p>Unit 1: Who wants to be a Millionaire Students look at entrepreneurs and learn what they are and the types of skills and characteristics they have. The students then look at the different types of business documents are used. Students are introduced briefly to Marketing and learn basic techniques. Students combine these three mini units together to complete their assessment task.</p>	<p>Unit 2: Creative Multimedia Madness During this unit students look at design techniques and using image editing software. Students create a mock-up of a CD cover and inside booklet.</p>
	Year 10	<p>Unit 1: Introduction to the Business World This unit aims to introduce students to the world of business. The topics which will be studied are: marketing, business structures and cash accounting. The students are in small groups where they organise and run a business throughout the semester selling healthy food and drinks.</p>	<p>Unit 2: Enterprise Me (Small Business Venture) The students are in small groups where they organise and run a business throughout the semester selling healthy food and drinks. The skills students obtain are many – communication, working with others, customer relations, handling of money, an understanding and knowledge of the workplace; deal with risk and uncertainty; be creative; take initiative; assume responsibility; and be purposeful and goal-oriented.</p>	<p>Unit 3: Multimedia Students create web page or PowerPoint to promote a marketing campaign for a Queensland resort of their choice.</p>	<p>Unit 4: Learners IT Students further develop their skills in word processing, spread sheeting and desk-top publishing using a range of software to create various projects.</p>



Art	Year 8	<p>Unit 1: Understanding Art</p> <p>The year 8 program serves to widen the experiences of students who begin the secondary art program with a wide range of primary art experiences. Year 8 art provides a foundation to the later years by introducing students to the skills and processes they will build upon in your year nine and then future studies.</p> <p>During the first unit Understanding Art students will study the elements and principles of art producing a folio of works in response to elements such as colour, line, texture and shape. Students will also study how practicing artists have used these elements and principles of design to create meaning in their work.</p> <p>Students will also complete a theory assignment which demonstrates some relevant knowledge and understanding of the artwork/artworks. Students will be able to describe, analyse, interpret and evaluate artworks effectively, demonstrating some understanding of the function of the elements and principles of design in art.</p>	<p>Unit 2: Who I Am</p> <p>During the second unit Who I Am students will use knowledge and understanding developed in unit 1 to produce a portrait drawing about themselves and their identity. Students will develop a relevant and competent creation of art to express ideas by selecting and combining arts elements, techniques, skills and processes. These units will be studied by all year 8 students for a semester. By the end of the semester students will have been given the chance to develop the necessary foundation skills for the ongoing study of art in year 9, optionally in year ten and in the senior phase of schooling.</p> <p>Students will also complete a theory assignment which demonstrates some relevant knowledge and understanding of the artwork/artworks. Students will be able to describe, analyse, interpret and evaluate artworks effectively, demonstrating some understanding of the function of the elements and principles of design in art.</p>	<p>Unit 1: Understanding Art</p> <p>The year 8 program serves to widen the experiences of students who begin the secondary art program with a wide range of primary art experiences. Year 8 art provides a foundation to the later years by introducing students to the skills and processes they will build upon in your year nine and then future studies.</p> <p>During the first unit Understanding Art students will study the elements and principles of art producing a folio of works in response to elements such as colour, line, texture and shape. Students will also study how practicing artists have used these elements and principles of design to create meaning in their work.</p> <p>Students will also complete a theory assignment which demonstrates some relevant knowledge and understanding of the artwork/artworks. Students will be able to describe, analyse, interpret and evaluate artworks effectively, demonstrating some understanding of the function of the elements and principles of design in art.</p>	<p>Unit 2: Who I Am</p> <p>During the second unit Who I Am students will use knowledge and understanding developed in unit 1 to produce a portrait drawing about themselves and their identity. Students will develop a relevant and competent creation of art to express ideas by selecting and combining arts elements, techniques, skills and processes. These units will be studied by all year 8 students for a semester. By the end of the semester students will have been given the chance to develop the necessary foundation skills for the ongoing study of art in year 9, optionally in year ten and in the senior phase of schooling. Students will also complete a theory assignment which demonstrates some relevant knowledge and understanding of the artwork/artworks. Students will be able to describe, analyse, interpret and evaluate artworks effectively, demonstrating some understanding of the function of the elements and principles of design in art.</p>
	Year 9	<p>Unit1: Express Yourself</p> <p>After completing a semester of art in year 8, students have gained foundation skills which will be developed further in year 9 Art. This unit of work explores the concepts of identity and covers a mixed range of two dimensional media, including paint, collage, computer generated and pencil. Students will explore a range of techniques and processes to produce a folio of portraits.</p> <p>Appraising Tasks will take the form of an essay which evaluates student's knowledge of the elements and principles of design and their ability to analyse, artworks.</p>	<p>Term 2: My Place</p> <p>The unit My Place includes a printmaking and a sculptural component in the making task. Students will learn the techniques and processes of design and construction. They will be able to effectively present art works to display with a focus on the presentation of nterpretive and technical skills. Students will develop an Informed and effective ability, to create artworks that express ideas by, selecting and combining arts elements, techniques, skills and processes.</p> <p>The appraising tasks consists a portfolio of theory task which allow students to analyse artworks effectively, demonstrating an All year nine students will study this unit for one semester. When completed along with year ten Art, students should be well positioned to study senior art.</p>	<p>Unit1: Express Yourself</p> <p>After completing a semester of art in year 8, students have gained foundation skills which will be developed further in year 9 Art. This unit of work explores the concepts of identity and covers a mixed range of two dimensional media, including paint, collage, computer generated and pencil. Students will explore a range of techniques and processes to produce a folio of portraits.</p> <p>Appraising Tasks will take the form of an essay which evaluates student's knowledge of the elements and principles of design and their ability to analyse, artworks.</p>	<p>Term 2: My Place</p> <p>The unit My Place includes a printmaking and a sculptural component in the making task. Students will learn the techniques and processes of design and construction. They will be able to effectively present art works to display with a focus on the presentation of nterpretive and technical skills. Students will develop an Informed and effective ability, to create artworks that express ideas by, selecting and combining arts elements, techniques, skills and processes.</p> <p>The appraising tasks consists a portfolio of theory task which allow students to analyse artworks effectively, demonstrating an All year nine students will study this unit for one semester. When completed along with year ten Art, students should be well positioned to study senior art.</p>



	Year 10	Unit 1: Appropriation. During this unit students will explore a recurrent theme in contemporary art practice; appropriation, to ultimately create a painting. Students will choose a famous artwork from a variety of examples and appropriate it, giving the work new meaning.	Unit 2: The Path I Have Travelled. In the second unit students will interpret the concept 'The Path I Have Travelled' to produce a folio of works that are a combination of drawing and printmaking. Students will then use collected or found objects to create an assemblage/3D work.	Unit 3: Art Can Make a Comment. In this unit students will research artists who use their art to make powerful social commentary. Student will select a social issue and produce an artist's book followed by a design and prototype for a public artwork.	Unit 4: Abstracting is Natural In the final unit this year student will select a natural object, abstract this object and then produce a series of ceramic sculptures from these studies.
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