Topic/Context: GENETICS AND ADAPTATIONS

Unit 3: GENETICS AND ADAPTATIONS

KEY CONCEPTS
- Cells are the functioning units of all living things.
- Multicellular organisms are functioning units of interdependent individuals.
- A variety of mechanisms result in continual change at all levels of the natural world.
- There are mechanisms by which characteristics of individuals in one generation are passed onto the next generation.

KEY IEAS
- Cells have a chemical composition that must be maintained for the continued life of the cell.
- Genes are an integral part of growth and reproduction.
- Systematic and objective investigation enables it to function in its environment.
- The set of genes comprising an organism enables it to function in its environment.
- All systems are interrelated and interdependent, and work together to maintain a constant internal environment.

Unit Intent:
This unit will introduce students to the molecular basis of all living things, and how scientists can use this understanding to explain the complexity of the chemical within a cell, and how this relates to the ability of organisms to function in their environment. The unit will focus on the genetic code and its role in the synthesis of proteins.

Criterio Addressed:
- Make links between concepts to reveal meaningful interrelationships
- Analyse knowledge and understanding to a range of complex and challenging tasks
- Make links between concepts to reveal meaningful interrelationships
- Gather, critically analysed and evaluated information and data from a variety of reliable sources
- Considered alternatives and predictions relevant to past, present and future of the biological contexts.

Links to ISC literacy agenda
Links to ISC numeracy agenda
ICT capability enhanced by
ML Word
ML SCIL
Digital learning

Subject-specific skills explicitly taught
- Analysis of data
- Evidence based conclusions
- Observations
- Predictions
- Integrating information
- Synthesising information
- Evaluating sources

Topic/Context: TRIALS OF LIFE

Unit 4: TRIALS OF LIFE

KEY CONCEPTS
- Cells are the functioning units of all living things.
- Multicellular organisms are functioning units of interdependent individuals.
- A variety of mechanisms result in continual change at all levels of the natural world.
- There are mechanisms by which characteristics of individuals in one generation are passed onto the next generation.

KEY IEAS
- Cells division is an integral part of growth and reproduction.
- Systematic and objective investigation enables it to function in its environment.
- The set of genes comprising an organism enables it to function in its environment.
- All systems are interrelated and interdependent, and work together to maintain a constant internal environment.

Unit Intent:
This unit will introduce students to the molecular basis of all living things, and how scientists can use this understanding to explain the complexity of the chemical within a cell, and how this relates to the ability of organisms to function in their environment. The unit will focus on the genetic code and its role in the synthesis of proteins.

Criterio Addressed:
- Make links between concepts to reveal meaningful interrelationships
- Analyse knowledge and understanding to a range of complex and challenging tasks
- Make links between concepts to reveal meaningful interrelationships
- Gather, critically analysed and evaluated information and data from a variety of reliable sources
- Considered alternatives and predictions relevant to past, present and future of the biological contexts.

Links to ISC literacy agenda
Links to ISC numeracy agenda
ICT capability enhanced by
ML Word
ML SCIL
Digital learning

Subject-specific skills explicitly taught
- Analysis of data
- Evidence based conclusions
- Observations
- Predictions
- Integrating information
- Synthesising information
- Evaluating sources

Assessment Task 1:
Science A Level - Biology

Assessment Task 2:
AQA A Level - Biology
Senior science work programs for chemistry, biology and marine studies are located under science year 11. Link to it here.
Unit 2

**Topic/Context:** The Civil Rights Movement

**Assessment Task:**
- Test (3-5 weeks)

**Key content ideas:**
- Students investigate the nature of the American Civil Rights Movement as an agent of social and political change.

**W.O.W:**
- Historical inquiry
- Identify historical issues for investigation
- Develop research questions and sub-questions to investigate issues
- Make judgments about the issues

**Minibook:**
- Students investigate the nature of the reconciliation movement in Australia and how it has sought to overcome issues of race and racism between Indigenous and non-Indigenous Australians.

**W.O.W:**
- Historical inquiry
- Identify historical issues for investigation
- Develop research questions and sub-questions to investigate issues
- Make judgments about the issues

**Links to ISC Library Agenda:**
- Reading maps, tables and graphs
- Interpreting information from maps, tables, diagrams and graphs

**ICT capability enhanced by:**
- Use of online research
- Use of MS PowerPoint
- Use of MS Word

**Subject specific skills explicitly taught:**
- Comprehension, Interpretation, Analysis, Synthesis, Evaluation, Decision Making

**Assessment:**
- Short Response Test
- Essay format

**Assessment Tasks:**
- Short Response Test
- Essay format
**Unit 2 Assessment Task:**

**Topic/Context:** Sustaining communities

**Duration:** Term 1 (8 weeks)

**Content Descriptions:**
- Senior Geography Syllabus
- Key content ideas (page 56-56)

**Unit Intent:** Students investigate the sustainability of urban and rural communities and the role of planning in the sustainability of communities.

**W.O.W:**
- Geographical Inquiry
  - What and where are the patterns of communities?
  - How and why do these patterns occur?
  - What are the impacts of changes in communities?
  - What is being done or what could be done to sustainably manage urban and rural communities?

**Links to IC Literacy Agenda:**
- Spelling of key words
- Reading
- Writing

**Links to IC Numeracy Agenda:**
- Calculating
- Drawing tables and graphs
- Interpreting information from maps, tables and graphs

**ICT capability enhanced by:**
- Use of maps
- Use of spatial technologies
- Use of online research

**Subject specific skills explicitly taught:**
- Understanding
- Application
- Research skills
- Constructing maps, tables and graphs
- Interpreting information from maps, tables and graphs

**Assessment Tasks:**

**Genre:**
- Written text format

**Assessment Task:**
- Short Response Test

**Genre:**
- Essay format

---

**Unit 3 Assessment Task:**

**Topic/Context:** Living with climate change

**Duration:** Term 2 (8 weeks)

**Content Descriptions:**
- Senior Geography Syllabus
- Key content ideas (page 64-64)

**Unit Intent:** Students investigate the nature of climate change across the world and the strategies to limit the impacts of climate change on communities.

**W.O.W:**
- Geographical Inquiry
  - What and where are the patterns of climate change?
  - How and why do these patterns occur?
  - What are the impacts of climate change?
  - What is being done or what could be done to sustainably manage the impacts of climate change?

**Links to IC Literacy Agenda:**
- Spelling of key words
- Reading
- Writing

**Links to IC Numeracy Agenda:**
- Calculating
- Drawing tables and graphs
- Interpreting information from maps, tables and graphs

**ICT capability enhanced by:**
- Use of maps
- Use of spatial technologies
- Use of MS Excel
- Use of MS Word
- Use of online research

**Subject specific skills explicitly taught:**
- Understanding
- Application
- Research skills
- Constructing maps, tables and graphs
- Interpreting information from maps, tables and graphs

**Assessment Tasks:**

**Genre:**
- Written text format

**Assessment Task:**
- Short Response Test

**Genre:**
- Essay format

---

**Unit 4 Assessment Task:**

**Topic/Context:** Sustaining biodiversity

**Duration:** Term 3 (6 weeks)

**Content Descriptions:**
- Senior Geography Syllabus
- Key content ideas (page 96-96)

**Unit Intent:** Students investigate the nature of ecological biodiversity across the world and the strategies to sustainably manage biodiversity within regions.

**W.O.W:**
- Geographical Inquiry
  - What and where are the patterns of biodiversity across environments?
  - How and why do these patterns occur?
  - What are the impacts of resource use on the level of biodiversity within regions?
  - What is being done or what could be done to sustainably manage biodiversity within regions?

**Links to IC Literacy Agenda:**
- Spelling of key words
- Reading
- Writing

**Links to IC Numeracy Agenda:**
- Calculating
- Drawing tables and graphs
- Interpreting information from maps, tables and graphs

**ICT capability enhanced by:**
- Use of maps
- Use of spatial technologies
- Use of MS Excel
- Use of MS Word
- Use of online research

**Subject specific skills explicitly taught:**
- Understanding
- Application
- Research skills
- Constructing maps, tables and graphs
- Interpreting information from maps, tables and graphs

**Assessment Tasks:**

**Genre:**
- Written text format

**Assessment Task:**
- Short Response Test

**Genre:**
- Essay format

---

**Curriculum Plan**

**College:** Innisfail State

**Year 12 Page 6**
<table>
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| **Accounting** | | | | |
| **Unit 2** | | | | |
| Topic/Context: | Financial accounting and investing | | | |
| Duration: | Term 1 (8 weeks) | | | |
| Content Descriptors: | Senior Accounting Syllabus | | | |
| Genre: | Written and computer generated test format | | | |
| Salient Features: | | | | |

| **Tuition** | | | | |
| **Unit 2** | | | | |
| Topic/Context: | Consumer behaviour | | | |
| Duration: | Term 1 (8 weeks) | | | |
| Content Descriptors: | Consumer Behaviour | | | |
| Genre: | Written and computer generated test format | | | |
| Salient Features: | | | | |
How and why?
- What impacts/consequences?
- What is being done or what could be done?

Links to ISC Literacy Agenda:
- Spelling of key words
- 3-level guide to comprehension
- PEEL writing structure
- Paragraph writing

Links to ISC Numeracy Agenda:
- Drawing graphs
- Reading tables
- Interpreting information from maps, tables and graphs

ICT capability enhanced by:
- Use of maps
- Use of spatial technologies
- Use of MS Word
- Use of online research

Subject specific skills explicitly taught:
- Summarising
- Explanation writing
- Paragraph writing
- Research skills
- Constructing a bibliography
- Constructing maps, tables and graphs
- Interpreting information from maps, tables and graphs

Assessment:
- Research Project Task
Genre: Report format

Assessment Task:
- Short Response Test
Genre: Written test format

Assessment Task:
- Short Non-Written Research Task
Genre: Multi-Modal oral presentation format

Salient Features:
- Extended response on Knowledge and Understanding, Analysing, Information, and Communication Skills

Assessment Task:
- Essay
Genre: Multi-Modal oral presentation format

Salient Features:
- Extended response on Knowledge and Understanding, Analysing, Information, and Communication Skills
### Health Education

**Unit 3**

**Topic/Context:** Sexual Health

**Duration:** 9 weeks

**Content descriptors:** Risks of sexually transmitted infections and teenagers pregnancy issue long term health implications

**Unit intent:** Issue Statement: Are students at Innisfail State College adequately supported in the area of Sexually Transmitted Infection education and decision-making?

**W.O.I:**
- locate and recall information including primary and secondary data on health issues
- understand health promotion theories, concepts and strategies
- use textual features in the conventions of communication
- analyse and evaluate data and information on health issues
- make decisions about strategies to communicate ideas

**Links to ISC literacy agenda**
- PESL writing
- Level guide
- Subject specific spelling
- ICT capability enhanced by Online research
- Subject specific skills explicitly taught
- Sexual Health
- Health promotion strategies

**Assessment Task:**
What measures can be implemented to reduce the risk factors to teenagers pregnancy in the year group and help prevent the transmission of Sexually Transmitted Infection and teenage pregnancy?

**Genre:** Supervised Written Assessment, Essay exam, (Supervised, unseen questions and quest, open book, 90 minutes/400-600 words)

**Content Descriptors:**
- Use textual features in the conventions of communication
- Analyse and evaluate data and information on health issues
- Make decisions about strategies to communicate ideas

**Unit intent:** Issue Statement: Australia has the highest success rate in the world of organ transplantation but one of the lowest number of organ donor on its organ donor register

**W.O.I:**
- locate and recall information including primary and secondary data on health issues
- understand health promotion theories, concepts and strategies
- use textual features in the conventions of communication
- select and analyse data and information on health issues
- apply genre conventions.

**Synthesize information on health issues to make an evaluate data and justify recommendations, conclusions, strategies and actions.

**Links to ISC literacy agenda**
- PESL writing
- Level guide
- Subject specific spelling
- ICT capability enhanced by Online research
- Subject specific skills explicitly taught
- Organ donation
- Health promotion strategies

**Assessment Task:**
Students design and implement a strategy for the year 12 cohort that aims to promote awareness of organ and tissue donation and increase donation rates among the group. Students evaluate the effectiveness of their strategy in addressing the significant barriers and make recommendations for improvements based on the evaluation of primary and secondary data.

**Genre:** Action Research Project, research report (1000-1500 words), 4 weeks (preparation, access to library, computer lab, health reports, feedback/peer/individual presentations 15-20 mins)

**Content Descriptors:**
- Understand health promotion theories, concepts and strategies
- Apply genre conventions.
- Synthesize information on health issues to make decisions, evaluate data and justify recommendations, conclusions, strategies and actions.
- Make decisions about strategies to communicate ideas

**Unit intent:** Issue Statement: What programs or strategies can be implemented to instill State College to increase the awareness of the health implications for the elderly?

**W.O.I:**
- locate and recall information including primary and secondary data on health issues
- understand health promotion theories, concepts and strategies
- use textual features in the conventions of communication
- select and analyse data and information on health issues
- apply genre conventions.

**Synthesize information on health issues to make decisions, evaluate data and justify recommendations, conclusions, strategies and actions.

**Links to ISC literacy agenda**
- PESL writing
- Level guide
- Subject specific spelling
- ICT capability enhanced by Online research
- Subject specific skills explicitly taught
- Health care of the elderly
- Health promotion strategies

**Assessment Task:** Identify the most significant health issue that impacts the elderly and recommend a strategy to be implemented at Innisfail State College to address this issue.

**Genre:** Research Report (3000-3500 words)

**Content Descriptors:**
- Understand health promotion theories, concepts and strategies
- Apply genre conventions.
- Synthesize information on health issues to make decisions, evaluate data and justify recommendations, conclusions, strategies and actions.
- Make decisions about strategies to communicate ideas

### Physical Education

**Unit 2**

**Topic/Context:** Projectile Motion

**Duration:** 9 weeks

**Content descriptors:** Focus Area C: Physical activity and exercise, sport and physical activity in Australian society. What are the influences that shape personal, team and community participation and appreciation of sport and physical activity within Australian society?

**Unit intent:** Students develop an understanding of how individual, interpersonal, institutional, structural and cultural factors shaped participation in physical activity, self, peers and community.

**W.O.I:**
- Reproduce physical responses, meeting the requirements of physical performance contexts
- Demonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategies
- Identify, describe, recall and comprehend facts, definitions, terminology and principles as they relate to various contexts through the study, observation of, and engagement in, physical activity
- Use textual features in the conventions of communication
- Analyze, interpret and manipulate information related to the focus areas and performance in physical activities
- Apply genre conventions.
- Modify physical responses based on informed reflective decision making in varying physical performance environments
- Initiate change and demonstrate solutions in team and group physical performance
- Evaluate, predict and justify probable and possible outcomes of actions, plans and decisions
- Make decisions about strategies to communicate ideas

**Links to ISC literacy agenda**
- PESL writing
- Level guide
- Subject specific spelling
- ICT capability enhanced by Online research
- Subject specific skills explicitly taught
- Projectile Motion
- Physical performance

**Content Descriptors:**
- Reproduce physical responses, meeting the requirements of physical performance contexts
- Analyze, interpret and manipulate information related to the focus areas and performance in physical activities
- Apply genre conventions.
- Modify physical responses based on informed reflective decision making in varying physical performance environments
- Initiate change and demonstrate solutions in team and group physical performance
- Evaluate, predict and justify probable and possible outcomes of actions, plans and decisions
- Make decisions about strategies to communicate ideas

### Unit 4

**Topic/Context:** Exercise Physiology and Human Movement

**Duration:** 10 weeks

**Content descriptors:** Focus Area A: Learning physical skills. How are skills learned, implemented, maintained and enhanced?

**Unit intent:** Students develop an understanding of how biomechanical principles influence the learning of and performance in physical activities.

**W.O.I:**
- Reproduce physical responses, meeting the requirements of physical performance contexts
- Demonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategies
- Identify, describe, recall and comprehend facts, definitions, terminology and principles as they relate to various contexts through the study, observation of, and engagement in, physical activity
- Use textual features in the conventions of communication
- Analyze, interpret and manipulate information related to the focus areas and performance in physical activities
- Apply genre conventions.
- Modify physical responses based on informed reflective decision making in varying physical performance environments
- Initiate change and demonstrate solutions in team and group physical performance
- Evaluate, predict and justify probable and possible outcomes of actions, plans and decisions
- Make decisions about strategies to communicate ideas

**Assessment Task:** How can we run a better program, target our students and reduce the number of injuries and deaths in our sector? Students design and implement a strategy for the year 12 cohort that aims to promote awareness of road safety and increasing awareness of the health implications of road safety in the year group. Students evaluate the effectiveness of their strategy in addressing the significant barriers and make recommendations for improvements based on the evaluation of primary and secondary data.

**Genre:** Action Research Project, research report (1000-1500 words), 4 weeks (preparation, access to library, computer lab, health reports, feedback/peer/individual presentations 15-20 mins)

**Content Descriptors:**
- Understand health promotion theories, concepts and strategies
- Apply genre conventions.
- Synthesize information on health issues to make decisions, evaluate data and justify recommendations, conclusions, strategies and actions.
- Make decisions about strategies to communicate ideas

**Assessment Task:** How can we run a better program, target our students and reduce the number of injuries and deaths in our sector? Students design and implement a strategy for the year 12 cohort that aims to promote awareness of road safety and increasing awareness of the health implications of road safety in the year group. Students evaluate the effectiveness of their strategy in addressing the significant barriers and make recommendations for improvements based on the evaluation of primary and secondary data.

**Genre:** Action Research Project, research report (1000-1500 words), 4 weeks (preparation, access to library, computer lab, health reports, feedback/peer/individual presentations 15-20 mins)
Assessment Task: How far has the commercialisation and globalisation of futsal through the 12 PED competition impacted on the popularity of futsal at Ivory Coast College?

Genre: Research Assessment, Research Report, 1000–1500 words (for discussion and recommendations aspect)

Assessment Task: Analyse and evaluate the various psychological approaches to pain coupling performance. Recommend psychological approaches that will increase pain-coupling performance.

Genre: Supervised Written Assessment Semi – 500 – 700 words. 90min.

Assessment Task: TASK EXAMPLE

Analyze and evaluate the research touch training program in terms of effectiveness and suitability to your personal requirements for touch assessment.

Genre: Research Assessment, Multi-Modal presentation. 3-5 minutes.

---

### Unit 2

#### Content:
- Physical activity and healthy lifestyle
- Safety, risk awareness and health concerns
- Interpersonal and group dynamics
- Physical activity and healthy lifestyle
- Planning and socialization
- Work and leisure activity

#### Assessment:
- A 3000–4000 word essay on the role of physical activity in maintaining good health.

---

### Recreational

#### Topic: Content: First Aid and Volleyball

- Duration: 10 weeks

Content description:
- First Aid and Volleyball
- Volleyball
- Movement patterns appropriate to given situations and to changing situations
- Working with others and in teams
- Adjusting performance in recreation activities to changing situations
- Reproducing movement patterns to form complex skills and skill combinations as an individual and in groups
- Adapting, improving, comparing and improving movement patterns appropriate to given situations and to changing situations
- Responding appropriately to given and changing situations

Links to ISC literacy agenda:
- 3 level guide
- Subject specific capability

ICT capability enhanced by:
- Online research
- Subject specific skills explicitly taught
- Futsal

---

### Year 12 Page 10
Improvise a solo over the backing track of a piece of music on your chosen instrument.

Perform a piece of music on your chosen instrument at the end of year concert (minimum 2 minutes).

**Unit 1**

**Topic/Context:** Music of the Theatre

**Duration:** 15 weeks

**Content descriptors:**

Unit Intent: An exploration of music that is performed in film and theatre. This unit will require students to experiment with the different practitioner roles and become familiar with the standard WHOS practices that are followed in the music industry.

W.O.W:

- Develop skills and techniques such as: warm-ups, tone production, rehearsing and presenting.
- Set up and operate sound equipment and lighting.
- Develop knowledge of workplace health and safety issues such as: correct set up of equipment, including setting of electrical items, care of voice, care of instruments and hygiene, posture, and sound levels.

**Assessment Task:**

- **Assessment:** Performing, Analyzing Repertoire, Composing, Listening, Researching, Writing, Writing

- **Salient features:**

- Perform: a piece from a musical
- Composing: handwritten or computer generated score
- ICT capability enhanced by: Word processing
- Subject specific skills explicitly taught: Subject specific skills explicitly taught

**Salient features:**

- **Performance:** Moved
- **Technician:** Used
- **Performer:** detalle

**Unit 2**

**Topic/Context:** Borrowing, Quoting, Stealing – The Ethical Side

**Duration:** 15 weeks

**Content descriptors:**

Unit Intent: This unit focuses on the exploration of the borrowing of musical ideas amongst composers and performers. It will have a particular focus on how the use of classical musical ideas are used in many contemporary songs.

W.O.W:

- Develop skills and techniques such as: warm-ups, tone production, rehearsing and presenting.
- Set up and operate sound equipment and lighting.
- Develop knowledge of workplace health and safety issues such as: correct set up of equipment, including setting of electrical items, care of voice, care of instruments and hygiene, posture, and sound levels.

**Assessment Task:**

- **Assessment:** Performing, Analyzing Repertoire, Composing, Listening, Researching, Writing, Writing

- **Salient features:**

- Perform: a piece from a musical
- Composing: handwritten or computer generated score
- ICT capability enhanced by: Word processing
- Subject specific skills explicitly taught: Subject specific skills explicitly taught

**Salient features:**

- **Performance:** Moved
- **Technician:** Used
- **Performer:** detalle

**Unit 3**

**Topic/Context:** Making a Musical Statement

**Duration:** 6-8 weeks

**Content descriptors:**

Unit Intent: Throughout this final phase, students explore a specific focus with class teachers to explore their own specialist interest. This is set post-verification for year 12 students, decisions could be based on interest or to provide improvement by subsequent summative assessment.

W.O.W:

- Reviewing and analyzing the music of a chosen topic. synthesising research with the use of musical characteristics of the repertoire related to the chosen topic.
- Analyzing concepts and characteristics of previously studied repertoire and own work.
- Choosing principles of scoring, recording requirement to express context, genre and style.
- Recording composition that reflects own creative style. Experiencing with emerging performance media.

**Assessment Task:**

- **Assessment:** Performing, Analyzing Repertoire, Composing, Listening, Researching, Writing, Writing

- **Salient features:**

- Perform: a piece from a musical
- Composing: handwritten or computer generated score
- ICT capability enhanced by: Word processing
- Subject specific skills explicitly taught: Subject specific skills explicitly taught

**Salient features:**

- **Performance:** Moved
- **Technician:** Used
- **Performer:** detalle

---

**ART**

Thursday, 13 December 2012 12:09:18

**Year 12 Page 11**
Unit 2

**Topic/Context:**
Showstoppers - An exploration of dance in musical theatre

**Duration:**
Term 1

**Content Descriptors:**
- Senior Dance Syllabus
- Key content ideas (page 8-10)

**Unit Intent:**
Students investigate the origins of Musical Theatre with a strong focus on the historical and social significance of particular musicals and musical theatre choreographers

- **W.O.D.:**
  - Creative Inquiry
  - Process of deconstruction
  - Process of critical reflection
  - Process of construction
  - Process of communication

- **Links to ISC Literacy Agenda:**
  - Spelling of key words
  - 3-level guide to comprehension
  - P.E.E.L. writing structure
  - Paragraph writing

- **Links to ISC Numeracy Agenda:**
  - Sequence facts

- **ICT capability enhanced by:**
  - Use of online research
  - Use of Dance equipment and technologies

- **Subject specific skills explicitly taught:**
  - Summarising
  - Explanation writing
  - Paragraph writing
  - Research skills
  - Dance components
  - Dance movements
  - Dance choreography skills
  - Dance performance skills
  - Dance appreciation skills

- **Assessment:**
  - **Assessment Task:**
    - Performance Task
  - **Genre:**
    - Individual focus of a dance to an audience

- **Assessment Task:**
  - **Choreography Task**
  - **Assessment Task:**
    - Appreciation Task
  - **Genre:**
    - Extended written response format

---

**Unit 3**

**Topic/Context:**
Take a chance with dance - An exploration of post-modern dance

**Duration:**
Term 3

**Content Descriptors:**
- Senior Dance Syllabus
- Key content ideas (page 8-10)

**Unit Intent:**
Students investigate the evolution of post-modern and new-media contemporary dance with a strong focus on the significance of particular post-modern and new-media choreographers and dance companies.

- **W.O.D.:**
  - Creative Inquiry
  - Process of deconstruction
  - Process of critical reflection
  - Process of reconstruction
  - Process of communication

- **Links to ISC Literacy Agenda:**
  - Spelling of key words
  - 3-level guide to comprehension
  - P.E.E.L. writing structure
  - Paragraph writing

- **Links to ISC Numeracy Agenda:**
  - Sequence facts

- **ICT capability enhanced by:**
  - Use of online research
  - Use of Dance equipment and technologies

- **Subject specific skills explicitly taught:**
  - Summarising
  - Explanation writing
  - Paragraph writing
  - Research skills
  - Dance components
  - Dance movements
  - Dance choreography skills
  - Dance performance skills
  - Dance appreciation skills

- **Assessment:**
  - **Assessment Task:**
    - Performance Task
  - **Genre:**
    - Individual focus of a dance to an audience

  - **Assessment Task:**
    - Appreciation Task
  - **Genre:**
    - Extended written response format

- **Salient Features:**
  - Comprehension, Interpretation, Analysis, Evaluation, Design, Performance

---

**Unit 4**

**Topic/Context:**
Blood memories - An exploration of life experiences expressed through dance

**Duration:**
Term 4

**Content Descriptors:**
- Senior Dance Syllabus
- Key content ideas (page 8-10)

**Unit Intent:**
Students investigate how life experiences can inspire choreographers to create dance works based on these extraordinary experiences.

- **W.O.D.:**
  - Creative Inquiry
  - Process of deconstruction
  - Process of critical reflection
  - Process of reconstruction
  - Process of communication

- **Links to ISC Literacy Agenda:**
  - Spelling of key words
  - 3-level guide to comprehension
  - P.E.E.L. writing structure
  - Paragraph writing

- **Links to ISC Numeracy Agenda:**
  - Sequence facts

- **ICT capability enhanced by:**
  - Use of online research
  - Use of Dance equipment and technologies

- **Subject specific skills explicitly taught:**
  - Summarising
  - Explanation writing
  - Paragraph writing
  - Research skills
  - Dance components
  - Dance movements
  - Dance choreography skills
  - Dance performance skills
  - Dance appreciation skills

- **Assessment:**
  - **Assessment Task:**
    - Performance Task
  - **Genre:**
    - Individual focus of a dance to an audience

  - **Assessment Task:**
    - Appreciation Task
  - **Genre:**
    - Extended written response format

- **Salient Features:**
  - Comprehension, Interpretation, Analysis, Evaluation, Design, Performance

---

**AR**

**Unit 1**

**Topic/Context:**
The concept of 'Messages' will be addressed through students own focus area. Students will explore the nature and meaning of Messages through a focus already developed in a body of work.

- **Media areas:**
  - Performance art
  - 3D Objects
  - 2D Media
  - Installation
  - Electronic imaging

- **Duration:**
  - Term unit - 6 weeks

- **Content descriptions:**
  - Visual Art

- **Unit Intent:**
  - Students select their own contextual references.

- **Links to ISC literacy agenda**
  - Visual literacy skills
  - Subject specific terminology
  - Glossary
  - Comprehension
  - Drafting and editing assistance with assignment work

- **Links to ISC numeracy agenda**
  - Space and shape
  - Measuring
  - Framing
  - Positive and negative space

- **ICT capability enhanced by:**
  - Electronic imaging
  - Drafting and editing of assignment work

- **Subject specific skills explicitly taught**

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**Unit 2**

**Topic/Context:**
The concept of 'Messages' will be addressed through students own focus area. Students will explore the nature and meaning of Messages through a focus already developed in a body of work.

- **Media areas:**
  - Performance art
  - 3D Objects
  - 2D Media
  - Installation
  - Electronic imaging

- **Duration:**
  - Term unit - 6 weeks

- **Content descriptions:**
  - Visual Art

- **Unit Intent:**
  - Students select their own contextual references.

- **Links to ISC literacy agenda**
  - Visual literacy skills
  - Subject specific terminology
  - Glossary
  - Comprehension
  - Drafting and editing assistance with assignment work

- **Links to ISC numeracy agenda**
  - Space and shape
  - Measuring
  - Framing
  - Positive and negative space

- **ICT capability enhanced by:**
  - Electronic imaging
  - Drafting and editing of assignment work

- **Subject specific skills explicitly taught**

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**Unit 3**

**Topic/Context:**
The concept of 'Messages' will be addressed through students own focus area. Students will explore the nature and meaning of Messages through a focus already developed in a body of work.

- **Media areas:**
  - All Media

- **Duration:**
  - Term unit - 6 weeks

- **Content descriptions:**
  - Visual Art

- **Unit Intent:**
  - Students select their own contextual references.

- **Links to ISC literacy agenda**
  - Visual literacy skills
  - Subject specific terminology
  - Glossary
  - Comprehension
  - Drafting and editing assistance with assignment work

- **Links to ISC numeracy agenda**
  - Space and shape
  - Measuring
  - Framing
  - Positive and negative space

- **ICT capability enhanced by:**
  - Electronic imaging
  - Drafting and editing of assignment work

- **Subject specific skills explicitly taught**

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**Unit 4**

**Topic/Context:**
The concept of 'Messages' will be addressed through students own focus area. Students will explore the nature and meaning of Messages through a focus already developed in a body of work.

- **Media areas:**
  - All Media

- **Duration:**
  - Term unit - 6 weeks

- **Content descriptions:**
  - Visual Art

- **Unit Intent:**
  - Students select their own contextual references.

- **Links to ISC literacy agenda**
  - Visual literacy skills
  - Subject specific terminology
  - Glossary
  - Comprehension
  - Drafting and editing assistance with assignment work

- **Links to ISC numeracy agenda**
  - Space and shape
  - Measuring
  - Framing
  - Positive and negative space

- **ICT capability enhanced by:**
  - Electronic imaging
  - Drafting and editing of assignment work

- **Subject specific skills explicitly taught**

Innisfail State College
Curriculum Plan
V1.1

- Continue to learn and apply the elements and principles of art in practical and theory work.
- Exploration of media
- Exploration of compositional design
- Development of art techniques - drawing, printing, mixed media and painting
- Framing and presentation of work
- Research skill development
- Development of Visual Literacy skills pertinent to achieving success in the Core Skills Exams held in year 12 to determine OP results
- Analysis of art using the elements and principles of design
- Development of description, analysis, interpretative, evaluative, and judgment skills
- Develop reflective and evaluative skills
- Independent practice

### Assessment

**Assessment Task 1:**
- Summative body of work 1
  - Genre: Practical Folio

**Assessment Task 2:**
- Written response 800-1000 words
  - Genre: Assignment

**Assessment Task 1:**
- Summative body of work 2
  - Genre: Practical Folio

**Assessment Task 2:**
- Extended written response 1000-1200 words
  - Genre: Assignment

**Assessment Task 1:**
- Summative body of work 3
  - Genre: Practical Folio

**Assessment Task 2:**
- Unseen short response exam
  - Genre: Exam
Technology
Thursday, 13 December 2012
12:30 PM

Construction

BCG Study Plan 2013
CPC10111T AS2012

Engineering Studies

Study Plan Study Plan Table Engineering Studies-St...
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Cert II in community activities

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Cert II in Hospitality (Kitchen Operations)

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Certificate III in Fitness

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