Unit 2
Analytical response to novel Memoirs

Unit 4 – Verbal and non-verbal in literary texts

Assessment

Assessment Tasks:
Task 1: Reading comprehension (exam)
Task 2: Written exam – analysis/response to novel

Subject Specific Skills:
- planning, drafting, proofreading and editing of own memoir
- explicit teaching of paragraph structure
- expression of ideas in first person
- historically accurate choice of language
- use of language to describe people, places and events
- past tense/first person
- use of language to position readers
- author’s purpose
- generic structure of memoirs
- narrative perspective
- production of Powerpoint slides
- paragraph writing
- PEEL structure.

Content Descriptors:
- evaluating the representations in the text
- identifying and analysing the use of language features
- interpreting an extract from a memoir
- creating their own memoir to explore a personal experience
- Australia. They learn how language is used by writers to describe setting, characters and mood.

Links to ICT Capability Enhanced by:
- Graphic novel research
- Production of Powerpoint slides
- Paragraph writing
- PEEL structure
- Focus on plot, character and setting.

Term 1
Students read and view a range of literary texts in order to develop close reading and critical viewing skills; they will study a range of written genre types and learn how language in literary texts is used. In line with the “extension” nature of this course challenging texts will be chosen to encourage extension of need skills.

Links to Subject Specific Skills:
- understanding film as a literary text
- narrative structure in film
- elements of film-making
- vocabulary and language structures specific to content and assessment

Assessment:
- 4.1 Written Assignment (Week 1)

Digital Scrapbook

Unit 2
Extension

Students study visual literacy in a range of texts such as film and photography.

Subject Specific Skills:
- understanding film as a literary text
- narrative structure in film
- elements of film-making
- vocabulary and language structures specific to content and assessment

Assessment:
- 4.1 Written Assignment (Week 5)

Digital Scrapbook

Unit 2

Students study visual literacy in a range of texts such as film and photography.

Subject Specific Skills:
- understanding film as a literary text
- narrative structure in film
- elements of film-making
- vocabulary and language structures specific to content and assessment

Assessment:
- 4.1 Written Assignment (Week 5)

Digital Scrapbook

Unit 2

Students study visual literacy in a range of texts such as film and photography.

Subject Specific Skills:
- understanding film as a literary text
- narrative structure in film
- elements of film-making
- vocabulary and language structures specific to content and assessment

Assessment:
- 4.1 Written Assignment (Week 5)

Digital Scrapbook
### Unit 4:
#### EMPS (2 weeks)

**Report (2 weeks)**

- S & P
- M & G
- Examination (50 minutes)
- Report (2 weeks)

**S & P**

- **Topic/Context:**
  - M & G
  - S & P

- **Unit Intent:**
  - Explicit Teaching Model currently being implemented at ISC.
  - All units of mathematics will be embedded with the ISC literacy agenda items, in particular this unit will focus on:
  - Reading (in paragraphs)
  - Spelling specific to mathematics and this unit.
  - Responding in paragraphs
  - Use of Khan Academy online

#### EMPS (2 weeks)

**Report (2 weeks)**

- S & P
- M & G
- Examination (50 minutes)
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  - Responding in paragraphs
  - Use of Khan Academy online

### Unit 5

**Maths**

- **Genre:**
  - Percentages and the unitary method
  - Terminating, recurring and rounding decimals
  - Use of Microsoft Excel

#### Topics:

- Calculating percentage change
- Negative numbers
- Divisibility & prime factorisation
- Number properties
- Use of scientific calculators

**Content descriptors:**

- ACMNA184
- ACMNA190
- ACMNA187
- ACMNA182

- Conversion of numbers in differing forms
- Units of measurement
- Place value of digits

**Assessment Tasks:**

- Supervised Test (Non-Travelled)
- Assessment Task:
  - Speed
  - Scale drawings
  - Dividing a quantity in a given ratio
  - Subject specific skills explicitly taught
  - Use of Microsoft Excel
  - Use of scientific calculators
  - Use of Microsoft Word

**Unit Intent:**

- All mathematics units at ISC will be taught utilising the Explicit Teaching Model currently being implemented at ISC.
- The unit has been coincided to be taught with Chapter 6 of the textbook Financial Mathematics for the ATAR Course by Cambridge.
- Throughout the unit students will utilise their knowledge of ratio and rates to calculate various real life contexts:
  - Formulas & relationships
  - Equations with fractions
  - Index laws
  - Adding & subtracting algebraic fractions

#### Administrative

- All units of mathematics will be embedded with the ISC literacy agenda items, in particular this unit will focus on:
  - Reading (in paragraphs)
  - Spelling specific to mathematics and this unit.
  - Responding in paragraphs
  - Use of Khan Academy online

#### Examination

- Examination (50 minutes)
- Examination (2 weeks)
- Examination (2 weeks)
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- Examination (2 weeks)

### Unit 6

**GRAPHING & DRAWING UNIT**

- **Duration**
  - 5 WEEKS

**Topic/Context:**

- ACMNP197
- ACMNP204
- ACMNP193
- ACMNP191
- ACMNP200

- Illustration of working
- Conversion of numbers in differing forms
- Units of measurement
- Place value of digits

**Assessment Tasks:**

- Supervised Test
- Assessment Task:
  - Rotations
  - Applying linear graphs
  - Finding the rule using tables
  - The number line
  - Use of Mathletics.com.au
  - Use of scientific calculators

**Unit Intent:**

- The unit has been coincided to be taught with Chapter 8 of the textbook Financial Mathematics for the ATAR Course by Cambridge.
- Throughout the unit students will utilise their knowledge of ratio and rates to calculate various real life contexts:
  - Formulas & relationships
  - Equations with fractions
  - Index laws
  - Adding & subtracting algebraic fractions

#### Administrative

- All units of mathematics will be embedded with the ISC literacy agenda items, in particular this unit will focus on:
  - Reading (in paragraphs)
  - Spelling specific to mathematics and this unit.
  - Responding in paragraphs
  - Use of Khan Academy online

#### Examination

- Examination (50 minutes)
- Examination (2 weeks)
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<th>Science</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
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<td><strong>Investigation on Lung volume vs Height</strong></td>
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<td><strong>Predictions</strong></td>
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<td><strong>Accuracy of data collected in investigations</strong></td>
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<tr>
<td>1</td>
<td>Lesson 1 - History of Microscopes</td>
<td>Lesson 2 - Microscope, newspaper and pond water</td>
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<tr>
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<td>1. Recall the history of the microscope</td>
<td>1. Safely transport and use a microscope to observe newspaper letter</td>
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<td>2. Identify the parts of the microscope and their functions</td>
<td>2. Recall correct scientific method to draw specimens</td>
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<td>3. Recall theory of general cell</td>
<td>3. Identify the magnification of a microscope</td>
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<td><strong>Literacy</strong> Extracting information from text with 3 level guide questions</td>
<td><strong>Literacy</strong> Extracting information from text</td>
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<tr>
<td>2</td>
<td>Lesson 5 - Microscope Prac Assessment - Onion cells and Elodea</td>
<td>Lesson 6 - Microscope Prac Assessment - Onion cells and Elodea</td>
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<tr>
<td></td>
<td>1. Finds previous lesson's work</td>
<td>1. Complete Discussion using PEEL</td>
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<td></td>
<td>2. Introduction using PEEL</td>
<td>2. Identify tissues in plant leaf</td>
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<td><strong>Literacy</strong> Extracting information from text</td>
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<td><strong>FOLLOW SOP for CHEEK CELL SWABBING</strong></td>
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<td>3</td>
<td>Lesson 9 - Unicellular, Multicellular, Tissues, Organs and Systems</td>
<td>Lesson 10 - Micro-viewers - Body Tissue</td>
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<td>1. Define cells, tissues, organs and systems</td>
<td>Finish previous lesson</td>
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<td>2. Recall examples of the cells, tissues and organs that make up the circulatory system</td>
<td><strong>Literacy</strong> Extracting information from text</td>
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<td>3. Recall the main function of several systems</td>
<td><strong>Lesson 10b - Observing Plat Tissue</strong> (could do a flower dissection or leaf cross section)</td>
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<td>8</td>
<td><strong>Lesson 29 – EEI #6 - Graphing your own data</strong></td>
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<td>1.</td>
<td>Draw column graph of resting HR, HR after 5 mins exercise, HR after 5 mins recovery</td>
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<tr>
<td>2.</td>
<td>Draw line graph of their own data</td>
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**Numeracy**  
How to draw a graph - title, axis titles, etc.

**Lesson 30 – EEI #7- Discussion**  
Use task sheet stimulus questions to write a scientific discussion to analyse and interpret results (copy task sheet questions from year 9 task sheet).

**Numeracy**  
Interpreting data and graphs

**Lesson 31 – EEI #8 Discussion #2**  
Finish Discussion  
**Literacy - PEEL**  
Critique discussion - show where CCEs and skills are present - explain, describe, justify, interpreted data, cite data etc.

<table>
<thead>
<tr>
<th>Lesson 32 – EEI #9 - Critique Discussion</th>
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**Literacy**  
Critique discussion - show where CCEs and skills are present - explain, describe, justify, interpreted data, cite data etc

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<thead>
<tr>
<th>9</th>
<th><strong>Lesson 33 – Introduction – Research lesson</strong></th>
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<tbody>
<tr>
<td>Students write their own introduction – use PEEL</td>
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</table>

Research lesson on computer, hand write introduction and collate in folder to be kept in the classroom/lab

**Literacy - PEEL**

**Lesson 34 – Introduction writing - hand written**  
Students write their own introduction – use PEEL  
**Literacy - PEEL**

**Lesson 35 – Introduction writing - hand written**  
Students write their own introduction – use PEEL  
**Literacy - PEEL**

**Lesson 36 – Revision**

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<table>
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<tr>
<th>33</th>
<th><strong>Lesson 33 – Skills exam</strong></th>
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| Give a variables grid  
Students write a hypothesis  
Write a method  
Analyse some given data - level 1, 2 and 3 |

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<table>
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<tr>
<th>34</th>
<th><strong>Lesson 34 – Introduction writing</strong></th>
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<tbody>
<tr>
<td>Students write their own introduction – use PEEL</td>
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**Literacy - PEEL**

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<tr>
<th>35</th>
<th><strong>Lesson 35 – Introduction writing</strong></th>
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<td>Students write their own introduction – use PEEL</td>
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**Literacy - PEEL**

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<th>36</th>
<th><strong>Lesson 36 – Revision</strong></th>
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</table>
| Give a variables grid  
Students write a hypothesis  
Write a method  
Analyse some given data - level 1, 2 and 3 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
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</table>
| 1    | **Lesson 1 - Class Rules and What is Energy**<br>1. Copy the class rules<br>2. Recall the lab safety rules<br>3. Define Energy and work<br>4. Define energy transfer<br>5. Define Energy Conversion<br>6. Recall units for measuring energy<br>7. Convert between units of energy (J, kJ, MJ)<br><br>**Lesson 2 - Forms of energy**<br>1. Recall there are two broad groups of energy - *E*<sub>kin</sub> and *E*<sub>pot</sub><br>2. Define potential and kinetic energy<br>3. Watch YouTube clip - skull and bullet<br>4. Recall the types of Energy - Sound, heat, light, electricity, kinetic, potential, elastic, chemical, gravitational, nuclear…<br>5. Group the types of energy under the heading *E*<sub>kin</sub> and *E*<sub>pot</sub><br>6. Be able to classify examples of types of energy as kinetic and potential<br>7. Complete the "What type of energy is that" worksheet | **Lesson 3 - Energy changes**<br>1. Define Kinetic Energy Conversion<br>2. Define energy transfer<br>3. Recall the relationship between the heading *E*<sub>kin</sub> and *E*<sub>pot</sub><br>4. Draw energy chains to show conversion and transfers<br>5. Identify elements of energy chains in contexts | **Lesson 4 - Observing Energy Changes**<br>**PRACTICE**<br>1. Follow procedure to complete practical<br>2. Fill out results table<br>3. Identify energy transformations in different physical contexts | **Lesson 7 - ECP - Food and Diet**<br>1. Recall definition for *E*<sub>kin</sub> in food<br>2. Extract data and information about diet and nutrition<br>**LITERACY**<br>3. Level guides to extract information from texts | **Lesson 8 - ECP - Food and diet**<br>1. Use unit data to calculate the energy consumed in one day<br>2. Use information about energy during activities to make decisions about energy intake<br>**LITERACY**<br>3. Level guides to extract information from texts | **Lesson 9 - ECP - ASSESSMENT**<br>**Handout ECP Assessment item**<br>1. Complete the table and make a prediction for the assessment<br>2. Recall the definition for dependent and independent variables<br>3. Identify the independent variable in the investigation<br>4. Label the dependent and independent variables on the results table and graph in assessment item<br>5. Watch model demonstration of investigation for next lesson<br>6. Complete a variables grid for E<sub>kin</sub> investigation<br>7. Enter specific heat of water (basic understanding of process to complete the prac) | **Lesson 10 - E<sub>kin</sub> - investigation**<br>1. Complete prac<br>2. Fill in results table<br>**NUMERACY**<br>Calculating percentages<br>Solving equations | **Lesson 11 - Numeracy - Graphing**<br>1. Make a table as to the type of graph to use - volume on the X axis, time on the Y axis<br>2. Recall the parts of a graph - title, Y axis title, X axis title<br>3. Recall Dependent on the Y axis, independent on the X axis<br>4. Draw simple bar graph<br>**NUMERACY**<br>Recording results/using table<br>Graphing data<br>Interpolation and extrapolation<br>Calculating averages | **Lesson 12 - E<sub>kin</sub> - Graphing an data analysis**<br>1. Make a decision on graph type based on data collected<br>2. Label axes and graph title<br>3. Draw a bar to represent data collected from CPI experiment | **Lesson 13 - E<sub>kin</sub> - Report Writing I**<br>1. Answer questions from Assessment task<br>**NUMERACY**<br>Recording results/using table<br>Graphing data<br>Interpolation and extrapolation<br>Calculating averages | **Lesson 14 - E<sub>kin</sub> - Report Writing II**<br>1. Answer questions from Assessment task<br>**NUMERACY**<br>Recording results/using table<br>Graphing data<br>Interpolation and extrapolation<br>Calculating averages | **Lesson 15 - Gravitation Potential Energy - E<sub>grav</sub>, Theory I**<br>1. Define *E*<sub>grav</sub>. Recall the formula for *E*<sub>grav</sub><br>2. Apply formula to calculate simple examples of *E*<sub>grav</sub><br>**NUMERACY**<br>Calculating *E*<sub>grav</sub><br>Setting up problems Numeracy | **Lesson 16 - E<sub>grav</sub> - Theory II**<br>1. Recall the formula for *E*<sub>grav</sub><br>2. Apply formula to calculate simple examples of *E*<sub>grav</sub> (and more complex for extension students) | **Lesson 17 - E<sub>grav</sub> - ASSESSMENT**<br>1. Complete a prediction for experiment<br>2. Recall dependent and independent variable<br>3. Complete the variables grid based on teacher demo of method<br>4. Complete risk assessment<br>5. Devise a method to measure impact crater depth | **Lesson 18 - E<sub>grav</sub> Investigating**<br>1. Perform the *E*<sub>grav</sub> investigation<br>2. Record the results of the investigation into a table<br>**NUMERACY**<br>Recording results/using tables Numeracy | **Lesson 19 - Numeracy - Graphing**<br>1. Create line graph<br>2. Plotting points on an axis (4 quadrants) | **NUMERACY**<br>Plotting points on a Cartesian plane from a results table<ref>Drawing a line graph<ref>**Lesson 20 - E<sub>grav</sub> - Graphing results**<br>1. Graph the results from the previous day<br>2. Identify and label the dependent and independent variables on a graph<br>3. Plot points on a line graph | **Lesson 21 - E<sub>grav</sub> - Report Writing**<br>1. Extract data from results and graph to answer questions relating to relationship between variables<br>2. Make conclusions about graphs and results<br>3. Identify sources of error in a prac using the results and variables grid | **Lesson 22 - E<sub>grav</sub> Report Writing II**<br>1. Extract data from results and graph to answer questions relating to relationship between variables<br>2. Make conclusions about graphs and results<br>3. Identify sources of error in a prac using the results and variables grid<br>**NUMERACY**<br>Interpreting data, results tables and graphs | **Lesson 23 - Kinetic Energy theory**<br>1. Draw a diagram and explain the relationship between KE and KE<sub>grav</sub><br>2. Use a diagram of EF and Ep to determine the amount of energy at the top and bottom of a trajectory<br>3. Use appropriate setting out to solve problems (numeracy skills)<br>4. Calculate simple E<sub>grav</sub> problems using KE=1/2mv<sup>2</sup>*<ref>**Learning Object on E<sub>grav</sub>**</ref> | **NUMERACY**<br>Calculating E<sub>grav</sub><br>Setting up problems Numeracy | **Lesson 24 - Kinetic Energy theory II**<br>1. Use appropriate setting out to solve problems (numeracy skills)<br>2. Calculate simple E<sub>grav</sub> problems using KE=1/2mv<sup>2</sup>*<ref>Pace calculating E<sub>grav</sub> and rearrange for velocity for extension students</ref> | **Lesson 25 - Exam - predominantly C level**<br>Calculating E<sub>grav</sub> and EF problems<br>Multiple choice questions on definitions of E<sub>grav</sub>, EF, Transfer, conversion, conservation | **Lesson 26 - Particle model, Heat & E<sub>grav</sub>**<br>1. Recall states of matter<br>2. Explain the relationship between *E*<sub>grav</sub> and heat<br>3. Model and explain how the *E*<sub>grav</sub> of particles changes when states of matter changes<br>**LITERACY**<br>Read and summarise a discussion of the how KE affects the density of materials | **Lesson 27 - Heat Energy Prac**<br>1. Heat different metals in a Bunsen flame and record the colour of each metal<br>2. Relate the colour of the metal to temperature/heat/KE (energy of wavelength emitted)<br>3. Use models to represent the particle level to explain macro-observations | **Lesson 28 - EKE and Heat Energy EH**<br>1. Define heat<br>2. Define temperature<br>3. Explain the difference between heat and temperature<br>**Prac - measure the temperature of a larger beaker and small beaker of water** | **Lesson 29 - Generating Electricity I**<br>1. Construct the world’s smallest motor<br>2. Recall the parts of a generator/motor | **Lesson 30 - Generating Electricity II**<br>1. Recall that moving a copper coil through a magnetic field generates electricity (stations prac - or demonstration)<br>2. Recall how electric is turned into electrical energy | **Lesson 31 - Alternative Energy Sources**<br>1. Describe what a biogas generator is<br>2. Explain why biogas is a good alternative energy for remote communities | **Lesson 32 - Yeast Bio-Generators**<br>1. Make a model biogas generator with yeast | **Lesson 33 - Nuclear Power**<br>1. Watch video - seconds from disaster??? | **Lesson 34 - Revision**<br>**Lesson 35 - Revision**<br>**Lesson 35 - EXAM on Parts of a generator/motor**
**Unit 2**

**Y8**

**Assessment Task:**
- Interpreting information from maps, tables, diagrams and graphs
- Paragraph writing
- Explanation writing
- Summarising

**Subject specific skills explicitly taught:**
- Use of online research
- Use of MS Word

**Links to ISC Numeracy Agenda:**
- Paragraph writing
- PEEL writing structure
- 3

**Spelling of key words**

**Links to ISC Literacy Agenda:**
- Formation of key inquiry questions through the use and interpretation of sources
- Historical Inquiry
- W.O.W:

**Unit Intent:**

**ACDSEH051**    **ACDSEH052**

**ACDSEH008**    **ACDSEH050**

**Australian History Curriculum Document**

**Content Descriptors:**

**Term 1 (10 weeks)**

**Duration:**

**Topic/Context:**

- Medical Europe (c.1500 – c.1550)
- Renaissance Italy (c.1527 – c.1550)
- settlement
- New World

**Unit 3**

**Y8**

**Assessment Task:**
- Research Assignment
- Essay format
- Research skills
- Essay writing
- Paragraph writing
- Explanation writing
- Summarising

**Subject specific skills explicitly taught:**
- Use of online research
- Use of MS PowerPoint
- Use of MS Word

**Links to ISC Numeracy Agenda:**
- Paragraph writing
- PEEL writing structure
- 3

**Spelling of key words**

**Links to ISC Literacy Agenda:**
- Formation of key inquiry questions through the use and interpretation of sources
- Historical Inquiry
- W.O.W:

**Unit Intent:**

**ACDSEH067**    **ACDSEH068**

**ACDSEH013**    **ACDSEH066**

**Australian History Curriculum Document**

**Content Descriptors:**

**Term 2 (10 weeks)**

**Duration:**

**Topic/Context:**

- The Spanish conquest of the Americas (c.1492 – c.1570)
- The Polynesian expansion across the Pacific (c.700 – c.1600)
- settlement
- New World

**Unit 4**

**Y8**

**Assessment Task:**
- Essay format
- Research Assignment
- Essay writing
- Paragraph writing
- Explanation writing
- Summarising

**Subject specific skills explicitly taught:**
- Use of online research
- Use of MS PowerPoint
- Use of MS Word

**Links to ISC Numeracy Agenda:**
- Paragraph writing
- PEEL writing structure
- 3

**Spelling of key words**

**Links to ISC Literacy Agenda:**
- Formation of key inquiry questions through the use and interpretation of sources
- Historical Inquiry
- W.O.W:

**Unit Intent:**

**ACDSEH059**    **ACDSEH057**    **ACDSEH058**

**ACDSEH056**    **ACDSEH055**

**Australian History Curriculum Document**

**Content Descriptors:**

**Term 3 (10 weeks)**

**Duration:**

**Topic/Context:**

- Students investigate the social, cultural, economic and political ways of life of Polynesian peoples with a focus on the role of navigation and their interaction with their natural environment.
- Students investigate the social, cultural, economic and political ways of life in Renaissance Italy (the social, cultural, economic and political features) and the roles and relationships of different groups in Renaissance society.
- Students investigate the colonisation of the Americas by the Spanish and the impact of this colonisation on the Aztec and Inca civilisation and the broader Americas.

**W.O.W:**
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td><strong>Geography</strong></td>
<td><strong>Unit Context</strong>: The geography skills needed to investigate the world</td>
<td><strong>Unit Context</strong>: A journey into the world of tropical rainforests</td>
<td><strong>Unit Context</strong>: A journey to the cold, harsh polar lands of the world</td>
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<td><strong>Duration</strong>: Term 1 (10 weeks)</td>
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<td><strong>Unit Intent</strong>: Students investigate the different types of geography skills required for Social Science investigation</td>
<td><strong>Unit Intent</strong>: Students investigate the unique characteristics of tropical rainforests and the environmental issues facing tropical rainforests</td>
<td><strong>Unit Intent</strong>: Students investigate the unique characteristics of the cold, harsh polar lands of the world and how polar environments influence communities that live in them</td>
<td><strong>Unit Intent</strong>: Students investigate the unique characteristics of the natural environment of Australia and the characteristics of the landform features across Australia</td>
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<td>- Calculating scale, direction, grid references, latitude and longitude, contour heights</td>
<td>- Use of Google Maps</td>
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</table>

**Assessment**

**Assessment Task:** Response to Stimulus Material Test

**Genre:** Written test format

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**Assessment**

**Assessment Task:** Research Report

**Genre:** Report format

**Salient Features:**
- Comprehension, Interpretation, Analysis, Synthesis, Evaluation
Unit Intent:
This unit introduces students to the Industrial Workshop learning and production areas. It will involve students in the safe use of tools and machinery commonly used for woodworking (real world link). Students will manipulate various materials including timber, glues, nails and screws in the process of producing a timber product (Pencil Case) to meet detailed specifications. Students measure and mark out, work safely, cut, join and finish.

W.O.W:
- investigate and analyse the purpose, context, specifications and constraints for design ideas
- generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints
- communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans
- select resources, techniques and tools to make products that meet specifications
- plan and manage production procedures and modify as necessary
- make products to meet specifications by manipulating and processing resources
- identify risks and justify and apply safe practices
- evaluate the suitability of products and processes for the purpose and context, and recommend improvements
- reflect on and identify the impacts of products and processes on people, their communities and environments
- reflect on learning, apply new understandings and identify future applications.

Links to ISC literacy agenda
- Correct technical terminology
- Interpreting and producing graphical information

Links to ISC numeracy agenda
- Accurately marking out and measuring in mm

ICT capability enhanced by
- Use of On Guard online safety training
- Use of Inventor - CAD

Subject specific skills explicitly taught
- rebate butt joint
- fixings (nails)
- adhesives (PVA)
- finishing - sanding/ varnishing (timber)
- clamping
- manipulating materials with hand tools and machinery (tennon saw, bench hook, marking gauge, chisels, mallet, cross punch, hammer, rule, linisher)

W.O.W:
- investigate and analyse the purpose, context, specifications and constraints for design ideas
- generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints
- communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans
- select resources, techniques and tools to make products that meet specifications
- plan and manage production procedures and modify as necessary
- make products to meet specifications by manipulating and processing resources
- identify risks and justify and apply safe practices
- evaluate the suitability of products and processes for the purpose and context, and recommend improvements
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- reflect on learning, apply new understandings and identify future applications.

Links to ISC literacy agenda
- Correct technical terminology
- Interpreting and producing graphical information

Links to ISC numeracy agenda
- Accurately marking out and measuring in mm

ICT capability enhanced by
- Use of On Guard online safety training
- Use of Inventor

Subject specific skills explicitly taught
- housing joint
- fixings (screws)
- adhesives (PVA)
- finishing - sanding/ varnishing/ polishing (timber, acrylic)
- clamping
- manipulating materials with hand tools and machinery (chisels, mallet, bandsaw, plastics oven, rule, linisher)

W.O.W:
- investigate and analyse the purpose, context, specifications and constraints for design ideas
- generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints
- communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans
- select resources, techniques and tools to make products that meet specifications
- plan and manage production procedures and modify as necessary
- make products to meet specifications by manipulating and processing resources
- identify risks and justify and apply safe practices
- evaluate the suitability of products and processes for the purpose and context, and recommend improvements
- reflect on and identify the impacts of products and processes on people, their communities and environments
- reflect on learning, apply new understandings and identify future applications.

Links to ISC literacy agenda
- Correct technical terminology
- Interpreting and producing graphical information

Links to ISC numeracy agenda
- Measure and calculate in mm
- 2D and 3D graphical representations

ICT capability enhanced by
- Use of Inventor - CAD

Subject specific skills explicitly taught
- Sketch and annotate basic drawings. Use shading, render and colour to enhance sketches.
- Develop a refined sketch from ideation sketches.
- Create a digital 3-D image from basic 2D drawings.
- Create a digital 3-D from a real object.
Unit 1 Topic/Context: Process Drama
Duration: 1 Term
Content descriptors:

<table>
<thead>
<tr>
<th>W.O.W:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works.</td>
</tr>
<tr>
<td>Create and shape arts works by manipulating arts elements to express meaning in different contexts.</td>
</tr>
<tr>
<td>Present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols.</td>
</tr>
<tr>
<td>Reflect on learning, apply new understandings and justify future applications.</td>
</tr>
</tbody>
</table>

Unit Intent:
Students complete one term of each of the visual and performing arts subjects.

In Drama, students will explore and create dramatic action and meaning by participating in a process drama.

W.O.W:
Make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works.
Create and shape arts works by manipulating arts elements to express meaning in different contexts.
Present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols.
Reflect on learning, apply new understandings and justify future applications.

Assessment:
Assessment Task 1: Scriptwriting
Genre: Creating (individual written)
Salient features:
Assessment Task 2: Group Performance
Genre: Presenting
Salient features:

Unit 1 Topic/Context: Rock Music
Duration: 9 weeks
Content descriptors:

<table>
<thead>
<tr>
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<tr>
<td>Make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works.</td>
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<td>Present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols.</td>
</tr>
<tr>
<td>Respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages.</td>
</tr>
<tr>
<td>Reflect on learning, apply new understandings and justify future applications.</td>
</tr>
</tbody>
</table>

Unit Intent:
In this unit students will be introduced to high school music. This specifically focuses on responding, creating, and presenting. It encourages all students to engage in the appreciation of music.

W.O.W:
Make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works.
Create and shape arts works by manipulating arts elements to express meaning in different contexts.
Present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols.
Respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages.
Reflect on learning, apply new understandings and justify future applications.

Assessment:
Assessment Task:
Creating
Responding
Presenting
Genre:
Creating – computer generated and hand written
Responding: Persuasive essay
Presenting: individual performance

Salient features:

Essential learning: The Arts

Art

Unit 1 Topic/Context: Introduction to the elements and principles of art
Duration: Term unit = 9-10 weeks
Content descriptors:

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works.</td>
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</tr>
<tr>
<td>Reflect on learning, apply new understandings and justify future applications.</td>
</tr>
</tbody>
</table>

Unit Intent:
Introduction to the elements of art through theory and practical based tasks.
- Introduction to the analysis of artworks using the elements of art.
- Students will have the opportunity to draw, paint and create a clay sculpture based on the integrating topic of ‘fear’.

W.O.W:
Introduction to the analysis of artworks using the elements of art.
Students will have the opportunity to draw, paint and create a clay sculpture based on the integrating topic of ‘fear’.

Assessment:
Assessment Task:
Creating
Responding
Presenting
Genre:
Creating – computer generated and hand written
Responding: Persuasive essay
Presenting: individual performance

Salient features:
Dance 1B

**Topic/Context:**
Introduction to Dance

**Duration:**
Term 1-4 on rotation

**Content Descriptions:**
The Arts Essential Learnings Document

**Unit Intent:**
Students investigate the skills of how to choreograph a dance, how to perform a dance and how to appreciate a dance.

**W.O.W:**
Creative inquiry

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

**Unit Intent:**
Students investigate the skills of how to choreograph a dance, how to perform a dance and how to appreciate a dance.

**W.O.W:**
Creative inquiry

**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:**
Dance components
Dance movements
Dance choreography skills
Dance performance skills
Dance appreciation skills

**Assessment:**
Assessment Task 1: Choreography Task
Genre: Individual focus to an audience

Assessment Task 2: Performance Task
Genre: Individual focus to an audience

Assessment Task 3: Appreciation Task
Genre: Individual focus to an audience

**Unit 3**

**Topic/Context:**
Introduction to Dance

**Duration:**
Term 1-2

**Content Descriptions:**
The Arts Essential Learnings Document

**Unit Intent:**
Students investigate the different types of dances through the use of video, research and the use of online research.

**W.O.W:**
Spelling of key words

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

**Unit Intent:**
Students investigate the different types of dances through the use of video, research and the use of online research.

**W.O.W:**
Spelling of key words

**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:**
Dance components
Dance movements
Dance choreography skills
Dance performance skills
Dance appreciation skills

**Assessment:**
Assessment Task 1: Choreography Task
Genre: Individual focus to an audience

Assessment Task 2: Performance Task
Genre: Individual focus to an audience

Assessment Task 3: Appreciation Task
Genre: Individual focus to an audience

**Salient Features:**
Comprehensive interpretation, Analysis, Evaluation, Design, Performance

**Unit 4**

**Topic/Context:**
Introduction to Dance

**Duration:**
Term 3-4

**Content Descriptions:**
The Arts Essential Learnings Document

**Unit Intent:**
Students investigate the different types of dances through the use of video, research and the use of online research.

**W.O.W:**
Spelling of key words

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

**Unit Intent:**
Students investigate the different types of dances through the use of video, research and the use of online research.

**W.O.W:**
Spelling of key words

**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:**
Dance components
Dance movements
Dance choreography skills
Dance performance skills
Dance appreciation skills

**Assessment:**
Assessment Task 1: Choreography Task
Genre: Individual focus to an audience

Assessment Task 2: Performance Task
Genre: Individual focus to an audience

Assessment Task 3: Appreciation Task
Genre: Individual focus to an audience

Salient Features:
Comprehensive interpretation, Analysis, Evaluation, Design, Performance

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