**Unit 2**

**Assessment Tasks:**
- Subject matter and theme including homophones
- History of Australian flag

**Unit 3**

**Assessment Tasks:**
- Responding to text PEE strategy
- Subject matter and theme
- Writing in paragraphs - responding to two PEE strategy

**Unit 4**

**Assessment Tasks:**
- Paragraph answers about unseen poem

**Unit Intent:**
Students will read a range of poems in different styles and with varied subject matters by a range of poets. They will learn how the language used in poetry writing is different from that used in other literary forms.

**Content Descriptors:**
- Analysing poems for meaning and understanding
- Genre patterns (e.g., ballad; lyric poetry; limericks; haiku)
- Rhythmic patterns
- Onomatopoeia
- Purpose of figurative language
- Metaphors
- Similes

**Subject Specific Skills Explicitly Taught:**
- Verbal and non-verbal persuasive techniques
- Reading and listening to persuasive texts for both literal and inferred meaning
- Persuasive language
- Rhetorical language devices
- Planning, drafting, proofreading and editing
- Revising writing strategies
- Letter genre

**Assessment:**
**Assessment Tasks:**
- Written exam - paragraph answers about unseen poems.

**Unit Intent:**
Students study a range of speculative fiction texts, both literary and non-literary, including films, short stories, poetry, articles, photographs, posters.

**Content Descriptors:**
- ACELT1638, ACELT1639, ACELT1594, ACELT1595
- ACELT1637, ACELT1636, ACELT1635

**Assessment Tasks:**
- Spoken analytical (Debate) Assignment
- Persuasive letter in support of design of new Australian flag

**Assessment:**
**Assessment Tasks:**
- Written exam - paragraph answers about unseen poems.

**Unit Intent:**
Students will be assessed on their use of persuasive language and techniques.

**Content Descriptors:**
- ACELT1560, ACELT1557, ACELT1561, ACELT1562, ACELT1552
- ACELY1746, ACELY1747, ACELY1748, ACELY1740, ACELY1741

**Assessment Tasks:**
- Written exam - paragraph answers about unseen poems.

**Unit Intent:**
Students will be assessed on their use of persuasive written and spoken techniques.

**Content Descriptors:**
- ACELT1633, ACELT1635, ACELT1771

**Assessment Tasks:**
- Spoken analytical (Debate) Assignment
- Persuasive letter in support of design of new Australian flag

**Assessment:**
**Assessment Tasks:**
- Written exam - paragraph answers about unseen poems.
<table>
<thead>
<tr>
<th>Topic/Context</th>
<th>.tex</th>
<th>Assessment Task</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fractions &amp; Decimals (3 weeks)</td>
<td></td>
<td>Test</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Linear Equations (6 weeks)</td>
<td></td>
<td>Test</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Quadratic Equations (7 weeks)</td>
<td></td>
<td>Test</td>
<td>7 weeks</td>
</tr>
<tr>
<td>Probability &amp; Statistics (4 weeks)</td>
<td></td>
<td>Test</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Trigonometry (6 weeks)</td>
<td></td>
<td>Test</td>
<td>6 weeks</td>
</tr>
</tbody>
</table>

**Unit Intent:**

- The unit has been coincided to be taught with Chapter 3 of the textbook *Trigonometry for Senior School Year 9*, published by Cambridge.
- Throughout the unit, students will consolidate their knowledge of trigonometric functions and their applications in real-world contexts.
- The unit will focus on the concepts of sine, cosine, and tangent, and their applications in solving right-angled triangles.
- Throughout the unit, students will be given opportunities to apply their knowledge of trigonometric functions to solve problems in various contexts, such as engineering, architecture, and navigation.
- Throughout the unit, students will also develop their problem-solving skills by using a variety of strategies to solve problems involving trigonometry.
- Throughout the unit, students will consolidate their knowledge of the properties of geometric shapes and their applications in real-world contexts.
- Throughout the unit, students will be asked to work in groups to solve problems involving geometric shapes, using a variety of tools such as rulers, protractors, and graph paper.
- Students will be given opportunities to apply their knowledge of geometric shapes to solve problems in various contexts, such as architecture, engineering, and art.
- Throughout the unit, students will also develop their problem-solving skills by using a variety of strategies to solve problems involving geometric shapes.
- Throughout the unit, students will consolidate their knowledge of the properties of geometric shapes.
- Students will be given opportunities to apply their knowledge of geometric shapes to solve problems in various contexts, such as architecture, engineering, and art.
- Throughout the unit, students will also develop their problem-solving skills by using a variety of strategies to solve problems involving geometric shapes.
- Throughout the unit, students will consolidate their knowledge of the properties of geometric shapes.
- Students will be given opportunities to apply their knowledge of geometric shapes to solve problems in various contexts, such as architecture, engineering, and art.
- Throughout the unit, students will also develop their problem-solving skills by using a variety of strategies to solve problems involving geometric shapes.
- Throughout the unit, students will consolidate their knowledge of the properties of geometric shapes.
- Students will be given opportunities to apply their knowledge of geometric shapes to solve problems in various contexts, such as architecture, engineering, and art.
- Throughout the unit, students will also develop their problem-solving skills by using a variety of strategies to solve problems involving geometric shapes.
- Throughout the unit, students will consolidate their knowledge of the properties of geometric shapes.
Thursday, 13 December 2012

Science

Unit 1

**Unit Intent:**
Students explore the historical development of language and communication technologies. They identify the role of language and communication in society, and the evolution of written and oral language. Students use language and communication technologies to create effective and efficient communication strategies.

**Topic/Context:**
THE CHEMICAL WORLD

**Duration:**
10 weeks

**Assessment Task 1:**
Effects of exercise on the body

**Assessment Task 2:**
Knowledge and understanding

**Assessment Task 3:**
Exam

**Exam:**
Collection of prac reports

**Content descriptors:**

- Observations
- Evidence-based conclusions
- Analyses of data
- Experiments
- Design
- Procedural modifications

**ICT capability enhanced by:**
- Use of Learning Objects
- Use of Xcel
- Use of MS Word

**Subject-specific skills explicitly taught:**

- Communicate scientific ideas, explanations, conclusions, decisions and data, using scientific argument and terminology, in appropriate formats.

**Links to SC literacy agenda:**

- Produce science writing

**W.O.W:**
- Investigate how language and communication have been used to express the needs of humans.

**Unit 2

**Unit Intent:**

- Students explore the historical development of language and communication technologies. They identify the role of language and communication in society, and the evolution of written and oral language. Students use language and communication technologies to create effective and efficient communication strategies.

**Topic/Context:**
THE CHEMICAL WORLD

**Duration:**
10 weeks

**Assessment Task 1:**
Effects of exercise on the body

**Assessment Task 2:**
Knowledge and understanding

**Assessment Task 3:**
Exam

**Exam:**
Collection of prac reports

**Content descriptors:**

- Observations
- Evidence-based conclusions
- Analyses of data
- Experiments
- Design
- Procedural modifications

**ICT capability enhanced by:**
- Use of Learning Objects
- Use of Xcel
- Use of MS Word

**Subject-specific skills explicitly taught:**

- Communicate scientific ideas, explanations, conclusions, decisions and data, using scientific argument and terminology, in appropriate formats.

**Links to SC literacy agenda:**

- Produce science writing

**W.O.W:**
- Investigate how language and communication have been used to express the needs of humans.
<p>| History | Unit | Topic/Context | Duration | Content Descriptors | Unit Intent | W.O.M. | Assessment Task | Subject specific skills explicitly taught | ICT capability enhanced by | Assessment Test | Game Format | Relevant Features |
|--------|------|---------------|----------|---------------------|------------|--------|----------------|----------------------------------------|---------------------------|-----------------|---------------|
| Year 9 | 1    | The Industrial Revolution (1750 – 1914) | Term 1 (10 weeks) | Australian History Curriculum Document ACDS0E081 ACDS0E082 | Students investigate the nature and significance of the Industrial Revolution and how it affected living and working conditions in a global context. | Historical Inquiry | Extended Written Response Essay Test | Use of online research, Use of MS Word, Use of MS Excel, Use of MS PowerPoint | Reading maps, tables and graphs, Interpreting information from maps, tables, diagrams and graphs | Short Response Test | Written test format | Interpretation, Analysis, Synthesis, Evaluation |
|        | 2    | Making a nation – The history of Australia (1788 – 1900) | Term 2 (10 weeks) | Australian History Curriculum Document ACDS0E085 ACDS0E086 | Students investigate the key events, developments and ideas that shaped the history of Australia up to 1900. | Historical Inquiry | Short Response Test | Use of online research, Use of MS Word, Use of MS Excel, Use of MS PowerPoint | Reading maps, tables and graphs, Interpreting information from maps, tables, diagrams and graphs | Essay format | | |
|        | 3    | Making a nation – The history of Australia – The road to Federation and beyond Federation (1890 – 1914) | Term 3 (10 weeks) | Australian History Curriculum Document ACDS0E087 ACDS0E088 | Students investigate the key events, developments and ideas that shaped the history of Australia at the beginning of the 20th century, especially the road to Federation and beyond Federation. | Historical Inquiry | Short Response Test | Use of online research, Use of MS Word, Use of MS Excel, Use of MS PowerPoint | Reading maps, tables and graphs, Interpreting information from maps, tables, diagrams and graphs | Essay format | | |
|        | 4    | World War I (1914 – 1918) | Term 4 (9 weeks) | Australian History Curriculum Document ACDS0E090 ACDS0E091 | Students investigate key aspects of World War I and its significance in world and Australian history. | Historical Inquiry | Extended Written Response Essay Test | Use of online research, Use of MS Word, Use of MS Excel, Use of MS PowerPoint | Reading maps, tables and graphs, Interpreting information from maps, tables, diagrams and graphs | Essay format | | |</p>
<table>
<thead>
<tr>
<th>Topic/Context:</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural hazards and disasters – Extreme natural events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration:</td>
<td>Term 1 (10 weeks)</td>
<td></td>
<td></td>
<td>Term 4 (9 weeks)</td>
</tr>
<tr>
<td>Content Descriptors:</td>
<td>Place and space</td>
<td>Place and space</td>
<td>Place and space</td>
<td>Place and space</td>
</tr>
<tr>
<td>Unit Intent:</td>
<td>Students investigate the nature of natural hazards in Australia and outside Australia</td>
<td>Students investigate the physical processes of mountain formation and investigate the influence of these processes on human activity</td>
<td>Students investigate the unique characteristics of world hot deserts by investigating hot desert location, formation, climate, landforms, plant adaptations and the ways human interact with the hot desert environment</td>
<td>Students investigate the threats to habitats and species and the ways to reduce the threats to ensure long term survival of species</td>
</tr>
<tr>
<td>W.O.W:</td>
<td>Geographical Inquiry – What and where are natural hazards/disasters? - How and why do natural hazards/disasters occur? - What are the impacts or consequences of natural hazards/disasters? What is being done or what could be done to manage the impacts of natural hazards/disasters?</td>
<td>Geographical Inquiry – What and where are the patterns of mountain environments? - How and why do these patterns occur? - What are the impacts of these patterns? - What is being done or what could be done to sustainably manage mountain environments?</td>
<td>Ecological Inquiry – What and where are the hot deserts? - How and why do these patterns occur? - What are the impacts or consequences of these patterns? - What is being done or what could be done to sustainably manage hot desert environments?</td>
<td>Geographical Inquiry – What and where are the patterns of threatened habitats? - How and why do these patterns occur? - What are the impacts or consequences of these patterns? - What is being done or what could be done to sustainably manage threatened habitats and endangered species?</td>
</tr>
<tr>
<td>Links to ISC Literacy Agenda:</td>
<td>Level guide to comprehension</td>
<td>Level guide to comprehension</td>
<td>Level guide to comprehension</td>
<td>Level guide to comprehension</td>
</tr>
<tr>
<td>ICT capability enhanced by:</td>
<td>Use of online research</td>
<td>Use of spatial technologies</td>
<td>Use of online research</td>
<td>Use of online research</td>
</tr>
<tr>
<td>Specific skills explicitly taught:</td>
<td>Summarising</td>
<td>Explanation writing</td>
<td>Research skills</td>
<td>Specific skills explicitly taught:</td>
</tr>
<tr>
<td>Genre:</td>
<td>Report format</td>
<td>Report format</td>
<td>Report format</td>
<td>Report format</td>
</tr>
<tr>
<td>Topic/Context:</td>
<td>Mountain environments – Extreme high lands of the world</td>
<td></td>
<td>Hot desert environments – The extreme hot lands of the world</td>
<td>Threatened habitats – Endangered species</td>
</tr>
<tr>
<td>Duration:</td>
<td>Term 2 (10 weeks)</td>
<td></td>
<td>Term 3 (10 weeks)</td>
<td></td>
</tr>
<tr>
<td>Content Descriptors:</td>
<td>Place and space</td>
<td>Place and space</td>
<td>Place and space</td>
<td>Place and space</td>
</tr>
<tr>
<td>Unit Intent:</td>
<td>Students investigate the unique characteristics of world hot deserts by investigating hot desert location, formation, climate, landforms, plant adaptations and the ways human interact with the hot desert environment</td>
<td>Students investigate the unique characteristics of world hot deserts by investigating hot desert location, formation, climate, landforms, plant adaptations and the ways human interact with the hot desert environment</td>
<td>Students investigate the unique characteristics of world hot deserts by investigating hot desert location, formation, climate, landforms, plant adaptations and the ways human interact with the hot desert environment</td>
<td>Students investigate the unique characteristics of world hot deserts by investigating hot desert location, formation, climate, landforms, plant adaptations and the ways human interact with the hot desert environment</td>
</tr>
<tr>
<td>W.O.W:</td>
<td>Geographical Inquiry – What and where are the patterns of mountain environments? - How and why do these patterns occur? - What are the impacts of these patterns? - What is being done or what could be done to sustainably manage mountain environments?</td>
<td>Geographical Inquiry – What and where are the patterns of mountain environments? - How and why do these patterns occur? - What are the impacts of these patterns? - What is being done or what could be done to sustainably manage mountain environments?</td>
<td>Ecological Inquiry – What and where are the hot deserts? - How and why do these patterns occur? - What are the impacts or consequences of these patterns? - What is being done or what could be done to sustainably manage hot desert environments?</td>
<td>Geographical Inquiry – What and where are the patterns of threatened habitats? - How and why do these patterns occur? - What are the impacts or consequences of these patterns? - What is being done or what could be done to sustainably manage threatened habitats and endangered species?</td>
</tr>
<tr>
<td>Links to ISC Literacy Agenda:</td>
<td>Level guide to comprehension</td>
<td>Level guide to comprehension</td>
<td>Level guide to comprehension</td>
<td>Level guide to comprehension</td>
</tr>
<tr>
<td>ICT capability enhanced by:</td>
<td>Use of maps</td>
<td>Use of online maps</td>
<td>Use of online maps</td>
<td>Use of online maps</td>
</tr>
<tr>
<td>Specific skills explicitly taught:</td>
<td>Summarising</td>
<td>Explanation writing</td>
<td>Research skills</td>
<td>Specific skills explicitly taught:</td>
</tr>
<tr>
<td>Assessment Task:</td>
<td>Short Response Test</td>
<td>Short Response Test</td>
<td>Short Response Test</td>
<td>Short Response Test</td>
</tr>
<tr>
<td>Genre:</td>
<td>Written text format</td>
<td>Written text format</td>
<td>Written text format</td>
<td>Written text format</td>
</tr>
</tbody>
</table>
### Business Studies (Y9)

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic/Context:</strong> Business and economic systems: needs and wants, supply and demand&lt;br&gt;<strong>Duration:</strong> Terms 1 (10 weeks)</td>
<td><strong>Topic/Context:</strong> Business and economic systems: supply and demand&lt;br&gt;<strong>Duration:</strong> Terms 2 (10 weeks)</td>
<td><strong>Topic/Context:</strong> Consumers and business&lt;br&gt;<strong>Duration:</strong> Terms 3 (10 weeks)</td>
<td><strong>Topic/Context:</strong> Entrepreneurs and ventures&lt;br&gt;<strong>Duration:</strong> Terms 4 (10 weeks)</td>
</tr>
<tr>
<td><strong>Content Descriptions:</strong> Business Lower Secondary Subject Area Guidelines&lt;br&gt;Key content ideas (page 4)</td>
<td><strong>Content Descriptions:</strong> Business Lower Secondary Subject Area Guidelines&lt;br&gt;Key content ideas (page 4)</td>
<td><strong>Content Descriptions:</strong> Business Lower Secondary Subject Area Guidelines&lt;br&gt;Key content ideas (page 4)</td>
<td><strong>Content Descriptions:</strong> Business Lower Secondary Subject Area Guidelines&lt;br&gt;Key content ideas (page 4)</td>
</tr>
<tr>
<td><strong>Unit Intent:</strong> Students investigate the nature of needs, wants and resources and the relationships between supply and demand</td>
<td><strong>Unit Intent:</strong> Students investigate how individuals, groups and societies exchange goods and services electronically</td>
<td><strong>Unit Intent:</strong> Students investigate the nature of consumer rights and responsibilities and how these consumer rights and responsibilities are useful in making informed decisions</td>
<td><strong>Unit Intent:</strong> Students investigate the nature of business plans, the components of business plans and how business plans influence business outcomes.</td>
</tr>
<tr>
<td>Links to ISC Literacy Agenda: Reading tables and graphs&lt;br&gt;Interpreting information from tables, diagrams and graphs</td>
<td>Links to ISC Literacy Agenda: Reading tables and graphs&lt;br&gt;Interpreting information from tables, diagrams and graphs</td>
<td>Links to ISC Literacy Agenda: Reading tables and graphs&lt;br&gt;Interpreting information from tables, diagrams and graphs</td>
<td>Links to ISC Literacy Agenda: Reading tables and graphs&lt;br&gt;Interpreting information from tables, diagrams and graphs</td>
</tr>
<tr>
<td>ICT capability enhanced by: Use of MS Word&lt;br&gt;Use of MS Excel&lt;br&gt;Use of online research</td>
<td>ICT capability enhanced by: Use of MS Word&lt;br&gt;Use of MS Excel&lt;br&gt;Use of online research</td>
<td>ICT capability enhanced by: Use of MS Word&lt;br&gt;Use of MS Excel&lt;br&gt;Use of online research</td>
<td>ICT capability enhanced by: Use of MS Word&lt;br&gt;Use of MS Excel&lt;br&gt;Use of online research</td>
</tr>
<tr>
<td>Subject specific skills explicitly taught: Summarising&lt;br&gt;Paragraph writing</td>
<td>Subject specific skills explicitly taught: Summarising&lt;br&gt;Paragraph writing</td>
<td>Subject specific skills explicitly taught: Summarising&lt;br&gt;Paragraph writing</td>
<td>Subject specific skills explicitly taught: Summarising&lt;br&gt;Paragraph writing</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment</td>
<td>Assessment</td>
<td>Assessment</td>
</tr>
<tr>
<td>Salient Features: Short responses on Knowledge and Understanding - Analysing Business Information and Communication Skills</td>
<td>Salient Features: Extended responses on Knowledge and Understanding - Analysing Business Information and Communication Skills</td>
<td>Salient Features: Extended responses on Knowledge and Understanding - Analysing Business Information and Communication Skills</td>
<td>Salient Features: Extended responses on Knowledge and Understanding - Analysing Business Information and Communication Skills</td>
</tr>
<tr>
<td>Topic/Context</td>
<td>Storyboard</td>
<td>Duration</td>
<td>Content Descriptors</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>----------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| Y9 Physical Education | Learning Outcomes: Relationships and Communication | 3 weeks | Knowledge of: Gross motor movement skills
| | | | Understanding of: Refine movement skills and apply movement concepts.
| | | | Skills of: Communication, social interaction and decision making.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Knowledge of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.
| | | | Understanding of: Impact of diverse influences on health and strategies of Mental Health and protective behaviour.
| | | | Skills of: Protective behaviours and strategies for Health promotion.
| | | | Application of: ICT capability enhanced by online research.


### Year 9 Page 8

#### Technology

**Unit of Work: Product Design and Manufacture**

**Duration:** 13 weeks

**Content descriptors:**
- Product Design and Manufacture
- Organisers for the learning outcomes in the Product Design and Manufacture strand are:
  - safety in workshop and industrial environments
  - nature of industrial materials
  - techniques for manipulating industrial materials
  - technology practice

**Unit Intent:**
This unit is based in the Industrial/Workshop environment and production areas. The students will be producing a range of tools and machinery commonly used for woodworking (real world link). Students will manipulate various materials including timber, glass, nails, screws, and electronic components and plastics in the process of producing a composite product (Final Project). Students will meet detailed specifications / parameters.

- 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 design 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**
- Subject specific spelling – Correct technical terminology
- 3 Level Guide – 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 Invio

**Subject specific skills explicitly taught**

- Safety
  - Joint select (End, Dowel, Half Lap, Square, Tongue and Tenon, Finger joints, nails, screws)
  - Adhesives
  - Finishing – Sanding, Varnishing (timber, Clamping)

- Manipulating materials with hand tools (Towel saw, bench hook, marking gauge, chisel, morter, Cross peen hammer, Screw driver)

- Manipulating materials with machines / power tools (Circular, Band Saw, Drill, Screw driver)

**Content/Context:** COFFER SHIMMING

**Duration:** 3 weeks

**Content descriptors:**
- Product Design and Manufacture
- Organisers for the learning outcomes in the Product Design and Manufacture strand are:
  - safety in workshop and industrial environments
  - nature of industrial materials
  - techniques for manipulating industrial materials
  - technology practice

**Unit Intent:**
This unit is based in the Industrial/Workshop environment and production areas. The students will be producing a range of tools and machinery commonly used for woodworking (real world link). Students will manipulate various materials including timber, glass, nails and screws in the process of producing a composite product (Final Project) 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 design 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**
- Subject specific spelling – Correct technical terminology
- 3 Level Guide – 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 Invio

**Subject specific skills explicitly taught**

- Safety
  - Joint select (End, Dowel, Half Lap, Square, Tongue and Tenon, Finger joints, nails, screws)
  - Adhesives
  - Finishing – Sanding, Varnishing (timber, Clamping)

- Manipulating materials with hand tools (Towel saw, bench hook, marking gauge, chisel, morter, Cross peen hammer, Screw driver)

- Manipulating materials with machines / power tools (Circular, Band Saw, Drill, Screw driver)

**Unit of Work: Product Design and Manufacture**

**Duration:** 13 weeks

**Content descriptors:**
- Product Design and Manufacture
- Organisers for the learning outcomes in the Product Design and Manufacture strand are:
  - safety in workshop and industrial environments
  - nature of industrial materials
  - techniques for manipulating industrial materials
  - technology practice

**Unit Intent:**
This unit is based in the Industrial/Workshop environment and production areas. The students will be producing a range of tools and machinery commonly used for woodworking (real world link). Students will manipulate various materials including timber, glass, nails and screws in the process of producing a composite product (Final Project) 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 design 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**
- Subject specific spelling – Correct technical terminology
- 3 Level Guide – 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 Invio

**Subject specific skills explicitly taught**

- Safety
  - Joint select (End, Dowel, Half Lap, Square, Tongue and Tenon, Finger joints, nails, screws)
  - Adhesives
  - Finishing – Sanding, Varnishing (timber, Clamping)

- Manipulating materials with hand tools (Towel saw, bench hook, marking gauge, chisel, morter, Cross peen hammer, Screw driver)

- Manipulating materials with machines / power tools (Circular, Band Saw, Drill, Screw driver)

**Unit of Work: Product Design and Manufacture**

**Duration:** 9 weeks

**Content descriptors:**
- Product Design and Manufacture
- Organisers for the learning outcomes in the Product Design and Manufacture strand are:
  - safety in workshop and industrial environments
  - nature of industrial materials
  - techniques for manipulating industrial materials
  - technology practice

**Unit Intent:**
This unit is based in the Industrial/Workshop environment and production areas. The students will be producing a range of tools and machinery commonly used for woodworking (real world link). Students will manipulate various materials including timber, glass, nails and screws in the process of producing a composite product (Final Project) 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 design 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**
- Subject specific spelling – Correct technical terminology
- 3 Level Guide – 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 Invio

**Subject specific skills explicitly taught**

- Safety
  - Joint select (End, Dowel, Half Lap, Square, Tongue and Tenon, Finger joints, nails, screws)
  - Adhesives
  - Finishing – Sanding, Varnishing (timber, Clamping)

- Manipulating materials with hand tools (Towel saw, bench hook, marking gauge, chisel, morter, Cross peen hammer, Screw driver)

- Manipulating materials with machines / power tools (Circular, Band Saw, Drill, Screw driver)
<table>
<thead>
<tr>
<th>Topics/Context</th>
<th>FOUNDATION UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>6 WEEKS</td>
</tr>
<tr>
<td>Content descriptors:</td>
<td></td>
</tr>
<tr>
<td>Graphic Communication</td>
<td>Knowledge of the role of outcomes in the Graphical Communication strand are:</td>
</tr>
<tr>
<td></td>
<td>• elements and principles of design</td>
</tr>
<tr>
<td></td>
<td>• graphical communication design</td>
</tr>
<tr>
<td></td>
<td>• nature of graphical information</td>
</tr>
<tr>
<td></td>
<td>• techniques for manipulating graphical information</td>
</tr>
<tr>
<td>Unit Intent:</td>
<td></td>
</tr>
<tr>
<td>The unit is aimed at introducing students to:</td>
<td></td>
</tr>
<tr>
<td>• Computer Aided Drafting</td>
<td></td>
</tr>
<tr>
<td>• Orthographic Projection</td>
<td></td>
</tr>
<tr>
<td>• Measurements / Dimensioning</td>
<td></td>
</tr>
<tr>
<td>• Drawing Presentation</td>
<td></td>
</tr>
<tr>
<td>W.O.I:</td>
<td></td>
</tr>
<tr>
<td>• Investigate and analyse the purpose, context, specifications and constraints for design ideas</td>
<td></td>
</tr>
<tr>
<td>• Generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints</td>
<td></td>
</tr>
<tr>
<td>• Communicate the details of design showing relative proportion, using labelled drawings, models and/or plans</td>
<td></td>
</tr>
<tr>
<td>• Select resources, techniques and tools to make products that meet specifications</td>
<td></td>
</tr>
<tr>
<td>• Plan and manage production procedures and modify as necessary</td>
<td></td>
</tr>
<tr>
<td>• Reflect on and identify the impacts of products and processes on people, their communities and environments</td>
<td></td>
</tr>
<tr>
<td>• Reflect on learning, apply new understandings and identify future applications</td>
<td></td>
</tr>
<tr>
<td>Links to ISC literacy agenda</td>
<td></td>
</tr>
<tr>
<td>Subject specific spelling - Correct technical terminology</td>
<td>3 Level Guide - Interpreting and producing graphical information</td>
</tr>
<tr>
<td>Links to ISC numeracy agenda</td>
<td>Measure and calculate in mm 2D and 3D Graphical representations</td>
</tr>
<tr>
<td>ICT capability enhanced by</td>
<td>Use of CAD - CAD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topics/Context</th>
<th>TOY DESIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>8 WEEKS</td>
</tr>
<tr>
<td>Content descriptors:</td>
<td></td>
</tr>
<tr>
<td>Graphic Communication</td>
<td>Knowledge of the role of outcomes in the Graphical Communication strand are:</td>
</tr>
<tr>
<td></td>
<td>• elements and principles of design</td>
</tr>
<tr>
<td></td>
<td>• graphical communication design</td>
</tr>
<tr>
<td></td>
<td>• nature of graphical information</td>
</tr>
<tr>
<td></td>
<td>• techniques for manipulating graphical information</td>
</tr>
<tr>
<td>Unit Intent:</td>
<td></td>
</tr>
<tr>
<td>This unit introduces students to both the design process and 3D Graphic communication. Students will learn how to generate a variety of design options to determine the best solution for a particular problem. They will practice a number of sketching techniques to investigate design ideas. Using the design process and analysing research made available to the student, students will learn to generate ideas to solve problems using various materials and techniques. Students will be introduced to the AutoDesk Inventor program and learn to create 3D graphical models of their design solutions.</td>
<td></td>
</tr>
<tr>
<td>W.O.I:</td>
<td></td>
</tr>
<tr>
<td>• Investigate and analyse the purpose, context, specifications and constraints for design ideas</td>
<td></td>
</tr>
<tr>
<td>• Generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints</td>
<td></td>
</tr>
<tr>
<td>• Communicate the details of design showing relative proportion, using labelled drawings, models and/or plans</td>
<td></td>
</tr>
<tr>
<td>• Select resources, techniques and tools to make products that meet specifications</td>
<td></td>
</tr>
<tr>
<td>• Plan and manage production procedures and modify as necessary</td>
<td></td>
</tr>
<tr>
<td>• Reflect on and identify the impacts of products and processes on people, their communities and environments</td>
<td></td>
</tr>
<tr>
<td>• Reflect on learning, apply new understandings and identify future applications</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topics/Context:</th>
<th>LOW COST HOUSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>6 WEEKS</td>
</tr>
<tr>
<td>Content descriptors:</td>
<td></td>
</tr>
<tr>
<td>Graphic Communication</td>
<td>Knowledge of the role of outcomes in the Graphical Communication strand are:</td>
</tr>
<tr>
<td></td>
<td>• elements and principles of design</td>
</tr>
<tr>
<td></td>
<td>• graphical communication design</td>
</tr>
<tr>
<td></td>
<td>• nature of graphical information</td>
</tr>
<tr>
<td></td>
<td>• techniques for manipulating graphical information</td>
</tr>
<tr>
<td>Unit Intent:</td>
<td></td>
</tr>
<tr>
<td>This unit introduces students to a practical design problem. Students will be introduced to the design process and 3D Graphic communication. Students will learn how to generate a variety of design options to determine the best solution for a particular problem. They will practice a number of sketching techniques to investigate design ideas. Using the design process and analysing research made available to the student, students will learn to generate ideas to solve problems using various materials and techniques. Students will be introduced to the AutoDesk Inventor program and learn to create 3D graphical models of their design solutions.</td>
<td></td>
</tr>
<tr>
<td>W.O.I:</td>
<td></td>
</tr>
<tr>
<td>• Investigate and analyse the purpose, context, specifications and constraints for design ideas</td>
<td></td>
</tr>
<tr>
<td>• Generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints</td>
<td></td>
</tr>
<tr>
<td>• Communicate the details of design showing relative proportion, using labelled drawings, models and/or plans</td>
<td></td>
</tr>
<tr>
<td>• Select resources, techniques and tools to make products that meet specifications</td>
<td></td>
</tr>
<tr>
<td>• Plan and manage production procedures and modify as necessary</td>
<td></td>
</tr>
<tr>
<td>• Reflect on and identify the impacts of products and processes on people, their communities and environments</td>
<td></td>
</tr>
<tr>
<td>• Reflect on learning, apply new understandings and identify future applications</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topics/Context:</th>
<th>BUSINESS GRAPHICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>8 WEEKS</td>
</tr>
<tr>
<td>Content descriptors:</td>
<td></td>
</tr>
<tr>
<td>Graphic Communication</td>
<td>Knowledge of the role of outcomes in the Graphical Communication strand are:</td>
</tr>
<tr>
<td></td>
<td>• elements and principles of design</td>
</tr>
<tr>
<td></td>
<td>• graphical communication design</td>
</tr>
<tr>
<td></td>
<td>• nature of graphical information</td>
</tr>
<tr>
<td></td>
<td>• techniques for manipulating graphical information</td>
</tr>
<tr>
<td>Unit Intent:</td>
<td></td>
</tr>
<tr>
<td>This unit introduces students to a business design problem. Students will be introduced to the design process and 3D Graphic communication. Students will learn how to generate a variety of design options to determine the best solution for a particular problem. They will practice a number of sketching techniques to investigate design ideas. Using the design process and analysing research made available to the student, students will learn to generate ideas to solve problems using various materials and techniques. Students will be introduced to the AutoDesk Inventor program and learn to create 3D graphical models of their design solutions.</td>
<td></td>
</tr>
<tr>
<td>W.O.I:</td>
<td></td>
</tr>
<tr>
<td>• Investigate and analyse the purpose, context, specifications and constraints for design ideas</td>
<td></td>
</tr>
<tr>
<td>• Generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints</td>
<td></td>
</tr>
<tr>
<td>• Communicate the details of design showing relative proportion, using labelled drawings, models and/or plans</td>
<td></td>
</tr>
<tr>
<td>• Select resources, techniques and tools to make products that meet specifications</td>
<td></td>
</tr>
<tr>
<td>• Plan and manage production procedures and modify as necessary</td>
<td></td>
</tr>
<tr>
<td>• Reflect on and identify the impacts of products and processes on people, their communities and environments</td>
<td></td>
</tr>
<tr>
<td>• Reflect on learning, apply new understandings and identify future applications</td>
<td></td>
</tr>
</tbody>
</table>

| Links to ISC literacy agenda | Subject specific spelling - Correct technical terminology | 3 Level Guide - 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 CAD - CAD and Photoshop |  |


**Assessment Task 1:** Formal Improvisation

- **Genre:** Improvisation

- **Salient features:**
  - Compositional techniques
  - Use of space in performance

**Assessment Task 2:** Essay writing

- **Genre:** Individual

- **Salient features:**
  - Critical analysis of music in context

**Assessment Task 3:** Ongoing journal entries

- **Genre:** Individual

**Links to ISC literacy agenda**

- Regular written reflections
- Use of grammar and key terms

**ICT capability enhanced by**

- Computer editing for assignment
- Powerpoints used to enhance learning

**Subject specific skills explicitly taught**

- Roles, characters, and relationships interpreted
- Use of musical language

**Content descriptors:**

- *, **, and

**Unit 1**

- **Topic/Context:** Contemporary Music
- **Duration:** 10 weeks
- **Content descriptions:**

**Unit Intent:** This unit focuses on developing students' knowledge and understanding of key musical concepts such as composing, performing, and reflecting on contemporary music.

**W.O.D.:**

- Topic 1:
  - Decide, produce, and perform musical ideas and solve musical problems about musical elements and compositional devices:
    - Compose using GarageBand
    - Develop and use musical elements in composition
    - Identify risks and devise and apply safe practices
    - Use ICT capability enhanced by
      - Computer editing for assignment
      - Powerpoints used to enhance learning

**Unit 2**

- **Topic/Context:** A Touch of the Blues
- **Duration:** 10 weeks
- **Content descriptions:**

**Unit Intent:** This unit focuses on developing students' knowledge and understanding of key musical concepts that are relevant to the blues genre.

**W.O.D.:**

- Topic 1:
  - Decide, produce, and perform musical ideas and solve musical problems about musical elements and compositional devices:
    - Compose using GarageBand
    - Develop and use musical elements in composition
    - Identify risks and devise and apply safe practices
    - Use ICT capability enhanced by
      - Computer editing for assignment
      - Powerpoints used to enhance learning

**Unit 3**

- **Topic/Context:** Scripted Drama
- **Duration:** 10 weeks
- **Content descriptions:**

**Unit Intent:** This unit focuses on developing students' knowledge and understanding of key musical concepts that are relevant to the classical genre.

**W.O.D.:**

- Topic 1:
  - Decide, produce, and perform musical ideas and solve musical problems about musical elements and compositional devices:
    - Compose using GarageBand
    - Develop and use musical elements in composition
    - Identify risks and devise and apply safe practices
    - Use ICT capability enhanced by
      - Computer editing for assignment
      - Powerpoints used to enhance learning

**Unit 4**

- **Topic/Context:** Connection
- **Duration:** 10 weeks
- **Content descriptions:**

**Unit Intent:** This unit focuses on developing students' knowledge and understanding of key musical concepts that are relevant to the contemporary genre.

**W.O.D.:**

- Topic 1:
  - Decide, produce, and perform musical ideas and solve musical problems about musical elements and compositional devices:
    - Compose using GarageBand
    - Develop and use musical elements in composition
    - Identify risks and devise and apply safe practices
    - Use ICT capability enhanced by
      - Computer editing for assignment
      - Powerpoints used to enhance learning

**Notes:**

- Use computer spelling, punctuation, and grammar to construct reflecting task
- Use ICT capability enhanced by
  - Computer using GarageBand
  - Record/performance in recording studio

**Links to ISC literacy agenda**

- Discover and learn patterns for musical knowledge skills
- Use ICT capability enhanced by
  - Computer using GarageBand
  - Record/performance in recording studio

**Subject specific skills explicitly taught**

- Use computer spelling, punctuation, and grammar to construct reflecting task
- Discover and learn patterns for musical knowledge skills
- Use ICT capability enhanced by
  - Computer using GarageBand
  - Record/performance in recording studio

**Art**

**Unit 1**

- **Topic/Context:** Contemporary Music
- **Duration:** 10 weeks
- **Content descriptions:**

**Unit Intent:** This unit focuses on developing students' knowledge and understanding of key musical concepts such as composing, performing, and reflecting on contemporary music.

**W.O.D.:**

- Topic 1:
  - Decide, produce, and perform musical ideas and solve musical problems about musical elements and compositional devices:
    - Compose using GarageBand
    - Develop and use musical elements in composition
    - Identify risks and devise and apply safe practices
    - Use ICT capability enhanced by
      - Computer editing for assignment
      - Powerpoints used to enhance learning

**Unit 2**

- **Topic/Context:** A Touch of the Blues
- **Duration:** 10 weeks
- **Content descriptions:**

**Unit Intent:** This unit focuses on developing students' knowledge and understanding of key musical concepts that are relevant to the blues genre.

**W.O.D.:**

- Topic 1:
  - Decide, produce, and perform musical ideas and solve musical problems about musical elements and compositional devices:
    - Compose using GarageBand
    - Develop and use musical elements in composition
    - Identify risks and devise and apply safe practices
    - Use ICT capability enhanced by
      - Computer editing for assignment
      - Powerpoints used to enhance learning

**Unit 3**

- **Topic/Context:** Scripted Drama
- **Duration:** 10 weeks
- **Content descriptions:**

**Unit Intent:** This unit focuses on developing students' knowledge and understanding of key musical concepts that are relevant to the classical genre.

**W.O.D.:**

- Topic 1:
  - Decide, produce, and perform musical ideas and solve musical problems about musical elements and compositional devices:
    - Compose using GarageBand
    - Develop and use musical elements in composition
    - Identify risks and devise and apply safe practices
    - Use ICT capability enhanced by
      - Computer editing for assignment
      - Powerpoints used to enhance learning

**Unit 4**

- **Topic/Context:** Connection
- **Duration:** 10 weeks
- **Content descriptions:**

**Unit Intent:** This unit focuses on developing students' knowledge and understanding of key musical concepts that are relevant to the contemporary genre.

**W.O.D.:**

- Topic 1:
  - Decide, produce, and perform musical ideas and solve musical problems about musical elements and compositional devices:
    - Compose using GarageBand
    - Develop and use musical elements in composition
    - Identify risks and devise and apply safe practices
    - Use ICT capability enhanced by
      - Computer using GarageBand
      - Record/performance in recording studio

**Notes:**

- Use computer spelling, punctuation, and grammar to construct reflecting task
- Discover and learn patterns for musical knowledge skills
- Use ICT capability enhanced by
  - Computer using GarageBand
  - Record/performance in recording studio

**Subject specific skills explicitly taught**

- Use computer spelling, punctuation, and grammar to construct reflecting task
- Discover and learn patterns for musical knowledge skills
- Use ICT capability enhanced by
  - Computer using GarageBand
  - Record/performance in recording studio

**Drama**

**Unit 19**

- **Topic/Context:** Shaping up to drama
- **Duration:** 1 Term
- **Content descriptions:**

**Unit Intent:** To introduce students to the concept of improving performance and developing skills that underpin all future dramatic learnings.

**W.O.D.:**

- Create decisions about artefacts, language, and cultural protocols in relation to specific styles, function, audience and purpose of arts works.
- Incorporate and manipulate artefacts, language, and cultural protocols in relation to specific styles, function, audience and purpose of arts works.
- Present and apply artefacts, language, and cultural protocols in relation to specific styles, function, audience and purpose of arts works.
- Use ICT capability enhanced by
  - Computer editing for assignment
  - Powerpoints used to enhance learning

**Subject specific skills explicitly taught**

- Use computer spelling, punctuation, and grammar to construct reflecting task
- Discover and learn patterns for musical knowledge skills
- Use ICT capability enhanced by
  - Computer using GarageBand
  - Record/performance in recording studio

**Content descriptors:**

- *, **, and
**Unit 3**

**Topic/Context:** Introduction to Modern Art with a focus on Fauvism and Pop Art.

**Content Descriptors:**
- Art History Document
- Key content ideas (page 2)

**Unit Intent:**
- Introduction to the analysis of artworks through an assignment.
- Students will have the opportunity to sketch, use online research, and frame their landscape drawings.
- Students will have the opportunity to learn and apply Fauvist techniques

**W.O.W:**
- Students will have the opportunity to sketch, use online research, and frame their landscape drawings.

**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
- Positive and negative space

**ICT capability enhanced by:**
- Internet research
- Drafting and editing of assignment work

---

**Subject specific skills explicitly taught:**
- Students will have the opportunity to sketch, use online research, and frame their landscape drawings.
- Students will have the opportunity to learn and apply Fauvist techniques

**W.O.W:**
- Students will have the opportunity to sketch, use online research, and frame their landscape drawings.

**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
- Positive and negative space

**ICT capability enhanced by:**
- Internet research
- Drafting and editing of assignment work
<table>
<thead>
<tr>
<th>Agenda</th>
<th>ICT capability enhanced by:</th>
<th>Subject specific skills explicitly taught:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>Use of online research</td>
<td>Dance components</td>
</tr>
<tr>
<td></td>
<td>Use of online research</td>
<td>Dance movements</td>
</tr>
<tr>
<td></td>
<td>Use of Dance equipment and</td>
<td>Dance choreography skills</td>
</tr>
<tr>
<td></td>
<td>technologies</td>
<td>Dance performance skills</td>
</tr>
<tr>
<td></td>
<td>Use of Dance equipment and</td>
<td>Dance appreciation skills</td>
</tr>
<tr>
<td></td>
<td>technologies</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

<table>
<thead>
<tr>
<th>Assessment Task: Choreography Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre: Individual focus of a dance to an audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Task: Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre: Individual focus of a dance to an audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Task: Appreciation Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre: Extended written format</td>
</tr>
</tbody>
</table>

**Salient Features:**

- Comprehension
- Interpretation
- Analysis
- Evaluation
- Design
- Performance

**Assessment Task: Performance Task**

| Genre: Individual focus of a dance to an audience |

**Salient Features:**

- Comprehension
- Interpretation
- Analysis
- Evaluation
- Design
- Performance

---

**Assessment Task: Appreciation Jazz Task**

| Genre: Written format |

**Salient Features:**

- Comprehension
- Interpretation
- Analysis
- Evaluation
- Design
- Performance

---

**Assessment Task: Performance Task**

| Genre: Individual focus of a dance to an audience |

**Salient Features:**

- Comprehension
- Interpretation
- Analysis
- Evaluation
- Design
- Performance

---

**Assessment Task: Appreciation Task**

| Genre: Individual focus of a dance to an audience |

**Salient Features:**

- Comprehension
- Interpretation
- Analysis
- Evaluation
- Design
- Performance

---

**Assessment Task: Performance Task**

| Genre: Individual focus of a dance to an audience |

**Salient Features:**

- Comprehension
- Interpretation
- Analysis
- Evaluation
- Design
- Performance

---

**Assessment Task: Appreciation Task**

| Genre: Individual focus of a dance to an audience |

**Salient Features:**

- Comprehension
- Interpretation
- Analysis
- Evaluation
- Design
- Performance

---

**Assessment Task: Performance Task**

| Genre: Individual focus of a dance to an audience |

**Salient Features:**

- Comprehension
- Interpretation
- Analysis
- Evaluation
- Design
- Performance
Unit 2

Topic/Context: COOKING TO THE LIMIT

Duration: 10 weeks

Unit Intent:

This unit is designed to challenge students to think about the food choices they make and how they impact the health and well-being of themselves and others. Students will be required to investigate and design recipes that meet specific nutritional needs, while also considering factors such as cost and availability of ingredients.

Assessment Tasks:

- Food Diary and Analysis
- Continuous Cookery: Practical (10 weeks)

Unit 3

Topic/Context: THAT'S FRESH - A FEED FROM THE FARMER

Duration: 11 weeks

Unit Intent:

This unit is designed to challenge students to think about the food choices they make and how they impact the health and well-being of themselves and others. Students will be required to investigate and design recipes that meet specific nutritional needs, while also considering factors such as cost and availability of ingredients.

Assessment Tasks:

- Continuous Cookery: Practical (52 Weeks)
- Report and practical (30 weeks)
Past Questions

Numeracy

Grammar

Spelling

Punctuation

Back to Naplan page
### Past Questions

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Yr_5_NAPLAN_Past_Qs" alt="Numeracy" /></td>
<td><img src="Year_5_Grammar" alt="Grammar" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Year_5_Spelling" alt="Spelling" /></td>
<td><img src="Year_5_Punctuation" alt="Punctuation" /></td>
</tr>
</tbody>
</table>

[Back to Naplan page]
Past Questions

Numeracy

Spelling

Grammar

Punctuation

Back to Naplan page
Teaching resources

Numeracy

Reading

Writing

Spelling

Language conventions

Administration

Naplan Newsletters

Back to Naplan page