Whole-School Curriculum Plan is an overview of the units to be taught across each KLA in each year level. Our school follows the C2C for English, Maths, Science and History.

The other KLA's are based on the QCAR Essential Learnings.

### Whole-School Curriculum Plan Years 7-10 2017

#### YEAR 7

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
</table>
| **Unit 1:** Analysing persuasion in media texts | Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features that persuade. They create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions. | **Unit 2:** Persuading through motivational speeches | Students will examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined. Students will deliver a recording of a persuasive motivational speech to promote a point of view or enable a new way of seeing. | **Unit 3:** Reading and creating life writing: biographies | Students read biographies to identify text structures and language features. They demonstrate their knowledge of the language features of a biography in a reading comprehension. Students gather information to create a written biography about a person who has displayed courage. | **Unit 4:** Reading and creating life writing: literary memoirs | Students continue their study of life writing by reading and analysing autobiographical narratives including pictures books. They identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event. Students create a literary memoir inspired by an abstract noun, adapting stylistic features of literary texts. | **Unit 5:** Reading and interpreting literature about Australia and Australians | Students listen to and read a variety of poems and songs about issues and images in perspectives in poetry and each poem to create particular perspectives in poetry and songs. Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text. | **Unit 6:** Examining perspectives in poetry and songs | Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments. Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text. | **Unit 7:** Exploring perspectives in poetry and songs | Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments. Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text. | **Unit 8:** Re-imagining poetry | Students read and interpret a variety of poems. They analyse the text structure and language devices used in poetry and songs about issues and images in perspectives in poetry and each poem to create particular perspectives in poetry and songs. Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text. |}

### MATHEMATICS

<table>
<thead>
<tr>
<th>4 x 70mins per week</th>
<th>5 x 70mins 1 x 40mins per term</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Students develop understandings of:</td>
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<tr>
<td>Number and place value — index notation, square roots and square numbers, determine the associative, commutative and distributive laws to aid computation, revise prime factors, express numbers as a product of its prime indices using index notation.</td>
<td><strong>Unit 3</strong></td>
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<tr>
<td>Geometry reasoning — revise triangle types, classify triangles and quadrilaterals by comparing sides and angles, make generalisations about the sum of angles in triangles and quadrilaterals.</td>
<td><strong>Unit 4</strong></td>
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<tr>
<td>Linear and non-linear relationships — construct and use linear graphs, plot points on a Cartesian plane, find coordinates for points on a Cartesian plane, solve simple linear equations, create and analyse graphs from authentic data.</td>
<td><strong>Unit 5</strong></td>
</tr>
<tr>
<td>Real numbers — compare fractions using equivalence, locate and represent fractions on a number line, solve problems involving addition and subtraction of fractions, express one quantity as a fraction of another.</td>
<td><strong>Unit 6</strong></td>
</tr>
<tr>
<td>Money and financial mathematics — compare, order and add and subtract decimals in a money context, multiply and divide decimals, add and subtract mixed numbers with unrelated denominators, solve problems involving decimals, fractions and the four operations and solve problems involving ratios.</td>
<td><strong>Unit 7</strong></td>
</tr>
<tr>
<td>Chance — construct sample spaces, assign probabilities to events and determine probabilities of events.</td>
<td><strong>Unit 8</strong></td>
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<tr>
<td><strong>Unit 9</strong></td>
<td>Students develop understandings of:</td>
</tr>
<tr>
<td>Patterns and algebra — compare, order and add and subtract integers using written strategies, solve problems involving addition and subtraction of integers, revise index notation and standard notation, explore the powers of ten and convert numbers to expanded notation.</td>
<td><strong>Unit 10</strong></td>
</tr>
<tr>
<td>Real numbers — multiply decimals using written strategies, convert between fractions, decimals and percentage and express one quantity as a fraction of another.</td>
<td><strong>Unit 11</strong></td>
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<tr>
<td>Patterns and algebra — create and evaluate formulas to model relationships between two variables.</td>
<td><strong>Unit 12</strong></td>
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<tr>
<td><strong>Unit 13</strong></td>
<td>Students develop understandings of:</td>
</tr>
<tr>
<td><strong>SCIENCES</strong></td>
<td><strong>Unit 1 - Water — water not, want not not</strong></td>
</tr>
</tbody>
</table>
cycle to understand how humans have impacted on & mimic natural processes. Students explore Australian Indigenous peoples’ values about water. They conduct a water audit for the home & school and suggest ways to manage water use. They also calculate their own water footprint. This unit needs to precede Unit 2 Water — Waste not, want not.

related to marine-resource management.

sources and examine the impact effectiveness of dichotomous examine how people use their science understanding and human endeavours such as farming and fishing. Further predictable phenomena will be studied in Unit 5 Sensational seasons.

This unit needs to follow Unit 3 Antarctica.

Further predictable phenomena will be understood and used by systems.

This unit needs to follow Unit 5

focus question:  What are the defining characteristics of ancient China and what are its relationships using second-hand data.

This unit needs to precede Unit 4

in real systems.

This unit needs to precede Unit 4

in real systems.

The assessment for this unit will be conducted in Unit 4 — Moving right along — Applications in real systems.

This unit needs to precede Unit 4

and community strategies and resources to help manage a variety of changes occurring during adolescence. Students will examine the stage of growth known as adolescence and consider how society recognises this

focus question:  How do historians and archaeologists investigate the past and what are the problems they encounter? In this unit, students:

• identify the tools, techniques and methods used by historians and archaeologists to investigate history

• explore the range of sources that can be used in an historical investigation and the usefulness of these sources

• investigate a historical event or period from Ancient Australia that has challenged historians or archaeologists to appreciate the importance of conserving remains of the ancient past.

Focus question:  What are the defining characteristics of ancient Rome and what are its practices of Chinese society • investigate the role of a significant individual and how they have been perceived by contemporaries and later historians • examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.

Focus question: What are the defining characteristics of ancient Rome and what are its terms

CIVICS AND CITIZENSHIP x 70mins per week for 1 term

UNIT 1: Investigating the ancient past

UNIT 2: The Asian world – China

UNIT 3: The Mediterranean world – Rome

Civics and Citizenship Unit 1: Exploring how Australia’s legal and political systems protect its citizens

Key questions

• How is Australia’s system of democratic government shaped by the Constitution?

• What principles of justice help to protect the individual’s rights to justice in Australia’s system of law?

• How is Australia a diverse society and what factors contribute to a cohesive society?

Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally. In this unit, students study key features of Australia’s system of government and explore how this system aims to protect all Australians. They examine the Australian Constitution and how its features, principles and values shape Australia’s democracy. Students look at how the rights of individuals are protected through the justice system. They explore how Australia’s secular system of government supports a diverse society with shared values.

UNIT 4: Generations

In this unit, students identify what are respectful relationships with family and friends and how empathy and ethical decision making contribute to these. Students explore the generational gap and the idea of mental wellness, how to cope in stressful situations and types of mental illness and how to de-stigmatise these in society.

Students will:

• identify the relationships that occur within a family and the characteristics of these relationships

• explore the characteristics and behaviours of respectful relationships and how these are changing

Cloncurry State School 2013
Unit 1: Thrown together
In this unit, students will apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity in games and sports. They will apply and refine movement concepts and strategies in response to a range of modifications made to Newcombe games.

Students will:
- examine and apply personal and social skills which contribute to working in teams
- adopt roles and responsibilities that support and enhance team cohesion
- examine and apply fair play and inclusivity principles within games and teams
- investigate and apply movement concepts and strategies used in Newcombe games and games modifications
- explore adjustments to strategies required for success in Newcombe games and game modifications
- identify, apply and refine strategies in response to modifications (rules and/or scoring systems) made to Newcombe games.

Unit 2: Athletics
Practical unit involving skills and drills related to athletics events. The unit will culminate in the school athletics carnival.

Students will:
- explore the jump and throw movement skills
- develop skills to perform the jumps and throws
- use feedback to improve accuracy and control
- perform jump and throw movement skills.
- Learn various athletics events.
- Learn how to apply specialised movement skills.
- Participate in a whole school athletics carnival.

Unit 3: Master of Control
In this unit students will participate in a range of physical activities that develop health-related and skill-related fitness components. They will create and monitor personal fitness plans.

Students will:
- explore components of health and skill related fitness
- develop the components of health and skill related fitness
- practice and apply components of health and skill related fitness
- compose a routine of health and skill related components to form a fitness plan
- monitor personal progress using their fitness plan

Unit 4: Shoots and scores!
In this unit students will participate in and investigate a range of cultural and historical games with sticks and balls such as the Indigenous games: Gorri, Wungoolay, Kokan and Koolche.

Students will:
- participate in games with cultural and historical significance
- identify the movement concepts and strategies involved in the games
- apply movement concepts and refine strategies to achieve successful outcomes
- evaluate and justify reasons for decisions and choices of action in game situations.

Other KLAs

- MUSIC
  Unit: You can't stop the beat
  An exploration of beat and rhythmic devices and how they link together to form rhythmic works and enhance melodic works.
  Students will learn:
  - Difference between beat and rhythm
  - Identify and discuss the elements of rhythm
  - Present art works to particular audiences for a specific purpose, style and function
  - Use genre specific art techniques, skills, processes and cultural protocols
  - Reflect on and learn how to apply new understandings and justify future applications.

- INFORMATION, COMMUNICATION & TECHNOLOGIES
  Unit: Understanding ICT
  Inquiring with ICTs: Students will:
  - Identify the inquiry focus, data and information requirements and a range of digital information sources.
  - Plan, conduct and refine advanced searches, and select appropriate sources of digital information in response to research questions.
  - Evaluate data and information gathered for usefulness, credibility, relevance, accuracy, completeness and significance.

- GEOGRAPHY (ACARA)
  Unit: Water in the world
  Inquiry question:
  - How do people’s reliance on places and environments influence their perception of them?
  - What effect does the uneven distribution of resources and services have on the lives of people?
  - What approaches can be used to improve the availability of resources and access to services?

In this unit, students:
- draw on studies at the national scale, including the geographical contexts of Australia and countries in the Asia

- ECONOMICS AND BUSINESS (ACARA)
  Unit: Seeking individual and business success in the market
  Key questions:
  - Why is there a relationship between consumers and producers in the market?
  - Why is personal, organisational and financial planning for the future important for both consumers and businesses?
  - How does entrepreneurial behaviour contribute to a successful business?
  - What types of work exist and in what other ways
In this unit, students will develop and apply enterprising tasks using the correct ICT specific terminology.

- Discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus.
- Classify environmental resources and recognise how use of resources changes over time.
- Make observations and select and record geographical information from secondary source on the forms water takes and how it is used.
- Select and record relevant geographical information from secondary sources to describe the ways water connects places and affects them.
- Represent geographical data in a range of graphic forms to examine and compare the quantity and variability of rainfall and other water resources.
- Represent the location of places affected by water scarcity and distribution of rainfall in large-scale and small-scale maps that conform to cartographic conventions.
- Interpret distributions, patterns, trends and relationships in the quantity and variability of Australia’s water resources and water scarcity and compare with other countries.
- Evaluate information for its reliability and usefulness in explaining how people value water in environmental, cultural, spiritual and aesthetic ways, including Aboriginal peoples and Torres Islander peoples and people in Asia.
- Apply geographical concepts to draw conclusions based on the analysis of the data and information collected to explain the causes, impacts and responses to hydrological hazards.
- Form conclusions about the nature of water scarcity and ways of overcoming it and the ways water is valued and perceived, present in an argument, using geographical terms.
- Propose strategies to increase community awareness of the importance of a sustainable supply of water.

Can people derive an income?

In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar personal, community, national or regional economics or business issue (for example, observing a business to identify factors that contribute to its success; or exploring what it means to be a consumer, a worker and a producer in the market, the relationships between these groups and the potential costs and benefits of each alternative; or developing a business plan for an indigenous eco-tourism venture).

The economics or business issue investigated will enable students to: describe the interdependence of consumers and producers in the market; explain the importance of short- and long-term planning to achieve personal, organisational and financial objectives; describe characteristics of entrepreneurs and successful businesses; and identify the reasons individuals choose to work, types of work and how people derive an income.

### HOME ECONOMICS

**Unit: How do I become a healthy adolescent?**

This unit focuses on helping teenagers to make informed choices in regards to choosing and making their own nutritious meals. They will also learn how to reuse garments and textiles items at home to make simple household articles, reducing their carbon footprint.

Students will:
- Plan and evaluate nutritious meal ideas.
- Learn about safety in the Kitchen and hygiene practices.
- Work independently and in groups.
- Learn how to make garments from household items to reduce their carbon footprint.

### MANUAL ARTS

**Unit: Introducing the Workshop**

Students will be introduced to the workshop safety procedures and tools. Students will be introduced to interpretation of technical drawings and marking-out strategies. Students will develop woodworking skills to create a wooden artefact (toy truck).

Students will:
- Interpret blueprints.
- Read and replicate measurements from paper to timber.
- Use supplied material to create a toy truck.
- Use correct safety procedures in the workshop.

### ART

**Unit: Dragons**

This unit focuses on ideas about the history of Asia to inform their design of an Asian dragon. Students will present their drawing with a detailed description in a visual art diary.

Students will:
- Create and shape art works by manipulating arts elements to express meaning in different contexts.
- Respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages.
- Ideas will be researched to inform visual responses that consider social and cultural issues.
- Design and visual documents are used to develop images and objects from visual, verbal and tactile stimuli.

### GRAPhICS

**Unit: How do I construct a working design of a child’s toy?**

Students will gain an understanding of design and graphics professions. Students will be introduced to the design process learning the following skills:
- Planning a design
- Setting the working directory
- Placing and defining the drawing plane
- Setting reference points
- Practicing functions by creating a number of 3D shapes
- Use Microsoft Word drawing pad
- Use Paint Shop Pro
- Design a logo piece by hand.
Term 1: Representations in news media

Students read excerpts from a novel that focuses on significant teen issues. They examine techniques used by writers to engage audiences and to privilege particular viewpoints. For assessment, students create a series of imaginative journal entries written from the perspective of a teenage character to explore an issue taken from the novel. Students arrange text structures and language features to highlight the effects of the selected issue on a teenager and to encourage a specific emotional response in their audience.

Term 2: Imaginative response to a novel

Students read excerpts from a novel that focuses on significant teen issues. They examine techniques used by writers to engage audiences and to privilege particular viewpoints. For assessment, students create a series of imaginative journal entries written from the perspective of a teenage character to explore an issue taken from the novel. Students arrange text structures and language features to highlight the effects of the selected issue on a teenager and to encourage a specific emotional response in their audience.

Term 3: Representing human experience

Students read and view a variety of representations of Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They analyse the text structures and language, audio and visual features that create these representations and position the audience in relation to the specific groups represented. Students then choose a text about Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures, analyse the features that create representations and position the audience, and write an analysis to express their opinion about the text.

Term 4: Understanding how meaning is created in a television drama text

Students watch a selection of film clips about Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They examine the film clips to identify and explain the features that communicate ideas about the values of a group in society. They examine the film clips to identify and explain the features that communicate ideas about the values of a group in society. They examine the film clips to identify and explain the features that communicate ideas about the values of a group in society. They examine the film clips to identify and explain the features that communicate ideas about the values of a group in society.
influence of science on the utilisation of energy sources and consider how the efficiency of these sources in the production of energy could influence their use by society.

This unit needs to precede Unit 6

What’s up?

C2C recommends: 50 hours per year level. This translates into 13 seventy minutes lessons (30% of the time) and approximately 4 lessons of overview spread across the depth studies (10% of the time).

We have chosen Approach A. Due to our extended History time we will cover one unit per term. In terms 4 we have chosen a unit from Approach C.

<table>
<thead>
<tr>
<th>HISTORY 2 x 70 mins for 3 terms</th>
<th>CIVICS AND CITIZENSHIP 2 x 70 mins for 1 term</th>
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<tbody>
<tr>
<td><strong>Civics and Citizenship</strong></td>
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<tr>
<td><strong>Unit 2:</strong> Exploring influences that shape citizenship in Australia’s democracy</td>
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<tr>
<td><strong>Key questions:</strong></td>
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</tbody>
</table>
| • What are the rights, liberties and obligations of citizens in Australia’s democracy? | • What are the rights, liberties and obligations of citizens in Australia’s democracy? 
• What are the foundations and principles of Australia’s legal system? | • What different perspectives are there about national identity? |
| **Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally.** | **In this unit, students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.** |

<table>
<thead>
<tr>
<th>Health and Physical Education 1 x 70 mins per week</th>
<th>Food for life</th>
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<tbody>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td><strong>In this unit, students explore dietary options for adolescents and the social and cultural influences on this. They will identify health concerns and explore the information used by them to facilitate choice. An evaluation of these materials will be completed by students and they will select strategies for planning and maintaining a healthy diet. Students will:</strong></td>
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<tr>
<td><strong>In this unit, students examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They will identify the family’s role in decision making and how to communicate and support peers in situations using alcohol and drugs as well as the steps to follow in an emergency situation. Students will:</strong></td>
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**Civics and Citizenship**

**Unit 2:** Exploring influences that shape citizenship in Australia’s democracy

**Key questions:**

- What are the rights, liberties and obligations of citizens in Australia’s democracy?
- What are the foundations and principles of Australia’s legal system?
- What different perspectives are there about national identity?

**Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally.**

In this unit, students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

**Civics and Citizenship**

**Unit 2:** Exploring influences that shape citizenship in Australia’s democracy

**Key questions:**

- What are the rights, liberties and obligations of citizens in Australia’s democracy?
- What are the foundations and principles of Australia’s legal system?
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In this unit, students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

**Health and Physical Education**

**Unit 2:** Exploring influences that shape citizenship in Australia’s democracy

**Key questions:**

- What are the rights, liberties and obligations of citizens in Australia’s democracy?
- What are the foundations and principles of Australia’s legal system?
- What different perspectives are there about national identity?

**Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally.**

In this unit, students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.
UNIT 1: Groovy greens
In this context, students will develop their skills in golf strokes and strategies in order to apply these in a variety of situations. Students will:
• Investigate golfing history, etiquette and scoring
• Examine golf safety practices
• Select the appropriate club and develop their swing in order to play a variety of golf strokes
• Apply and refine their golf skills, etiquette, and scoring through golf activities
• Implement refined strategies in golf activities.

UNIT 2: Athletics
Practical unit involving skills and drills related to athletics events. The unit will culminate in the school athletics carnival. Students will:
• Examine the jump and throw movement skills
• Develop skills to perform the jumps and throws
• Use feedback to improve accuracy and control
• Perform jump and throw movement skills.
• Learn various athletics events.
• Learn how to apply specialised movement skills. Participate in a whole school athletics carnival.

UNIT 3: Hardcore handball and Volleyball
In this unit students will apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They will participate in a variety of modified Olympic sports including handball. They will apply and refine their movement concepts and strategies to suit different movement situations in the games. Students will:
• Examine and apply personal and social skills which contribute to working in teams.
• Adopt roles and responsibilities that support and enhance team cohesion.
• Apply fair play and inclusivity principles.
• Explore and participate in handball games.
• Investigate and apply movement concepts and strategies.
• Explore adjustments to strategies required for success.
• Apply and refine strategies in response to modifications (rules and/or scoring systems).

UNIT 4: Netball and Cricket
In this unit students will participate in and investigate a range of cultural and historical games with sticks and balls such as the indigenous games: Goor, Wunspay, Kokan and Koobie and Australian games: Netball and Cricket. Students will:
• Participate in games with cultural and historical significance.
• Identify the movement concepts and strategies involved in the games.
• Apply movement concepts and refine strategies to achieve successful outcomes.
• Evaluate and justify reasons for decisions and choices of action in game situations.
### HOME ECONOMICS

**Unit: Independent Teenagers**

This unit focuses on teenagers and is designed to help them make them independent so that they are capable of making their own decisions in regards to choosing and making nutritious meals. They will learn how to reuse garments and textiles items from home to make simple household articles, reducing their carbon footprints.

Students will learn:
- Different meal planning tools used in Australia to plan nutritious meals.
- The six nutrients and why they are needed by the body?
- Language of instruction through recipe reading and sewing machine manuals.
- Estimating and converting units of measurements.
- Different sewing skills for example: applique, straight stitch, overlocking and French seam.

### MANUAL ARTS

**Unit: Welcome back to the Workshop**

Students will be introduced to the workshop safety procedures and tools. Students build on their knowledge of interpretation of technical drawings and marking-out strategies. Students will develop woodworking skills to create a wooden artefact (toy truck).

Students will:
- Interpret blueprints
- Read and replicate measurements from paper to timber
- Use supplied material to create a toy truck
- Use correct safety procedures in the workshop

### ART

**Unit: Dragons**

This unit focuses on ideas about the history of Asia to inform their design of an Asian dragon. Students will present their drawing with a detailed description in a visual art diary.

Students will:
- Create and shape art works by manipulating arts elements to express meaning in different contexts.
- Respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages.
- Ideas will be researched to inform visual responses that consider social and cultural issues.
- Design and visual documents are used to develop images and objects from visual, verbal and tactile stimuli.

### GRAPHICS

**Unit: How do I construct a working design of a child's toy?**

Students will gain an understanding of design and graphics professions. Students will be introduced to the design process learning the following skills:
- Planning a design
- Setting the working directory
- Placing and defining the drawing plane
- Setting reference points
- Practicing functions by creating a number of 3D shapes
- Use Microsoft Word drawing pad
- Use Paint Shop Pro
- Design a Lego piece by hand
History: C2C recommends 48 hours per year level. This translates into 13 seventy minutes lessons (30% of the time) and approximately 4 lessons of overview spread across the depth of the time.

C2S: 1 x 60min lesson, 1 x 70min lesson per week.

We have chosen Approach A. We will extend Unit 1 across term 1 and term 2.

**Elective Subjects:** Students can select two elective subjects – one from line A and one from line B. They can also opt to change elective subjects from term to term.

**YEAR 9/10**

**TERM 1**

**ENGLISH 3 x 70 mins**

Unit 1: Understanding and analysing satire in texts
Students read, view and analyse the techniques used in satirical texts. Students write an analytical response to analyse and interpret techniques of satire which influence audience interpretation and response.

Unit 2: Reading and comprehending a novel
Students read and respond to a contemporary novel that explores relevant issues. They examine the novel’s narrative viewpoint, characterisation and plot structures in literature. Students consider the links between values, beliefs, assumptions and the social, moral and ethical perspectives of authors.

Students create a literary analysis that examines how narrative viewpoint, characterisation and plot structure privilege particular social, moral and ethical positions in a novel. At the same time, students evaluate the value of the novel for young-adult readers.

Unit 3: Responding to literary texts
Students continue their analysis of a contemporary novel in order to develop their responses to literature. Throughout the unit, students examine elements of creative writing and the stylistic features of authors to prepare for assessment.

For assessment, students create an imaginative transformation - a different scene to the narrative viewpoint of a secondary character. The imaginative transformation will provide a unique perspective on characters, settings, and events taken from the original novel as a story moral and/or ethical message that responds to an issue from the text.

Unit 4: Responding to poetry
Students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to contemporary audiences and communities.

They examine stylistic features, text structures and language features used in poetry to consider how these elements combine to produce an interpretation of a poem. Students will also consider technical aspects of poetic forms such as odes, elegies, ballads & sonnets, producing their own poetic texts.

For assessment, students complete three tasks. The first task requires students to write a poem that takes an original poem in response to an important issue. The second task involves students explaining and justifying their choices in the use of stylistic features, text structures and language features. The final task requires students to perform their poems in an entertaining and engaging manner.

**TERM 2**

**MATHMATICS 3 x 70 mins**

Unit 1: Students develop understandings of: Pythagoras and Trigonometry
Students will use Pythagoras’ Theorem to solve contextualised problems. They will apply the trigonometric ratios to solve problems, by substituting into formulae. Students will develop an understanding of the three dimensions and solve contextualised trigonometric problems including surveying and orienteering.

Unit 2: Students develop understandings of: Chance
Students will describe the results of chance experiments, assign and determine probabilities including conditional probability and investigate the concepts of independence and dependence.

Unit 3: Students develop understandings of: Linear and non-linear relationships
Students will explore connections between algebraic and graphical representations. They will make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations and apply substitution and graphical methods to find solutions and solve contextualised problems.

Unit 4: Students develop understandings of: Patterns and algebra
Students will apply algebraic fractions, manipulate algebraic expressions and solve problems involving algebraic fractions, formulate & solve problems involving algebraic equations, expand and factorise quadratic expressions, and solve problems involving quadratic equations, proportional and inverse variation.

Unit 5: Students develop understandings of: Data representation and interpretation
Students will investigate the results of statistical surveys, understand and calculate statistical measures and solve problems involving statistical data and graphs.

Unit 6: Students develop understandings of: Using units of measurement
Students will use metric units and convert units as required to measure area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids.

Unit 7: Students develop understandings of: Linear and non-linear relationships
Students will solve problems involving linear and non-linear relationships, and develop and apply the concepts of graphs and relationships accurately and interpret data from graphs.

Unit 8: Students develop understandings of: Linear and non-linear relationships
Students will solve problems involving linear and non-linear relationships, and develop and apply the concepts of graphs and relationships accurately and interpret data from graphs.

**TERM 3**

**SCIENCE 3 x 70 mins**

Unit 1: Life blueprints
Students will explore genetics and heredity. They will examine the relationship between DNA, genes and the physical characteristics of an organism.

Students will analyse monohybrid crosses and use patterns and trends to predict genotypes and phenotypes of offspring. They will construct pedigrees to track heritable traits through generations. Students will examine the cause and effect of genetic disorders.

Unit 2: Life evolves
Students will learn about the scientific developments in biology and evolution. They will examine the processes of evolution and how species change over time. Students will use models and mechanisms that have been developed and refined over time by a range of scientists to explain evolution and evaluate.

Unit 3: Chemistry isn’t magic
Students will observe the effects of chemical reactions. They will conduct investigations to determine how a variety of factors affect the rate of reaction. They will examine the factors that affect reaction rate and how these factors relate to the organisation of the Periodic Table. They use evidence to explain the theory of evolution by natural selection. Students will use models and mechanisms that have been developed and refined over time by a range of scientists to explain evolution and evaluate.

Unit 4: Chemical reactions matter
Students will explore the factors that affect reaction rates. They will conduct a range of investigations, involving the formulation of hypotheses, calculations of risk and safety and selection of appropriate methods. They will include the use of digital devices to monitor and analyse reaction data.

Unit 5: Moving along
Students will explore Newton’s Three Laws of Motion and predict, describe and calculate the effects of forces on the motion of objects. They will conduct a range of investigations, involving the formulation of hypotheses, calculation of risk and safety and selection of appropriate methods, including the use of digital devices to monitor and analyse reaction data.

Unit 6: Energy of motion
Students will use the laws of motion to predict, describe and explain the effect of forces on the motion of objects. They will plan and conduct a range of investigations, involving the formulation of hypotheses, calculation of risk and safety and selection of appropriate methods, including the use of digital devices to monitor and analyse reaction data.

Unit 7: Global Systems
Students will explore the effects of climate change on the Earth. They will use models to predict and explain the causes of climate change, and how these factors interact with the Earth’s systems. Students will use models to predict and explain the effects of climate change on the Earth’s systems.
**Unit 4: Excellence in health**

In this unit, students will investigate health practices throughout the community. They will use their knowledge of health practices to enhance the health of others and connections to the community.

Students will:
- evaluate health information from a range of sources and apply the information to health decisions and situations
- critique behaviours and factors that influence the health, wellbeing of others
- devise, implement and refine strategies demonstrating leadership and collaboration when planning and implementing activities related to health excellence.

**Unit 3: The globalising world - Migration experiences (1945-present) Term 4**

Inquiry question:
- How was Australian society affected by other significant global events and changes in this period?

In this unit, students:
- investigate the origins and significance of the Universal Declaration of Human Rights
- examine the background to the struggle for rights and freedoms of Aboriginal people and Torres Strait Islander people and investigate key events, actions, and people in the struggle for rights and freedoms
- compare parallels between the American Civil Rights movement to the Australian struggle and examine its influence on Australia
- identify the ongoing efforts for rights and freedoms within Australia and the world.

**Unit 2: Rights and freedoms (1945-present) Term 3**

Inquiry question:
- How was Australian society affected by other significant global events and changes in this period?

In this unit, students:
- investigate the origins and significance of the Universal Declaration of Human Rights
- examine the background to the struggle for rights and freedoms of Aboriginal people and Torres Strait Islander people and investigate key events, actions, and people in the struggle for rights and freedoms
- compare parallels between the American Civil Rights movement to the Australian struggle and examine its influence on Australia
- identify the ongoing efforts for rights and freedoms within Australia and the world.

**Unit 1: World War II (1939-1945) Semester 1**

Inquiry question:
- What were the consequences of World War II? How did these consequences shape the modern world?

In this unit, students:
- investigate the causes and course of World War II, with a focus on significant events including the Holocaust and use of the atomic bomb
- investigate the impact of the war on Australia and the experiences of Australians on the home and war front
- analyse the consequences of World War II
- assess the significance of World War II on Australia's international relationships

**History**

1 x 60 mins
1 x 70 mins
2 lessons per week

**Unit 1:** Looking after myself and others

In this unit, students will identify situations where they may be at risk and how to respond in these situations using a variety of different techniques including CPR and First Aid. Students will conduct a survey within their school community to identify a health concern facing adolescents. They will use this information to write recommendations and design a campaign to overcome the identified health concern.

Students will:
- identify situations where risks may be taken and the responses of adolescents to these situations
- plan practise responses to emergencies where first aid (including safe blood practices) and possibly CPR may need to be administered
- identify external influences that impact on adolescents ability to make healthy and safe choices – such as body image, mental health/depression, stress, anxiety, peer pressure, taking alcohol and other drugs
- evaluate responses and propose and practice appropriate responses to these situations
- explore responsibilities of adolescents in risk situations
- explore the management of situations where their own and others health, safety and wellbeing may be at risk
- plan, implement and critique strategies to enhance the safety and wellbeing of their communities

**Unit 2:** Cultural connections

In this unit, students examine how migration and cultural identity has influenced the physical activity choices of Australian’s and their communities. They examine characteristics of ethical decision making and how it contributes to respectful relationships. They will explore diversity and identify attributes of community wellbeing and will investigate how local physical activity groups support community connections and wellbeing.

Students will:
- identify how migration has influenced Australia’s cultural identity
- discuss how migration has affected the physical activity choices of Australians
- recognise characteristics of respectful relationships
- understand how empathy and ethical decision making contribute to respectful relationships
- understand the importance of demonstrating empathy and ethical decision making when writing a blog
- explore the concept of community wellbeing
- examine how physical activity groups demonstrate characteristics outlined in the Queensland plan
- investigate how physical activity created community connections.

**Unit 3:** I can influence others

In this unit, students analyse different cultural norms and expectations with regard to alcohol and drugs. They will investigate risk taking behaviours and assess realistic responses to being encouraged to take unnecessary risks and compare personal decisions with regard to alcohol and drugs. They investigate the role of social media in decision making behaviours with regard to alcohol/drugs and access services available to support and provide advice on alcohol related issues. Students will critique campaigns with regard to alcohol and drugs, ascertain their effectiveness and create and evaluate interventions to promote wise use of alcohol and/or drugs.

Students will:
- examine the health information available to adolescents with regard to alcohol/drugs
- analyse different cultural norms and expectations with regard to alcohol/drugs and the influence this has on decision making and actions
- investigate risk taking behaviours of adolescents and assess realistic responses to avoid being encouraged to take unnecessary risks
- compare personal decisions with regard to use and abuse of alcohol/drugs and acknowledge the right of others to act differently and change their minds
- investigate the role of social media in decision making and behaviours with regard to alcohol/drugs
- assess the services available to support and provide advice on alcohol related issues and critique campaigns re alcohol/drugs – One punch can kill. WACO. Be the influence, Safe party precinct, no 2nd chance and ascertain effectiveness of the campaigns
- create and evaluate interventions (multimodal and visual in...

**Cloncurry State School 2013 | 10**
paper based and/or digital modes) to promote wise use of alcohol/drugs.
- Implement campaigns in various forums to promote messages to peers in relation to positive health behaviours with regard to alcohol/drugs.

Unit 3: Communities on the move
This unit, students examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time. They will target a community group, for example, sedentary teenagers and propose a personalised plan for improving this groups' physical activity and fitness levels. They will work collaboratively to apply and evaluate the fitness plan.

Students will:
- examine the role physical activity, outdoor recreation and sport play in the lives of Australians.
- investigate how this has changed over time.
- propose a personalised plan for improving a targeted community groups' physical activity and fitness levels.
- work collaboratively to design, apply and evaluate the fitness plan.

Unit 4: Tag rugby
In this unit students will apply and transfer movement concepts and strategies to new and challenging movement situations through participation in tag rugby.

Students will:
- develop and refine specialised movement skills involved in tag rugby.
- transfer and implement movement concepts and strategies from previous movement experiences.
- create solutions to movement challenges.

ELECTIVE SUBJECTS – LINE A

Unit Title: Clay Animation
Unit Overview: This unit involves use of modelling clay to design and create forms/figures which will then be used for action play. Students will use digital cameras to take motion pictures and use Microsoft movie maker to make a movie using the pictures taken. Students will get hands on experiences on using technology to enhance their artwork and will also give them freedom to design and create their own forms/figures and background using modelling clay and other recyclable materials.

Term 2 Unit Title: Pottery Making
Unit Overview: Pottery, made from clay, will give students a chance to use their manipulating skills to make functional ware. Their creations can then be fired in the kiln at high temperatures so that it becomes ceramic (a hard, solid, waterproof and heat resistance material) and can be used in the house as a decoration etc. The unit will allow students to design their own forms, create the form and apply decorations before and after firing in the kiln. The students can use either pinching, coiling or slab building method to create their forms. Moulds can also be used to make the forms for the pottery. Students can also experiment with the pottery wheel to make different shapes.

Term 3 Unit Title: Abstract Painting
Unit Overview: Abstract art is a creation of something that is interesting and can be representational or non-representational. Abstract arts are based on the use of the design elements and principles and can or cannot characterise something. Abstract artwork can be enhances by using oil or soft chalk pastels. Students will concentrate on line, shape and colour in this unit to create interesting pieces of abstract artwork. Cameras can also be used to take pictures and create representational abstract drawings.

Term 4 Unit Title: Australian art (Aboriginal art)
Unit Overview: Aboriginal paintings are very significant to the people because of their spiritual meanings. The artwork tells Dream Time Stories and used symbols to represent different things. Students in this unit will take a closer look at the Aboriginal artwork; what are the symbols used and create an art piece using the symbols to tell their own story. They can use the design to create a souvenir piece to represent Cloncurry and tell the tourists about the community.

Unit Title: Cultural Cookery
Unit Overview: This unit will allow students to explore the concept of interior design and how they can influence and create their own idea to affect an outcome. Students will interpret and analyse a range of mediums and select an outcome to solve a problem. Students will be able to draw on information they have learnt to solve a design problem and create a product to be using in a home environment.

Unit Title: Interior Designing
Unit Overview: This unit allows students to explore the concept of interior design and how they can influence and create their own idea to affect an outcome. Students will interpret and analyse a range of mediums and select an outcome to solve a problem. Students will be able to draw on information they have learnt to solve a design problem and create a product to be using in a home environment.

Unit Title: Cooking for Special Occasion
Unit Overview: Cooking is a major part of most of the entertainments in our lives. It is an art that most of us will find important to master as we will need it one day in our lives. Setting of the table, cooking different courses of the meal and food presentation is all part of food entertainment.

Unit Title: Life style and food
Unit Overview: This unit will focus on food, its effect on people with different lifestyle. It will explore briefly the nutritional diseases and how the incidents of such diseases can be minimized in our society today. How far does our lifestyle affect our wellbeing and how can we modify our habits to live a healthier lifestyle and deal better with stress.

Unit Title: Sun powered boats
In this unit students will design and construct a vehicle to travel a distance of 20m in the fastest possible time using power provided by a standard CO2 cartridge. In this unit students will learn:
- Fluid dynamics (aerodynamics).
- The application of aerodynamics in the real world.
- Workshop safety.
- How to conduct a risk assessment.
- Advanced timber shaping techniques.
- Finishing preparation techniques.
- Basic physics principles; force = mass x acceleration.

Unit Title: Solar powered boats
Key topics covered will include:
- Fluid dynamics applied to boat hull design.
- The difference between sequence and parallel wiring.
- Composite materials.
- Electricity production sources, methods, techniques as well and their pros and cons.
- Using a multimeter to check voltage and amperage.
- What is voltage/ amperage.

Unit Title: Mouse trap racers
For this unit, each student will be given the same design brief, specification to design and build their very own vehicle that is to be powered by the spring movement of a mouse trap. Students are to use pre-existing interlocking block modelling systems i.e. Lego, blocks, wheels and pulleys. Throughout this project students will go through the design process. This will develop an understanding for the holistic design process.

In this unit students will:
- Develop a solution to solve a real life problem.
- Sketching ideas.
- Develop researching skills using the internet.
- Develop an understanding of the basic engineering forces.
- Construct a vehicle using modelling systems such as Lego or Macamo.
- Testing their design for speed over a short distance and the
### ELECTIVE SUBJECTS – LINE B

#### ECONOMICS AND BUSINESS STUDIES (ACARA)

**3 x 70 mins**

Units are covered over a semester. 2015 will use units 3 and 4. 2016 will use units 1 and 2.

#### Unit 3: Managing economic performance and standard of living

**Key questions:**
- How is the performance of an economy measured?
- Why do variations in economic performance in different economies exist?
- What strategies do governments use to manage the economy?

In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills or inquiry, to investigate a familiar, new and complex hypothetical national, regional or global economics or business problem (for example, using economic data and information for a hypothetical developing country to devise a five year plan with strategies governments could use to manage the economy and improve living standards).

The economics and business issue will enable students to: explain economic performance indicators and relate their understanding to Australia’s performance, explain the ways that governments manage the economy to improve economic performance and living standards, explain reasons for links that exist between economic performance and living standard, the variations that exist within and between economies, and the possible causes.

#### Unit 4: Improving business productivity

**Key questions:**
- How do governments, businesses and individuals respond to changing economic conditions?
- In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills or inquiry, to investigate a familiar, new and complex hypothetical national, regional or global economics or business problem (for example, exploring how governments, businesses and individuals respond to changing economic conditions such as rise of Asia, ageing of population and increasing demand for health and social services, rapidly advancing technology, shift to a clean energy economy as a result of climate change.)

The economics and business issue will enable students to: analyse the factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions; and explain the ways businesses organise themselves to improve productivity, including the ways they manage their workforce and how they respond to changing economic conditions.

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#### MEDIA STUDIES

**3 x 70 mins**

#### Unit 1: What makes a good music video?

In this unit students:
- Learn about different music video styles
- Explore different camera movement types and shot types
- Understand how to make a shot list and storyboard
- Experiment and create their own music video (in groups)

**Unit Codes**
ICAICT102A – Operate word processing applications
ICAICT101A – Operate a personal computer

#### Unit 2: Principles of game design

In this unit students:
- Understand the concept of what makes a good game
- Identify parts of the game that are interesting
- Learn how to develop a basic game
- Experiment and create their own game

**Unit Codes**
ICAICT105A – Operate spreadsheet applications

#### JAPANESE

**3 x 70 mins**

#### Unit 1: What makes Rock, rock?

In this unit students will focus on developing students understanding of the musical elements. Students will explore different musical genres and how they relate to one another.

Students will learn:
- Identifying instrumentation genre, tonality, ostinato and form in musical works.
- Building rhythmic dictation skills, furthering students’ ability to play from different notation types (western and contemporary).
- Exploring the impact of the composers’ environment on their works (hip-hop, b-buying, and Rock and Roll – Rockabilly).

#### Unit 2: Heritage

In this unit students will explore Australian music and the culture surrounding it. Through this exploration they will gain a greater understanding of the musical elements. They will be creating their own song that reflects their heritage and write about how it is connected to the music behind the lyrics.

Students will learn:
- Differences between Major and Minor tonality
- How and why composers make certain decisions as to tonality and primary chords in their songs
- The primary chords and their application in all modern songs
- How to create a pattern of primary chords
- Melody lines and how to create them
- Lyric creation
- How to incorporate Ostinati into compositions
- Listening to works by famous composers and musicians and identifying some musical elements in them

#### MUSIC

**3 x 70 mins**

#### Unit 1: What makes Rock, rock?

In this unit students will focus on developing students understanding of the musical elements. Students will explore different musical genres and how they relate to one another.

Students will learn:
- Identifying instrumentation genre, tonality, ostinato and form in musical works.
- Building rhythmic dictation skills, furthering students’ ability to play from different notation types (western and contemporary).
- Exploring the impact of the composers’ environment on their works (hip-hop, b-buying, and Rock and Roll – Rockabilly).

#### Unit 3: Splendour in the Class

The unit will focus on developing students understanding of the musical elements found within certain pieces and to begin to identify why we see them functioning. Students will explore different musical genres, looking at the “pop stars” celebrated in these times.

Students will learn:
- Why composers were famous (what is special about them?)
- Musical elements and how they interact (e.g. unity; communicating a united voice in agreement of a message, reflecting mood etc),
- Transcribing skills furthering students ability to play from different notation types (western and contemporary)
- to explore the impact of the composers environment on their works
- the different degrees of timbre, how to identify it and how the choices make to do with timbre influence the mood, style etc of a piece
- how musical elements work together to communicate a message/mood/scene etc
- the significance of certain composers and write about their lingering effect on the musical world
- how to promote an artist/brand and what is involved in the setting up and organization of a musical festival

#### Unit 4: Music in Media

In this unit students will be exploring music as a persuasive tool. They will gain further understanding of the musical elements and how they work together to create feelings/memorability within stories and advertising to persuade an audience of a products worth. They will also be learning techniques in looping and accessibility so as to create compositions that are catchy and for a specific purpose.

Students will learn:
- How to identify Ostinato’s and their purpose in a song
- How to manipulate the musical elements to be persuasive to their message
- The differences in music in media and traditional music
- The difference between creating a jingle and selecting music for a purpose
- The importance of the message and the music working together
- Duration and how it can change the way a piece sounds
- Further their skills on an instrument
- Participate in peer marking
- Create meaningful compositions that sell or persuade the audience of a certain message or product.