



Baralaba State School P-10 Campus

Every day, every student is learning & achieving

Whole-school curriculum plan Straight/Multi-level P–10 2017

C2C Units aligned to Version 7.5 of the Australian Curriculum

(Prep/1, Year 2, Years 3/4, Years 5/6, Year 7, Year 8, Years 9/10)

Multi-level Whole-school curriculum plan: P–1, 2, 3–4, 5–6, 7, 8, 9 - 10 overview

Teaching and learning term overview across P–1, 2, 3–4, 5–6, 7, 8, 9-10

English – P-1							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Exploring emotion in picture books</p> <p>In this unit students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.</p> <p>This unit has been informed by aspects of Year 1 Unit 1 Exploring emotion in picture books.</p>	<p>Creating persuasive imaginative texts</p> <p>In this unit students read and view elements of persuasion in multimodal texts to create a spoken response (Prep), an innovation (Year 1) or a new blurb for a persuasive imaginative text (Year 2). Students publish their work digitally and present their new texts to their peers.</p> <p>This unit has been originally created for multi-level and has minor connections to Year 1 Unit 8 Creating digital texts</p>	<p>Creating and presenting a retell</p> <p>In this unit students listen to, read and view a range of narratives, including some multimodal texts, to explore the use of descriptive language in the construction of character.</p> <p>Students retell a familiar story as a multimodal text incorporating written, oral and pictorial information and present their retell orally to a familiar audience.</p> <p>This unit is based on Year 1 Unit 3 'Exploring characters in stories', Year 2 Unit 2 'Stories of families and friends' and Prep Unit 2 'Enjoying and retelling stories'. Prep, Year 1 and Year 2 content descriptions are embedded across the learning sequence.</p>	<p>Exploring Australian texts</p> <p>In this unit students listen to, read and view informative and narrative Australian texts. They respond to questions about a story and create a multimodal retell of a character from a book.</p> <p>This unit has been informed by aspects of Year 2 Unit 2 'Stories of families and friends' and Prep Unit 2 'Enjoying and retelling stories' (Weeks 5-10). Prep, Year 1 and Year 2 content descriptors are embedded across the learning sequence.</p>	<p>Examining stories and informative texts.</p> <p>In this unit, students read, view and listen to a range of stories with animal characters and ask open and closed questions of an animal character. Students create an informative text about a character in a literary text, using ICT.</p> <p>This unit is based on Year 2, Unit 6 'Exploring informative texts'.</p>	<p>Exploring Poetry</p> <p>In this unit students listen to, read and view a range of poetry. As a group, students express their personal responses and thoughts about various shared poems. Students create an imaginative reconstruction of a poem or rhyme and present it to a familiar audience.</p> <p>This unit is based on Prep Unit 3 'Interacting with Others', Year 1 Unit 4 'Engaging with Poetry' and Year 2 Unit 1 'Reading, Writing and Performing Poetry'.</p>	<p>Responding persuasively to narratives</p> <p>In this unit, students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students create a persuasive response. They compare how the representations of a character are depicted differently in two publications of the same story and give reasons for a particular preference.</p> <p>This unit is based on Year 2 Unit 4 'Identifying stereotypes', however, coverage of Prep and Year 1 Content descriptions is embedded throughout.</p>	<p>Exploring plot and characterisation in stories</p> <p>In this unit, students explore a variety of picture books to explore how stories use plot and characterisation to entertain and engage an audience. Students create a new event to be added to a familiar narrative.</p> <p>This unit is based on Year 2 Unit 7 'Exploring plot and characterisation in stories'.</p>

English – Year 2					
Unit 1	Unit 2	Unit 3/4 Consolidated	Unit 5	Unit 6	Unit 7/8 Consolidated
<p>Reading, writing and performing poetry</p> <p>Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience and explain why it is entertaining.</p>	<p>Stories of families and friends</p> <p>Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.</p>	<p>Exploring characters</p> <p>In this unit, students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They create an alternative character description. Students present their alternative character description to an audience of peers.</p> <p><i>This consolidated unit is based on Unit 3 with incorporated lessons from Unit 4 without losing the intent of the Achievement standard or Content descriptions.</i></p>	<p>Exploring Procedural Text</p> <p>Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p>	<p>Exploring informative texts</p> <p>Students read, view and listen to a range of stories to create an informative text about an event in a literary text.</p>	<p>Exploring plot and characterisation in stories</p> <p>In this unit, students explore a variety of stories in picture books to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.</p> <p><i>This consolidated unit is based on Unit 7 with incorporated lessons from Unit 8 without losing the intent of the Achievement standard or Content descriptions</i></p>

English – Year 3-4							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Investigating author's language in a familiar narrative</p> <p>In this unit, students listen to, view and read simple chapter books to explore the use of descriptive language in the construction of character. They also examine and analyse the language features and techniques used by the author. Through a written response or creation of a new chapter, trick or plan, students develop alternative behaviours and actions for a character.</p> <p>This unit has been informed by aspects of Year 4 Unit 1 Investigating author's language in a familiar narrative.</p>	<p>Creating persuasive articles</p> <p>In this unit, students read, view and analyse digital, written and spoken persuasive texts. They use their growing knowledge of literature and language to write a persuasive magazine article.</p> <p>This unit has been informed by aspects of Year 3 Unit 1 Analysing and creating a persuasive text.</p>	<p>Investigating Characters</p> <p>In this unit students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel and present a multimodal presentation to the class.</p> <p>This unit is based on Year 3 Unit 2 'Investigating characters'. Year 4 concepts are embedded in the learning sequence.</p>	<p>Exploring Australian texts set in the past</p> <p>In this unit, students listen to, read and view informative and literary recounts, set during the time of the arrival of the First Fleet to Australia. They write a literary recount set in the past from the perspective of a person present at that time and place.</p> <p>This unit is based on Year 4 Unit 5 'Exploring recounts set in the past'.</p>	<p>Examining traditional stories</p> <p>In this unit students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.</p> <p>This unit is based on Year 4 Unit 3 'Examining traditional stories from Asia'.</p>	<p>Examining humour in poetry</p> <p>In this unit students identify and analyse the literary devices of humour used in poetry by different authors. They create a humorous poem and present it to a familiar audience in an informal context.</p> <p>This unit is based on Year 4 Unit 2 Examining humour in poetry.</p>	<p>Exploring personal experiences through events</p> <p>In this unit, students read and listen to imaginative, informative and persuasive texts to identify the way authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning about a literary text. Students deliver a persuasive speech to their class on an issue or topic of personal interest.</p> <p>This unit is based on Year 3 Unit 3 'Exploring personal experiences through events'.</p>	<p>Exploring a quest novel</p> <p>In this unit, students read and analyse a quest novel. In the assessment task, students post comments and respond to others' comments on an online discussion board, to demonstrate understanding of the quest novel.</p> <p>This unit is based on Year 4 Unit 6: Exploring personal experiences through events</p>

English – Year 5-6

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Short Stories</p> <p>In this unit students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read.</p> <p>This unit has been informed by aspects of Year 6 Unit 1 Short stories.</p>	<p>Examining media texts</p> <p>In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts.</p> <p>Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.</p> <p>This unit is based on Year 5 Unit 3 'Examining media texts'.</p>	<p>Creating an animated story</p> <p>In this unit students listen to, read, view and interpret a range of animations, including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by characters through a panel discussion. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma.</p> <p>This unit is based on Year 5 Unit 4 'Examining characters in animated film.</p>	<p>Exploring narrative through novels and film</p> <p>In this unit, students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel.</p> <p>This unit has been informed by aspects of Year 5 Unit 7 Exploring narrative through novels and film.</p>	<p>Interpreting literary texts</p> <p>In this unit, students will listen to, read and analyse extracts from literary texts set in earlier times. They will demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences</p>	<p>Appreciating poetry</p> <p>In this unit, students will listen to, read and view a range of poetry, songs, anthems and odes from different times, to create a folio of responses analysing authors' use of language and its impact on the message and ideas of text.</p>	<p>Persuading through motivational speeches</p> <p>In this unit, students examine text structures and language features of speeches, including persuasive devices. Stories about the human condition and empathy for others will be read and viewed in order to inspire contexts to promote speeches that motivate change. Students will deliver a persuasive speech to promote a point of view or enable a new way of viewing an issue derived from the texts. Students will also contribute to an online discussion blog, writing posts and responses to texts they have explored in class.</p>	<p>Exploring literary texts by the same author</p> <p>In this unit, students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They will compare two novels by the same author to identify aspects of author style. Students will prepare a response analysing author style in the novel, and participate in a panel discussion.</p>

English – Year 7					
Unit 1 – C2CU3	Unit 2 – C2CU4	Unit 3/4 – C2C U1/2	Unit 5	Unit 6	Unit 7/8
<p>Reading and creating life writing: biographies</p> <p>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.</p>	<p>Reading and creating life writing: literary memoirs</p> <p>Students continue their study of life writing by reading and analysing autobiographical narratives, including picture 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.</p>	<p>Persuasion in advertisements and speeches</p> <p>In this unit, students understand how text structures and language features combine in media texts to influence audiences.</p> <p>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 persuasive motivational speech to promote a point of view or enable a new way of seeing to an audience.</p>	<p>Reading and interpreting literature about Australia and Australians</p> <p>Students listen to, read and view literature about Australia and Australians, including the close study of a literary text. Students demonstrate their understanding of the literary text by responding to comprehension questions. They also explore ideas and viewpoints about events, issues and characters represented in the text. Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. They create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition.</p>	<p>Examining representations of Australia and Australians in literature</p> <p>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.</p>	<p>Exploring poetry and songs</p> <p>In this unit, students listen to, read and interpret a variety of poems and songs including those that put forward different perspectives on a variety of issues. They analyse the text structure and language devices used in each poem to create particular effects and meaning. Students create and present a persuasive response to a song to promote a point of view, and participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue.</p>

English – Year 8					
Unit 1/2	Unit 3	Unit 4	Unit 5/6	Unit 7	Unit 8
<p>Representations of teens in texts</p> <p>In this unit students read, view and listen to a variety of news media texts including those taken from digital environments and television. Students explore representations of individuals, groups and events. Students read excerpts from a novel that focuses on significant teen issues. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints.</p>	<p>Representing human experience</p> <p>Students read, view and listen to a variety of texts that create 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.</p>	<p>Understanding how texts communicate ideas about values</p> <p>Students view a selection of multimodal texts, including texts about and by Aboriginal peoples and Torres Strait Islander peoples, to understand how texts communicate ideas about the values of groups in society. They examine the multimodal texts to identify and explain the visual and audio features that communicate ideas about values of the groups represented.</p>	<p>Expressing viewpoints on ethical issues in a television drama text</p> <p>In this unit, students examine a television drama series to understand how texts are constructed and meaning is created through combinations of modes and media. They read and view a selection of script excerpts and film clips to interpret stated and implied meanings. They identify, analyse and explain text structures and language features of scripts and television dramas that convey character, plot and issues. They examine characters and differing viewpoints on ethical issues raised in the text. Through a persuasive monologue, students use persuasive language choices and supporting evidence to express personal viewpoints that engage and influence an audience. The aesthetic qualities of the drama text are explored and evaluated, and students appreciate how knowledge of other texts influences their responses.</p>	<p>Creating short stories</p> <p>Students read and comprehend a variety of short stories to understand the text structures and language features that are used to develop characterisation, setting and plot and engage an audience. They identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects. Students also have opportunities to practise narrative writing to experiment with visual and language choices for specific purposes and effects. In the assessment task, students write and illustrate a short story, combining text structures, language features and visual choices for specific effects.</p>	<p>Analysing digital texts</p> <p>Students reflect on ways that digital technology has influenced language use and communication. They read and analyse a variety of homepages as examples of digital texts, to identify and explain language and visual features that are combined to create meaning and to engage and influence an audience. In the assessment task, students use knowledge and understanding to interpret a homepage. Students also examine and create social-media profiles to understand how choices in content create meaning about individual characters.</p>

English – Year 9					
Unit 1	Unit 2	Unit 3/4	Unit 5/6	Unit 7	Unit 8
<p>Examining representations of Australia's peoples, histories and cultures</p> <p>Students listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity. Students participate and interact in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's peoples, histories and cultures.</p>	<p>Exploring different perspectives</p> <p>Students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs. Students analyse and evaluate how text structures and language features of personal memoirs, such as humour and figurative language, are designed to engage an audience and to evoke an emotional response to significant human experiences. Students respond creatively to memoirs and write an imaginative memoir.</p>	<p>Interpreting information texts and creating speculative fiction</p> <p>In this unit, students listen to, read and view a variety of information and speculative fiction texts to produce close readings of these texts. In particular, students will examine how authors of information texts use text structures, language and visual features to present information, opinions and perspectives about issues commonly represented in works of speculative fiction. Students use their knowledge of literary texts to create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus. Students also examine and experiment with the features of hybrid texts and apply their knowledge of how authors create different levels of meaning in their writing to transform their speculative short story into a hybrid text.</p>	<p>Exploring ethical issues in a drama text and how language is manipulated for effect</p> <p>In this unit, students read a drama text to comprehend ideas about human experiences in response to ethical dilemmas, such as justice, equity and prejudice. They explore how the social, cultural and historical contexts of a text influence its construction, analysing and evaluating representations in a drama text. They create an interview script that interprets and integrates ideas from the focus text, to construct representations of characters and a point of view about an ethical issue raised in the text. Students listen to, read and view a variety of literary and non-literary texts to understand the ways that text structures and language features are manipulated to construct meaning and position audiences to accept particular perspectives about social and ethical issues. Students apply understandings about the manipulation of text structures and language features to edit texts for greater precision and persuasive effect.</p>	<p>Evaluating characters in a novel</p> <p>Students read extracts from a novel to understand how authors use text structures and language features to construct representations of characters, ideas and issues. They read, listen to and view texts that build their understanding of the ways particular text structures and language features are used for specific purposes and effects. They write an analytical essay, to evaluate how an author has constructed representations of a character, ideas and issues in the novel.</p>	<p>Examining perspectives on issues</p> <p>Students listen to, read and view literary texts to examine how authors present different perspectives on issues. Students also examine persuasive text structures and language features that influence an audience to accept a particular perspective. Students create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in a novel extract. Students also create a multimodal book trailer to engage audiences to read a familiar novel.</p>

English – Year 10					
Unit 1	Unit 2	Unit 3/4	Unit 5	Unit 6	Unit 7/8
<p>Understanding and analysing satire in texts</p> <p>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.</p>	<p>Reading and comprehending a novel</p> <p>Students read and respond to a novel that explores issues relevant to Australian society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors.</p> <p>Students create a literary analysis that examines how narrative viewpoint, characterisation and plot structure privilege particular social, moral and/or ethical positions in a novel. At the same time, students evaluate the value of the novel for young-adult readers.</p>	<p>Responding to literary texts</p> <p>In this unit, students read, analyse and evaluate a novel that explores issues relevant to Australian society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students examine elements of creative writing and the stylistic features of authors. They create an imaginative transformation - a short story that contributes an additional scene to the narrative of a novel. Using 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 well as advancing a social, moral and/or ethical message that responds to an issue from the text.</p>	<p>Responding to a Shakespearean drama</p> <p>Students read and interpret a Shakespearean tragedy. Students begin the unit by developing knowledge that will help them interpret Shakespearean drama; this is followed by a series of lessons where students read and analyse the play. Students then produce interpretations of plot, characterisations and themes using language features and text structures commonly used in literary analysis. Finally, they evaluate an interpretation of the play, analysing arguments and accompanying evidence to support or refute ideas presented by the author.</p>	<p>Responding to interpretations of Shakespeare in film</p> <p>Students view a film interpretation of a Shakespearean play. They use their knowledge of visual codes, elements of sound and the text structures and language features of film review to evaluate the value of the selected film for contemporary Australian teenage audiences.</p>	<p>Evaluating representations in news media texts</p> <p>In this unit students listen to, read, view and discuss a variety of news texts. They examine how text structures, language features and the arrangement of information within news texts position audiences to respond to people, cultures, places, events, objects and concepts. Students develop a multimodal presentation to analyse, evaluate and compare how two news texts from different sources of news media represent a person, group, culture, place, event, object and/or concept.</p>

Mathematics – P-1			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Prep</p> <ul style="list-style-type: none"> • Number and place value (NPV) — count in ones forwards and backwards from different starting points, subitise to count small collections, quantify collections, identify quantities in different arrangements, connect number names, numerals and quantities • Patterns and algebra (PA) — identify patterns and non-patterns, describe, continue and create growing and repeating patterns, use number to describe patterns, identify missing elements in a pattern • Using units of measurement (UUM) — sequence familiar events, compare the duration of events, directly and indirectly compare objects based on length, mass and capacity • Location and transformation (LT) — interpret the language of location, follow and give simple instructions, describe position • Data representation and interpretation (DRI) — answer simple questions, pose simple questions, and identify information gathered by asking and answering questions. <p>Year 1</p> <ul style="list-style-type: none"> • Number and place value (NPV) — sequence numbers, describe growing patterns, investigate the twos number sequence, represent 2-digit numbers, investigate parts and whole of quantities, show standard partitioning of 'teen' numbers, investigate subtraction, represent and solve simple addition and subtraction problems • Using units of measurement (UUM) — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units. 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Prep</p> <ul style="list-style-type: none"> • Using units of measurement (UUM) — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations • Shape (S) — compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes • Number and place value (NPV) — recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts • Location and transformation (LT) — identify and describe pathways, give and follow movement directions, represent movement paths, describe locations • Patterns and algebra (PA) — copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number <p>Year 1</p> <ul style="list-style-type: none"> • Patterns and algebra (PA)—investigate repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence • Number and place value (NPV) —represent and record the tens number sequence, represent two-digit numbers, standard partitioning of two-digit numbers, investigate equality, represent, record and solve simple addition and subtraction problems, identify 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Prep</p> <ul style="list-style-type: none"> • Using units of measurement (UUM) — make direct & indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events • Number and place value (NPV) — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • Patterns and algebra (PA) — identify, copy, continue & describe growing patterns, describe equal quantities • Data representations and interpretation (DRI) — identify questions, answer yes/no questions, use data displays to answer simple questions <p>Year 1</p> <ul style="list-style-type: none"> • Number and place value (NPV) — count collections, represent & record two-digit numbers, identify & describe number relationships, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, record & solve simple addition & subtraction problems, recall, represent & record the ones, twos, fives & tens number sequence, identify number patterns, represent & record two-digit numbers, standard place value partitioning of two-digit numbers, identify digit values, explore doubling & halving, locate numbers on linear representations, represent, record & solve simple subtraction problems • Fractions and decimals (FD) — investigate wholes & halves • Patterns and algebra (PA) — recall the ones, twos & tens counting sequences, explore number patterns, represent the fives number sequence 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Prep</p> <ul style="list-style-type: none"> • Number and place value (NPV) — represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process • Using units of measurement (UUM) — directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects • Location and transformation (LT) — describe position, describe direction • Shape (S) — describe, name and compare shapes • Data representation and interpretation (DRI) — generate yes/no questions, identify and interpret data collected. <p>Year 1</p> <ul style="list-style-type: none"> • Fractions and decimals (FD) — identify a half • Number and place value (NPV) — count collections beyond 100, skip count in ones, twos, fives and tens, identify missing elements, describe patterns created by skip counting, identify standard place value partitions of two-digit numbers, position and locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10, identify related addition and subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition and subtraction, solve addition and subtraction problems, use standard and nonstandard partitioning of two-digit numbers, count in number patterns, model numbers with a range of materials, develop and refine mental strategies for addition and subtraction problems, represent part unknown

Mathematics – P-1			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Year 1 (continued)</p> <ul style="list-style-type: none"> • Chance (C) — identify outcomes of familiar events that involve chance, describe events as 'will happen', 'won't happen' or 'might happen'. • Data representation & interpretation (DRI) — gather data (by asking suitable questions), record data in a list & table, display data (sorting, stacking or by pictorial representation), describe displays 	<p>addition problems, applying addition strategies, recording subtraction, represent multiples of ten, compare and order numbers, partition two-digit numbers, partitioning to make equal parts, representing and recording counting sequences, describing number patterns</p> <ul style="list-style-type: none"> • Location and transformation (LT) — explore and identify location, investigate position, direction and movement, interpret directions • Fractions and decimals (FD) —investigate wholes and halves • Using units of measurement (UUM) — explore and telling time to the hour. • Shape (S) — investigate the features three-dimensional objects and two-dimensional shapes, describe two-dimensional shapes and three-dimensional objects • Money and financial mathematics (MFM) — explore features of Australian coins 	<p>Year 1 (continued)</p> <ul style="list-style-type: none"> • Using units of measurement (UUM) — compare, measure & record lengths & capacity, describe durations in time, tell time to the half hour • Money and financial mathematics (MFM) - recognise, describe, & order Australian coins according to their value • Location and transformation (LT) - give & follow directions, investigate position, direction & movement. 	<p>Year 1 (continued)</p> <ul style="list-style-type: none"> • Data representation and interpretation (DRI) — ask suitable questions to collect data, gather. collect, organise and represent data • Chance (C) — classify events based on chance. • Patterns and algebra (PA) — investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns • Using units of measurement (UUM) — compare and sequence familiar events in time

Mathematics – Year 2

Unit 1/2 Consolidated	Unit 3/4 Consolidated	Unit 5/6 Consolidated	Unit 7/8 Consolidated
<p>This consolidated unit is based on Unit 1 with incorporated lessons from Unit 2 without losing the intent of the Achievement standards and Content descriptions.</p> <p>Using units of measurement - order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units</p> <p>Number and place value - count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, representing addition and subtraction, use part-part-whole relationships to solve problems, connect part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems</p> <p>Data representation and interpretation - Collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.</p> <p>Chance - Identify everyday events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.</p>	<p>Shape - recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.</p> <p>Number and place value - represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, and solve simple grouping and sharing problems.</p> <p>Patterns and algebra - identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.</p> <p>Fractions and decimals - represent halves, quarters and eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.</p> <p>Using units of measurement - identify the number of days in each month, relate months to seasons, tell time to the quarter hour; compare and order area of shapes and surfaces, and cover surfaces to represent area, measure area with informal units.</p> <p>Location and transformation - interpret simple maps of familiar locations, describe 'bird's-eye view', and use appropriate language to describe locations, use simple maps to identify locations of interest.</p> <p>Money and financial mathematics - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes.</p>	<p>Number and place value - count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, count large collections,</p> <p>Fractions - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.</p> <p>Using units of measurement - compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars</p> <p>Location and transformation - describe the effect of single-step transformations, including turns, flips and slides, identify turns, flips and slides in real-world situations</p> <p>Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts</p>	<p>Data representation and interpretation— Use data to answer questions, represent data.</p> <p>Chance - explore the language of chance, make predictions based on data displays.</p> <p>Shape—draw two-dimensional shapes, draw two-dimensional shapes with straight sides and curved lines, describe two-dimensional shapes, describe three-dimensional objects.</p> <p>Number and place value - recall addition and subtraction number facts, identify related addition and subtraction facts, add and subtract with single, 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division.</p> <p>Using units of measurement - directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour.</p> <p>Location and transformation - identify half and quarter turns, represent flips and slides, interpret simple maps</p> <p>Fractions and decimals - identify halves, quarter and eighths of shapes and collections</p>

Mathematics – Year 3-4			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Number and place value (NPV) — count to 1 000, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), match number representations, recall addition facts, add 2-digit numbers, represent and solve addition problems, represent multiplication and division, solve simple problems involving multiplication and division, recall multiplication number facts, double 2-digit numbers, recall addition number facts and related subtraction facts, add 2-digit and single-digit numbers, add and subtract 2-digit and 3-digit numbers • Using units of measurement (UUM) — interpret and use a calendar, tell time to 5-minute intervals, measure length with non-standard units, represent a metre, measure with metres, select units to measure and compare lengths, identify the need for standard units, represent one metre, measure in metres • Chance (C) — identify everyday events that involve chance, conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments. • Data representation and interpretation (DRI) — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations <p>Year 4</p> <ul style="list-style-type: none"> • Number and place value (NPV) — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Shape (S) — identify and describe the features of familiar three-dimensional objects, make models of 3D objects • Number and place value (NPV) — represent 3-digit numbers, compare and order 3-digit numbers, partition 3-digit numbers into place value parts, use place value to add and subtract numbers, consolidate familiar counting sequences, investigate odd and even numbers, recall multiplication number facts, represent multiplication and division, double and halve multiples of ten, solve simple problems involving multiplication and division, represent, compare and order 3-digit numbers, partition 3-digit numbers, investigate 1000, count to and beyond 1000, add and subtract 2-digit and 3-digit numbers, solve addition and subtraction word problems • Patterns and algebra (PA) — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns • Fractions and decimals (FD) — describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections, describe the connection between halves, fourths (quarters) and eighths, solve simple number problems involving fractions • Location and transformation (LT) - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map • Geometric reasoning (GR) - identify angles in real situations, construct angles with materials, compare the size of familiar angles in everyday situations • Money and financial mathematics(MFM) - 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Number and place value (NPV) — count in sequences beyond 1000, represent and partition 4-digit numbers, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication situations, recall multiplication number facts, identify related division number facts, recall addition and subtraction number facts, add and subtract with multiples of 10 and 100, add and subtract two-digit and three-digit numbers, add two-digit numbers using a written strategy • Money and financial mathematics (MFM) — represent money amounts in different ways, count collections of coins and notes, choose appropriate coins and notes for shopping situations, calculate change and simple totals • Fractions and decimals (FD) — represent unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths • Location and transformation (LT) — identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical • Using units of measurement (UUM) — measure using metres, compare, order and measure the mass of objects, measure the mass of familiar objects using kilograms, say, read, write and show times (to 5 minute intervals), tell time to the minute • Patterns and algebra (PA) — identify and describe number patterns involving 3-digit numbers, identify and continue patterns resulting from addition and subtraction. <p>Year 4</p> <ul style="list-style-type: none"> • Money and financial mathematics (MFM) - represent, calculate and round amounts of 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Number and place value (NPV) — recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems • Fractions and decimals (FD) — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions • Location and transformation (LT) — represent symmetry, interpret simple maps and plans • Data representation and interpretation — identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays • Chance (C) — explore the language of chance, make predictions based on data displays • Geometric reasoning (GR) — identify angles as measures of turn, compare angle sizes in everyday situations • Shape (S) — make models of three-dimensional objects, sort and describe three-dimensional objects with curved surfaces • Money and financial mathematics(MFM) — represent money values in multiple ways, count the change required for simple transactions to the nearest five cents • Using units of measurement(UUM) — measure, order and compare objects using

Mathematics – Year 3-4

Unit 1	Unit 2	Unit 3	Unit 4
<p>generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks</p> <ul style="list-style-type: none"> • Fractions and decimals (FD) — communicate sequences of simple fractions • Patterns and algebra (PA) — use properties of numbers to continue patterns • Using units of measurement (UUM) — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths • Chance (C) — compare dependent and independent events, describe probabilities of everyday events • Data representation and interpretation (DRI) — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays. 	<p>count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.</p> <p>Year 4</p> <ul style="list-style-type: none"> • Number and place value (NPV) - read 5-digit numbers, identify and describe place value in 5-digit numbers, partition numbers using place value partitions, make connections between representations of 5-digit numbers, compare and order 5-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers and make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, identify sequences created from multiplying by 10, 100 and 1 000, continue number sequences, revise informal recording methods and strategies used for calculations, and make generalisations about the sequences, and apply mental and written strategies to computation, solve addition and subtraction problems, consolidate multiplication problems, use appropriate strategies to solve problems • Fractions and decimals (FD)- revise and investigate the fractions that can be created through repetitive halving and thirding, counting and representing fractions on number lines, represent fractions using a range of models, investigate equivalent fractions, solve fraction problems from familiar contexts • Shape (S) - revise properties of 2D shapes including polygons and quadrilaterals, identify combined shapes, explore the properties of shapes used in tangrams, and creating polygons and other combined shapes using tangrams. • Location and transformation (LT) – investigate the features on maps and plans; identify the need for legends; investigate the language of location, direction and movement; find locations using turns and everyday directional language; identify cardinal points of a compass; investigate 	<p>money required for purchases and change</p> <ul style="list-style-type: none"> • Number and place value (NPV) - model and interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations • Fractions and decimals (FD) - partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals • Location and transformation (LT) - investigate different types of symmetry, analyse and create symmetrical designs • Using units of measurement (UUM) - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement • Shape (S) - compare the areas of regular and irregular shapes using informal units of area measurement • Patterns and algebra (PA) - use equivalent addition and subtraction number sentences to find unknown quantities. 	<p>familiar metric units of length, mass and capacity, tell time to the minute, investigate the relationship between units of time</p> <p>Year 4</p> <ul style="list-style-type: none"> • Fractions and decimals (FD) - count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths), investigate equivalent fractions, make connections between fractions and decimal notation • Chance (C) - describe the likelihood of everyday chance events, order events on a continuum • Data representation and interpretation (DRI) - write questions to collect data, collect and record data, display and interpret data • Patterns and algebra (PA) — Patterns and algebra - investigate and describe number patterns, solve word problems and use equivalent multiplication and division number sentences to find unknown quantities. • Number and place value (NPV) - calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers • Money and financial mathematics (MFM) — calculate change to the nearest five cents, solve problems involving purchases • Shape (S) — measure area of shapes , compare the areas of regular and irregular shapes by informal means • Using units of measurement (UUM) — measure and compare volume, use am and pm notation, solve simple time problems

Mathematics – Year 3-4			
Unit 1	Unit 2	Unit 3	Unit 4
	<p>compass directions on maps; investigate the purpose of scale; apply scale to maps and plans; explore mapping conventions; plan and plot routes on maps; explore appropriate units of measurement and calculate distances using scales.</p> <ul style="list-style-type: none"> • Geometric reasoning (GR) – identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle. • Money and financial mathematics (MFM) – read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies. Throughout this unit, students will require ready access to ICTs at a whole-class, small group and individual level. 		

Mathematics – Year 5-6

Unit 1	Unit 2	Unit 3	Unit 4
<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 5</p> <ul style="list-style-type: none"> • Number and place value (NPV) — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, use rounding and estimating to check the reasonableness of answers, represent multiplication and division using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication and division, use a written strategy for addition and subtraction, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems. • Fractions and decimals (FD)— recognise and model fractions flexibly, use materials and diagrams to perform addition or subtraction of fractions with like denominators, use materials and diagrams to model the addition and subtraction of fractions with like denominators, compare and order unit fractions, explore hundredths and represent fractions on number lines. • Using units of measurement (UUM) — investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles. • Chance (C) — make connections between chance experiments and develop an understanding of possible outcomes, carry out experiments, interpret chance information, explain, predict and justify chance experiments, apply understandings of probability and data collection to investigate the fairness of a game. • Data representation and interpretation (DRI)— build an understanding of data, develop the skill of defining numerical and categorical data, explain why data is either 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 5</p> <ul style="list-style-type: none"> • Number and place value (NPV) — round and estimate to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples, multiply and divide using a range of strategies, apply estimation and rounding to estimate answers and check answers, apply mental computation to multiply and divide; solve multiplication and division problems with no remainders • Fractions and decimals (FD) — make connections between fractional numbers and the place value system, and represent, compare and order decimals • Location and transformation (LT) — investigate and create reflection, translation and rotation symmetry, transform shapes through enlargement and describe the feature of transformed shapes • Shape (S) — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects. • Geometric reasoning (GR) – identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles • Location and transformation (LT) and Shape (S) – describe and create transformations using symmetry, represent 3D objects with 2D representations • Patterns and algebra (PA) – create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities • Data representation and interpretation (DRI) – explore methods of data representations to construct and interpret 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 5</p> <ul style="list-style-type: none"> • Money and financial mathematics (MFM) — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • Location and transformation (LT) — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes. • Number and place value (NPV) — round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, add and subtract using mental and written strategies including the right-to-left strategy, multiply whole numbers and divide by a one-digit whole number with and without remainders. • Using units of measurement (UUM) — choose appropriate units for length, area, capacity and mass, measure length, area, capacity and mass, find perimeter, problem solves and reasons when applying measurement to answer a question • Fractions and decimals (FD) — make connections between fractions & decimals, compare and order decimals • Patterns and algebra (PA) — create, continue and identify the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division. <p>Year 6</p> <ul style="list-style-type: none"> • Money and financial mathematics (MFM)— connect fractions and percentage, calculate percentages, calculate discounts of 10%, 	<p>Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of:</p> <p>Year 5</p> <ul style="list-style-type: none"> • Chance (C) — order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments • Data representation and interpretation (DRI)— investigate an issue (design data collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion) • Using units of measurement (UUM) — read and represent 24-hour time, convert between 12- and 24-hour time • Number and place value (NPV) — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition subtraction multiplication and division, use efficient mental and written strategies to solve problems. • Money and financial decisions (MFM) — create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions • Geometric reasoning (GR) — estimate and measure angles, construct angles using a protractor • Location and transformation — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language • Fractions and decimals (FD) — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond.

Mathematics – Year 5-6

Unit 1	Unit 2	Unit 3	Unit 4
<p>numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.</p> <p>Year 6</p> <ul style="list-style-type: none"> • Number and place value (NPV) — identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving whole numbers and the four operations. • Fractions and decimals (FD) — order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions, find a simple fraction of a quantity, make connections between equivalent fractions, decimals and percentages. • Money and financial mathematics (MFM) — investigate and calculate percentage discounts of 10%, 25% and 50% on sale items. • Using units of measurement (UUM) — solve problems involving the comparison of lengths and areas, interpret and use timetables • Chance — represent the probability of outcomes as a fraction or decimal, conduct chance experiments. • Data representation and interpretation (DRI) — revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays and identify the purpose and use of different displays, identify the difference between categorical and numerical data. 	<p>data displays, reason involving data.</p> <p>Year 6</p> <ul style="list-style-type: none"> • Fractions and decimals (FD) — apply mental and written strategies to add and subtract of decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by 1-digit whole numbers, locate, order and compare fractions with related denominators and locate them on a number line • Shape (S) — problem solve and reason to create nets and construct models of simple prisms and pyramids • Using units of measurement (UUM) — make connections between volume and capacity • Number and place value (NPV) — identify, describe and continue square and triangular number patterns, make generalisations about the relationship between square and triangular numbers, explore numbers below zero and position integers on a number line, select and apply mental and written strategies and digital technologies to solve problems involving multiplication and division with whole numbers • Patterns and algebra (PA) - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations • Geometric reasoning (GR) - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles. 	<p>25% and 50% on sale items</p> <ul style="list-style-type: none"> • Number and place value (NPV)- identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers • Location and transformation (LT)- identify the four quadrants on a Cartesian plane, plot and read points in all four quadrants, revise symmetry, reflection, rotation and translation, describe the effect of combinations of translations, reflections and rotations. • Fractions and decimals (FD) — add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in decimal remainders, make connections between fractions, decimals and percentages, and solve problems involving fractions and decimals • Using units of measurement (UUM) — connect decimals to the metric system , convert between units of measure, solve problems involving length and area and connect volume and capacity • Patterns and algebra (PA)— continue and create sequences involving whole numbers, fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations. 	<p>Year 6</p> <ul style="list-style-type: none"> • Chance(C) - conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies • Data representation and interpretation(DRI) - compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, problem solve and reason by manipulating secondary data • Patterns and algebra & Number and place value(PA/NPV)- represent number patterns in a table and graphically, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm. • Data representation and interpretation/Using units of measurement (DRI/UUM) - convert between units of measure, interpret data and data displays, problem solve and reason to solve an inquiry question • Fractions and decimals/Money and financial mathematics (FD/MFM) - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options • Geometric reasoning (GR) - measure angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts • Location and transformation (LT) - apply translations, reflections and rotations to create symmetrical shapes.

Mathematics – Year 7			
Unit 1/2 Consolidated	Unit 3/4 Consolidated	Unit 5/6 Consolidated	Unit 7/8 Consolidated
<p>Number and place value - Investigate the relationship between index notation, square roots and square numbers, apply the associative, commutative and distributive laws to aid computation, revise prime factors, express numbers as a product of its primes using index notation.</p> <p>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.</p> <p>Geometric reasoning - revise triangles, quadrilaterals and types of angles, classify triangles and quadrilaterals by comparing sides and angles, make generalisations about the sum of angles in triangles and in quadrilaterals.</p> <p>Shape - construct 3D objects, draw 3D objects from different viewpoints.</p> <p>Using units of measurement - develop a formula to find the area of a rectangle, calculate the area of rectangles, investigate the relationship between volume, the area of the base and the number of layers, calculate volume, solve problems involving area and volume.</p>	<p>Patterns and algebra - use variables to represent numbers, create algebraic expressions, evaluate algebraic expressions by substitution.</p> <p>Linear and non-linear relationships - plot points on a Cartesian plane, find coordinates for points on a Cartesian plane, solve simple linear equations and create and analyse graphs from authentic data.</p> <p>Real numbers - add and subtract fractions with unrelated denominators, explore the relationship between fractions, decimals and percentages, express one quantity as a percentage of another, interpret, represent and simplify ratios.</p> <p>Chance - identify sample spaces for single-step events, conduct one-step chance experiments, record observed frequencies in a table, calculate probabilities from experimental data, compare experimental and theoretical probabilities.</p>	<p>Money and financial mathematics - calculate and compare unit prices, investigate and calculate best buys with and without digital technology.</p> <p>Real numbers - Round, multiply and divide decimals in a money context, multiply and divide fractions, add and subtract mixed numbers with unrelated denominators, solve problems involving decimals, fractions and the four operations and solve problems involving ratios.</p> <p>Number and Place value — compare, order, add and subtract integers using written strategies, solve problems involving addition and subtraction of integers, review index notation and standard notation, explore the powers of ten and converting number to expanded notation</p> <p>Real numbers — multiply decimals using written strategies, convert between fractions, decimals and percentage and express one quantity as a fraction or percentage of another</p> <p>Patterns and algebra — create and evaluating formulas to model relationships between two variables.</p>	<p>Data representation and interpretation — construct stem-and-leaf plots and dot-plots, calculate mean, median, mode and range, compare a range of data displays, describe and interpret data displays using mean, median and range, identify and investigate issues involving numerical data collected from primary and secondary sources.</p> <p>Geometric reasoning — develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines and find unknown angles using angle relationships</p> <p>Location and transformation— describe and create translations, reflections and rotations on the Cartesian plane, use appropriate conventions for naming transformed shapes, identifying a combination of transformations on the Cartesian plane, and identify line and rotational symmetry.</p>

Mathematics – Year 8

Unit 1/2 Consolidated	Unit 3/4 Consolidated	Unit 5/6 Consolidated	Unit 7/8 Consolidated
<p>Number and place value - apply the four operations to rational numbers and integers and solve problems.</p> <p>Real numbers - make connections between percentages, fractions and decimals, calculate a percentage of a quantity, percentage increase and decrease, discount, profit, loss and GST, and problem solve in a range of contexts including financial situations.</p> <p>Real numbers - identify terminating and recurring decimals, link fractions to terminating and recurring decimals and explore irrational numbers in relation to pi.</p> <p>Chance - describe and calculate the probability of 'and', 'or', and 'not' events, represent events in Venn diagrams and two-way tables and solve related problems, identify complementary events and use the sum of probabilities to solve problems.</p>	<p>Number and place value - express numbers in index notation, establish the index laws with whole number bases and positive integral indices</p> <p>Patterns and algebra - expand and factorise algebraic expressions.</p> <p>Using units of measurement - convert units of measure, revise perimeter and area of parallelograms and triangles, develop formulas for rhombuses, kites, trapeziums and circles, calculate the perimeter and area of rhombuses, kites, trapeziums and circles, problem solve and reason involving perimeter, circumference and area.</p>	<p>Data representation and interpretation: collect, organise and display data; interpret data displayed in tables and graphs; connect samples and populations; explore the effect of sample size; calculate measures of centre; identify outliers and their effect on measures of centre; identify sources of bias and apply this knowledge to make hypotheses and support conclusions.</p> <p>Using units of measurement — solve problems involving time duration, for 12 and 24 time formats, within a single time zone.</p> <p>Linear and non-linear relationships — model situations involving proportional relationships, solve a range of problems involving rates and ratios, interpret, model and formulate patterns and relationships, represent patterns and relationships as rules, functions, tables and graphs and solve linear equations using graphical techniques.</p>	<p>Linear and non-linear relationships — apply number laws to algebraic expressions and equations, expand and factorise algebraic expressions, solve simple linear equations algebraically and graphically, connect patterns, linear functions, tables of values, graphs and worded statements, plot coordinates on the Cartesian plane and solve realistic problems.</p> <p>Geometric reasoning — revise angle properties (co-interior, corresponding, alternate and vertically opposite), explore congruence, establish and apply the congruence tests (SAS, AAS, SSS, RHS), extend congruence of triangles to identify the properties of quadrilaterals and solve problems using the properties of congruent figures, reasoning and generalisations, apply understanding and reasoning of area, congruence and plane shapes to develop properties of quadrilaterals.</p> <p>Using units of measurement — develop formulas for volume and capacity of rectangular and triangular prisms, solve volume problems involving rectangular and triangular prisms and convert units of measurement</p>

Mathematics – Year 9

Unit 1/2 Consolidated	Unit 3/4 Consolidated	Unit 5/6 Consolidated	Unit 7/8 Consolidated
<p>Real numbers: Solving rates problems, simplifying rates, identifying additive and multiplicative patterns in direct proportion, representing rates graphically and algebraically</p> <p>Linear and non-linear relationships: Calculating gradient, calculating the distance between two points on a Cartesian plane using Pythagoras' theorem, calculating the midpoint of a line segment.</p> <p>Using units of measurement - calculate the area of composite shapes, calculate the surface area and volume of right prisms and cylinders, solve problems involving the surface area and volume of right prisms and cylinders, apply reasoning around volume to design a rainwater collection system for a school.</p>	<p>Patterns and algebra - expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations, and find x- and y- intercepts of parabolic functions.</p> <p>Geometric reasoning - describe the conditions for similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests, and investigate scale and area.</p> <p>Pythagoras and trigonometry - apply Pythagoras' theorem to check if a triangle is acute, right-angled or obtuse; determine unknown side lengths of right-angled triangles; solve problems involving right-angled triangles; apply naming conventions for sides of right-angled triangles; use similarity to investigate the constancy of the sin, cos and tan ratios; investigate patterns in trigonometric ratios; calculate trigonometric ratios using known angle or side length values; calculate unknown side lengths in right-angled triangles; solve problems using trigonometry; and calculate unknown angles in right-angled triangles.</p>	<p>Data representation and interpretation — consolidate types of statistical variables, collect primary and secondary data to investigate statistical questions, calculate, interpret and describe statistics from both raw data and data representations using non-digital and digital resources, construct histograms and back-to-back stem-and-leaf plots and use statistical knowledge to draw conclusions.</p> <p>Real numbers— understand and use index notation, convert index notation to expanded notation and vice versa, investigate the index laws for multiplication, division, zero index, power of a power, power of a product, power of a quotient, the negative indices and simplify expressions using the index laws, convert numbers from scientific notation to standard decimal form and vice versa, use index laws to solve problems involving scientific notation</p> <p>Patterns and algebra—review the distributive law, expand and simplify binomial expressions, apply the index laws to expansion and investigate special cases of binomial expansion (perfect squares, the difference of squares)</p> <p>Money and financial mathematics— use the simple interest formula, rearrange the simple interest formula, solve problems using simple interest.</p>	<p>Chance — determine outcomes of two-step chance experiments using tree diagrams and arrays, assign probabilities to outcomes, calculate relative frequencies, determine probabilities of events (including those involving 'and' and 'or' criteria), organise data and determine relative frequencies in Venn diagrams and two-way tables, investigate data used in media reports (estimate population means and medians and evaluate the validity of statistics used).</p> <p>Real numbers - express numbers using scientific notation and perform operations using the index laws</p> <p>Using units of measurement - investigate very large and very small time scales, express time scales using metric prefixes and scientific notation, convert units of time using the index laws</p> <p>Linear and non-linear relationships - model relationships between variables and link algebraic, graphical and tabular representations of those relationships.</p>

Mathematics – Year 10

Unit 1/2 Consolidated	Unit 3/4 Consolidated	Unit 5/6 Consolidated	Unit 7/8 Consolidated
<p>Pythagoras and trigonometry: revise Pythagoras' theorem, apply the trigonometric ratios to solve problems, by substituting into formulas, in two dimensions and solve contextualised problems involving</p> <p>Chance: describe the results of two- and three-step chance experiments, assign and determine probabilities including conditional probability and investigate the concepts of dependence and independence</p>	<p>Patterns and algebra: apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, formulate and solve problems involving algebraic fractions, expand and factorise quadratics.</p> <p>Linear and non-linear relationships: explore connections between algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised problems, formulate and solve real life problems involving monic quadratic expressions and equations, adapt graphing techniques to solve problems involving monic quadratics, make connections between functions and their graphical representations and extend application of graphing techniques from linear functions to parabolas, circles and exponential functions.</p>	<p>Data representation and interpretation: develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations, calculate statistical measures of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports.</p> <p>Using units of measurement: recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, and solve problems involving calculating surface area and volume of composite solids.</p> <p>Geometric reasoning: recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules, apply understanding of plane shapes to prove geometric properties.</p>	<p>Money and financial mathematics: recall simple and compound interest formulas, calculate simple and compound interest, connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans.</p> <p>Linear and non-linear relationships: represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically.</p>

Science – P-1			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Biological Sciences The Living World</p> <p>In this unit students identify that living things have basic needs including food and water, and have a variety of external features. They describe how living things change as they grow. Students understand that the needs of living things are met in the different places in which they live and suggest actions to improve the health of a habitat for living things. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. They analyse different types of environments and how each provides for needs of living things. Students consider the impact of human activity and natural events on basic needs of living things. They share ideas about some sustainable practices that they could implement to support and protect their local living things.</p>	<p>Chemical Sciences Mastering materials</p> <p>In this unit students will investigate the properties of materials, how the properties influence a material's use and ways of changing the properties. Students understand that science involves asking questions about and describing changes to familiar objects and materials. They identify the materials and purposes of objects. They describe the properties of materials and link them to the purposes of the objects. They will investigate how materials can be physically changed and combined, thereby changing the properties of materials and the purposes for which they can be used. Students pose questions, make predictions and follow instructions to record observations, and share these with others.</p>	<p>Earth and Space Sciences The Earth and Us</p> <p>In this unit, students will investigate a variety of landscapes and ways in which people interact with the landscape. Students will explore familiar phenomena, including weather and the effect of weather on living things, including people's clothing and activities. Students will compare and describe changes that occur in the features of the day sky and landscape with the night sky and landscape. Students will consider resources of the Earth and the importance of conserving them. They will describe how Earth's resources are used and actions that can be taken to conserve them.</p>	<p>Physical Sciences Toy World</p> <p>In this unit students understand that science involves exploring and observing using the senses. They use their senses to observe the movement of objects and to investigate sources of light and sound, and how light and sound are used in everyday life, including how changes can be made to light and sound effects. Students gather information about factors influencing movement through hands-on investigations, including how pushes and pulls are used in their daily lives.</p> <p>Students pose questions, make predictions and describe what happens when changes are made to the movement of an object or to light or sound effects in an object. They share ideas and represent what they observe. Students have the opportunity to apply and explain science knowledge in a familiar situation, such as making a toy.</p>

Science – Year 2			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Mix, make and use</p> <p>Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p>	<p>Toy factory</p> <p>Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>	<p>Good to grow</p> <p>Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p>	<p>Save planet Earth</p> <p>Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p>

Science – Year 3-4

Unit 1	Unit 2	Unit 3	Unit 4
<p>Biological Sciences Life and living</p> <p>In this unit students will understand what constitutes a living thing, and that living things can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once living things. Students investigate life cycles and examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things, including the impact on the survival of the species. Students recognise where people use science knowledge in their lives. Students describe situations where science understanding can influence their own and others' actions. They make predictions and observations and record data about living and non-living things in their local environment, offering explanations for their findings. They complete simple reports to communicate their findings.</p>	<p>Chemical Sciences Properties Matter</p> <p>In this unit, students will investigate the properties of solids and liquids, including the effect of adding and removing heat. Students will evaluate how adding and removing heat affects materials in everyday life. Students will investigate a range of properties of familiar materials and consider how these influence their selection and use. Students will identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They will conduct investigations, including posing questions and making predictions, assessing safety, recording and analysing results, considering fairness, and communicating ideas and findings.</p>	<p>Earth and Space Sciences Rockin' the Earth and Sky</p> <p>In this unit students will investigate Earth's rotation on its axis in relation to the position of the sun to suggest explanations for everyday observations and events, including day and night, sunrise and sunset, shadows and length of days. They will describe observable and non-observable features of Earth and describe activities related to the movement of the Earth and daily activities in people's lives. Students will explore natural processes and human activity which cause weathering and erosion of the Earth's surface. They will relate this to their local area and predict how natural processes and human activity may affect future erosion. They describe situations where science understanding can influence their own and others' actions. They suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations.</p>	<p>Physical Sciences Physics Phenomena</p> <p>In this unit students investigate physical science concepts and use their knowledge to create a games event. Students explore ways by which heat is produced and use thermometers to measure heat. They study the behaviour of heat as it moves from one object to another and use this knowledge of the behaviour of heat to explain everyday occurrences. Students investigate and demonstrate how objects are affected by contact and non-contact forces. They use this knowledge to create a game involving forces. Students consider how to conduct investigations of heat and forces safely. They make predictions using their science knowledge and identify how science knowledge helps people understand the effects of their actions. They recognise that Aboriginal peoples and Torres Strait Islander peoples traditionally used knowledge of heat and forces in their everyday lives.</p>

Science – Year 5-6

Unit 1	Unit 2	Unit 3	Unit 4
<p>Biological Sciences Diversity and Interaction in the Living World</p> <p>In this unit, students will explore the structural features and behavioural adaptations that assist living things to survive in their environment. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will investigate the relationship between the growth and survival of living things and the physical conditions of their environment. They will investigate factors that influence how animals survive in extreme environments. Students will develop an understanding of Australian Aboriginal Peoples' knowledge of the environment that enables them to live sustainably.</p>	<p>Chemical Sciences Matter cycles and change</p> <p>In this unit students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will understand that each of solids, liquids and gases have distinct observable properties and behave in different ways. Students will apply their understanding of the properties of matter to evaluate safety considerations and signage. They will investigate changes that can be made to materials and how these changes can be classified as reversible or irreversible. Students will apply their understanding of reversible and irreversible changes to everyday processes including recycling materials. They will explore the effects of change of state and reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives. Students will understand applications of science understandings of evaporation by Indigenous peoples of Australia.</p> <p>Students will plan investigation methods using fair testing to answer questions. They will identify and assess safety risks, make observations and accurately record data and develop explanations. Students will identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy.</p>	<p>Earth and Space Sciences Earth and Beyond</p> <p>In this unit students will describe the key features of planets in our solar system. They will discuss how people have contributed science knowledge to space exploration. They will explore the place of Earth in the solar system and then use this knowledge to look for patterns and relationships between components of this system. They will examine how scientific understandings of space have changed over time due to developments in technology. Students will explore how sudden geological and extreme weather events can affect Earth's surface. They will consider the effects of earthquakes and tropical cyclones on the Earth's surface and how communities are affected. Students will gather, record and interpret data relating to space and the solar system and to Earth, such as weather, climate and weather events. Students explore the ways in which people use scientific observations to prepare for disaster in Australia and throughout Asia.</p>	<p>Physical Sciences Show Physics</p> <p>In this unit students investigate the properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices.</p> <p>Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and evaluate personal and community decisions related to use of different energy sources and their sustainability.</p> <p>Students will investigate balanced and unbalanced forces and the effect these have on the motion of an object. They explore the effects of gravity and relate centre of gravity to movement. Students investigate the impact of friction on a moving object and the forces involved in simple machines. They consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations. Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety.</p>

Science – Year 7							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Water — waste not, want not</p> <p>Students consider the importance of water and the water cycle. They distinguish between mixtures, including solutions, and pure substances. Students compare a range of separation techniques and assess which techniques can be used for specific purposes. They consider everyday applications of the separation techniques including those used by different cultures and relate use of different separation techniques to a variety of occupations. Students plan and conduct investigations into the separation of mixtures then use their data to evaluate the effectiveness of different techniques and draw conclusions. These understandings will be applied in Unit 2 through other applications to their community.</p> <p>This unit precedes Unit 2: <i>Water — waste not, want not continued.</i></p>	<p>Water — waste not, want not (continued)</p> <p>Students consider the importance of sustainable, clean water in the community. They explore Aboriginal peoples' and Torres Strait Islander peoples' values about water. They investigate the application of separation techniques in water treatment and recycling processes, and compare and contrast artificial treatment processes with the water cycle to understand how humans have impacted on and mimic natural processes. Students consider ways in which science understanding contributes to the development of water management processes to produce sustainable, clean water supplies. They conduct a water audit for the home and school, and suggest ways to manage water use. They also calculate their own water footprint.</p> <p>This unit follows on from Unit 1: <i>Water — Waste not, want not.</i></p>	<p>Moving right along — exploring motion</p> <p>Students build on their knowledge of how forces affect motion, from year 4. They develop understandings of balanced and unbalanced forces and apply these to predict and justify conclusions about changes in motion. Students explore the effects of gravitational force on motion and consider the difference between mass and weight. They analyse forces involved in simple machines to understand mechanical advantage. Students consider how people use understandings of force and motion in their occupations, and how science and technology have contributed to solving problems in the community through the development of simple machines. Students identify questions or problems and plan and conduct investigations, related to forces and motion, selecting appropriate equipment, ensuring fair testing and following safety guidelines. They summarise and use data to identify relationships and draw conclusions. Students evaluate the quality of the data, and reflect on experimental methods to identify improvements. They communicate using scientific terminology and representations, including force diagrams.</p> <p>This unit precedes Unit 4: <i>Moving right along — Applications in real systems.</i></p> <p>The assessment for this unit will be conducted in Unit 4: <i>Moving right along - Applications in real systems.</i></p>	<p>Moving right along — applications in real systems</p> <p>Students build upon understandings of force and motion, developed in Unit 3 and apply these to situations and problems in everyday life. They apply their understanding of fair testing to construct, test, and modify a balloon-powered vehicle and analyse the forces acting on the vehicle. Students build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces within more complex systems. They investigate the application of scientific understanding of force and motion in transport systems and consider how scientific and technological developments have improved vehicular safety.</p> <p>This unit follows on from Unit 3: <i>Moving right along — exploring motion</i></p>	<p>Heavenly bodies</p> <p>Students will understand the relative positions of the Earth, moon and sun in space. Students will describe the rotations and orbits of the Earth and moon relative to the sun. Students will understand that science knowledge changes with new evidence and they will identify how the positions of the Earth, moon and sun cause different predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. Students will explore and compare cultural beliefs related to phases of the moon, eclipses and solar phenomena. Students will examine how science and technology have contributed to understanding solar storms and reducing their effects on Earth. Further predictable phenomena will be studied in Unit 6: <i>Sensational seasons.</i></p>	<p>Sensational seasons</p> <p>Students will explore the relationship between the tilt of the Earth on its axis, its rotation and orbit around the sun and seasons. They will understand that different environmental factors define the seasons for different cultures. Students will also examine the relationship between the angle of the Earth's tilt and the intensity of the sunlight hitting the Earth. They will examine data about weather and climate from different sources. Students will understand that the behaviour and appearance of plants and animals and the activity and practices of humans change in response to seasonal changes. They will explore how science understanding influences the development of practices within agriculture and marine resource management.</p> <p>This unit follows Unit 5 <i>Heavenly bodies.</i></p>	<p>Organising organisms</p> <p>Students will classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification. Students analyse the effectiveness of dichotomous keys and suggest improvements. They explore how improvements in microscope technology led to changes in classification systems. Students consider how and why classification systems are used in a variety of occupations. They explore feeding relationships between organisms in an environment using food chains and food webs and construct representations of these relationships using second-hand data.</p> <p>Students apply their understandings from this unit in Unit 8: <i>Affecting organisms.</i></p>	<p>Affecting organisms</p> <p>Students review their understanding of food webs to identify how human activity can impact food webs in the marine environment. They summarise and analyse data and consider how science and technology contribute to finding solutions to issues related to marine-resource management. Students propose practices which could be put into place to address resource-management and sustainability issues. They examine how people use their science understanding and skills in occupations, and the work of scientists in Antarctica. Students explore native food webs and how these are understood and used by Indigenous Australians.</p>

Science – Year 8

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Particles matter</p> <p>Students are introduced to the particle model of matter and use it to explain properties. They investigate the physical and chemical properties of materials and identify signs of chemical change. Students relate the properties of materials to their use in everyday applications and evaluate the effectiveness of the material for its identified purpose. They examine traditional uses of natural material by Aboriginal peoples and Torres Strait Islander peoples. Students plan and conduct investigations of the properties of materials identifying risk and applying safety guidelines. They use data to identify relationships, draw conclusions, evaluate the quality of data collected and suggest improvements to experimental methods.</p> <p>The assessment for this unit will be conducted in Unit 2: <i>Chemistry of common substances</i>.</p>	<p>Chemistry of common substances</p> <p>Students extend their application of the particle model of matter to represent and explain differences between elements, compounds and mixtures, and differences between physical and chemical change. They are introduced to the periodic table of elements, including symbolic representation of elements. Students continue to investigate the physical and chemical properties of materials and explain how these relate to material use. They plan and conduct fair tests, ensuring safety guidelines are followed. Students record observations and collect, summarise and analyse data. They evaluate the quality of the data collected during fair tests and suggest ways the quality of the data could be improved. Students use their data to draw evidence-based conclusions about the suitability of a material for a specific use and make recommendations of the most appropriate material for an identified purpose.</p> <p>This unit follows Unit 1:</p>	<p>Rocks never die</p> <p>Students explore different types of rocks and the minerals of which they are composed. They compare the different processes and timescales involved in the formation and breakdown of igneous, sedimentary and metamorphic rocks, as part of the rock cycle. Students investigate the properties of minerals and analyse data to identify patterns and relationships between mineral composition, location and the type of rock formed. They identify rock specimens and model processes of rock formation. They use a variety of representations, including geologic cross-sections, to analyse relationships between and draw conclusions about rock types, rock cycle processes and the geological history of an area.</p> <p>This unit precedes Unit 4: <i>Rock my world</i>.</p> <p>The assessment for this unit will be conducted in Unit 4: <i>Rock my world</i>.</p>	<p>Rock my world</p> <p>Students apply their understanding of rocks and minerals to describe the properties of soil, formed from the weathering of rocks, and the impact of soil degradation on the environment and agriculture. They research an issue that has led to soil degradation and consider how collaboration across different fields of science and technological advancements are helping to address this issue. Students learn how mineral based resources are sourced, extracted, processed and used, including how Aboriginal peoples and Torres Strait Islander peoples quarry and use rocks and minerals. They summarise information from secondary sources to draw conclusions about how knowledge from different fields of science is used in locating, extracting and processing a particular mineral-based resource, and how science and technology contribute to the development and advancement of sustainable mining processes. Students use representations and scientific understanding to analyse relationships and draw conclusions about rock and mineral-based resources</p> <p>This unit follows Unit 3:</p>	<p>Energy in my life</p> <p>Students classify energy forms. They investigate different forms of potential energy, making predictions and conducting fair tests, ensuring safety guidelines are followed. Students process and analyse experimental data and evaluate experimental methods used in investigations. They use models and representations to examine kinetic energy and its relationship with potential energy and heat energy. Students communicate how energy is transferred and transformed through systems and use diagrams to represent energy flow. They recognise that energy can be transformed into usable and unusable forms and consider how this can impact on the efficiency of a system. Students discuss the use and influence of science on the utilisation of energy resources and consider how the efficiency in the production of energy could influence the use of these resources by society.</p> <p>This unit needs to precede Unit 6 — <i>What's up?</i> The assessment for this unit will be conducted in Unit 6: <i>What's up</i>.</p>	<p>What's up</p> <p>Students plan and conduct an investigation into the operating sequence and energy transfers and transformations of a 'Rube Goldberg' machine. They incorporate improvements into the initial design of the machine, considering safety, and evaluate the effectiveness of the modifications in improving the quality of the machine. Students identify the different forms of energy applicable to the operation of the machine, and describe and explain how energy flow causes change during the operation of the machine. Students also examine Australia's supply and use of renewable and non-renewable energy resources. They consider the impact of solar technology being made available to Aboriginal peoples and Torres Strait Islander peoples living in remote Australian communities. Students evaluate the impacts of transitioning to renewable resources compared with the continued use of fossil fuels, and examine how science and technology are contributing to making the transition socially, economically and environmentally sustainable.</p>	<p>Building blocks of life</p> <p>Students identify cells as the basic units of living things. They use microscopes and images to distinguish between multi-cellular and unicellular organisms and identify specialised cellular structures. Students understand how to prepare wet mount slides and correctly construct biological drawings from microscopic observations. They compare similarities and differences between plant and animal cell structure. Students examine the relationship between the structure and function of specialised plant and animal cells, including reproductive cells, and understand the advantages of cell specialisation. They analyse the development of cell theory as a result of historical scientific work and use the findings to validate the tenets of the theory. Students identify and construct scientifically investigable questions and problems related to the relationship between cell structure and function.</p> <p>This unit precedes</p>	<p>Survival</p> <p>In this unit students will analyse the relationships between structure and function of organs in the major systems of the human body, including the reproductive system. They will examine and compare organs and systems in other animals and plants. Students will observe how different systems work together to ensure the survival of a species. Students will analyse trends in reproduction strategies, and explore the concepts of ethical guidelines to consider the impact of animal welfare frameworks when planning investigations in science education.</p> <p>This unit follows Unit 7 <i>Building blocks of life</i>.</p>

Science – Year 8							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	<i>Particles matter.</i>		<i>Rocks never die.</i>			<i>Unit 8 Survival.</i>	

Science – Year 9

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Energy on the move</p> <p>Students examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model. Students have opportunities to form hypotheses and investigate quantitative and qualitative data and information on the flow of electrical energy and heat energy. They use these findings, scientific knowledge and prior understanding to form conclusions. Students evaluate explanations and claims using scientific knowledge. They assess energy efficiencies in house design and use of electrical appliances for heating and cooling to make informed decisions about the influence of science and technology on energy use.</p> <p>This unit precedes Unit 2: <i>Making Waves</i>.</p>	<p>Making waves</p> <p>Students build on their knowledge of energy transfer to include the wave-based models of energy transfer related to sound and light. Students investigate wave motion and how different mediums affect sound and light transfer. They explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. Students design and conduct investigations to transmit a form of energy through a medium using available equipment and materials. They analyse experimental and second-hand data and identify relationships within the data. Students explore the structure and use of musical instruments by Aboriginal peoples and Torres Strait Islander peoples.</p> <p>This unit follows Unit 1: <i>Energy on the move</i>.</p>	<p>It's elementary</p> <p>Students explore the development of scientific ideas about atoms and their subatomic particles, protons, neutrons and electrons. They investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life. Students understand that scientific knowledge and ideas about the structure of atoms and isotopes has changed as new evidence has become available. They research the use of radioisotopes in a range of areas of society and consider the impacts of these uses on society, including the technology and occupations resulting from these uses. Students critically evaluate the sources of their researched information.</p>	<p>Changing Earth</p> <p>Students explore the historical development of the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic-plate boundaries and the tectonic events which occur at these boundaries. They explore technological developments that have aided scientists in the study of tectonic-plate movement and consider how these assist societies living in tectonic-event areas. Students research the impact of tectonic events such as earthquakes, tsunamis and volcanoes on humans and describe where science and technology are contributing to the development of safer buildings.</p>	<p>My life in balance</p> <p>Students identify human body systems and the ways in which they work together in balance to support life. They outline how essential requirements for life are provided internally through a coordinated approach. Students analyse and predict the effects of the environment on body systems, and discuss how the body responds to changes in the environment and to diseases. They research the positive and negative aspects of vaccination and use evidence to justify decisions related to vaccination. Students consider current and future developments in vaccine technology and reflect on how the needs of society influence the focus of scientific research. Students evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas.</p>	<p>Responding to change</p> <p>Students explore the concepts of change and sustainability within an ecosystem. They understand that all life is connected through ecosystems and changes to its balance can have an effect on the populations, interrelationships and the flow of matter and energy. Students formulate questions, analyse data and develop related recommendations, including ethical considerations. They investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems.</p>	<p>Chemical patterns</p> <p>Students engage in the exploration of chemical reactions and the application of these in living and non-living systems. They understand that chemical change involves the rearranging of atoms to form new substances. Students examine energy transfer in reactions, the nature and reactions of acids as well as the conservation of mass in chemical reactions. Students engage in investigations that examine photosynthesis and respiration, ocean acidification and instant cold packs that continue to develop their scientific inquiry skills. They apply their understanding to evaluate claims related to environmental issues and consider how the application of chemistry affects people's lives.</p>	<p>Heat and eat</p> <p>Students will explore a range of chemical reactions and their application in everyday life. They will examine a series of chemical reactions used in food production including fermentation, detoxification, gelation and denaturation. They will also explore the reliability of acid/base indicators made from natural plant pigments. Students will design and conduct investigations that demonstrate how chemical reactions involving energy transfer can be applied in food preparation. They will assess risk, control variables, gather and analyse primary data, identify anomalies, evaluate methods and make recommendations to improve the quality of evidence.</p>

Science – Year 10							
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<p>Energy on the move</p> <p>Students examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model. Students have opportunities to form hypotheses and investigate quantitative and qualitative data and information on the flow of electrical energy and heat energy. They use these findings, scientific knowledge and prior understanding to form conclusions. Students evaluate explanations and claims using scientific knowledge. They assess energy efficiencies in house design and use of electrical appliances for heating and cooling to make informed decisions about the influence of science and technology on energy use.</p> <p>This unit precedes Unit 2: <i>Making Waves</i>.</p>	<p>Making waves</p> <p>Students build on their knowledge of energy transfer to include the wave-based models of energy transfer related to sound and light. Students investigate wave motion and how different mediums affect sound and light transfer. They explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. Students design and conduct investigations to transmit a form of energy through a medium using available equipment and materials. They analyse experimental and second-hand data and identify relationships within the data. Students explore the structure and use of musical instruments by Aboriginal peoples and Torres Strait Islander peoples.</p> <p>This unit follows Unit 1: <i>Energy on the move</i>.</p>	<p>It's elementary</p> <p>Students explore the development of scientific ideas about atoms and their subatomic particles, protons, neutrons and electrons. They investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life. Students understand that scientific knowledge and ideas about the structure of atoms and isotopes has changed as new evidence has become available. They research the use of radioisotopes in a range of areas of society and consider the impacts of these uses on society, including the technology and occupations resulting from these uses. Students critically evaluate the sources of their researched information.</p>	<p>Changing Earth</p> <p>Students explore the historical development of the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic-plate boundaries and the tectonic events which occur at these boundaries. They explore technological developments that have aided scientists in the study of tectonic-plate movement and consider how these assist societies living in tectonic-event areas. Students research the impact of tectonic events such as earthquakes, tsunamis and volcanoes on humans and describe where science and technology are contributing to the development of safer buildings.</p>	<p>My life in balance</p> <p>Students identify human body systems and the ways in which they work together in balance to support life. They outline how essential requirements for life are provided internally through a coordinated approach. Students analyse and predict the effects of the environment on body systems, and discuss how the body responds to changes in the environment and to diseases. They research the positive and negative aspects of vaccination and use evidence to justify decisions related to vaccination. Students consider current and future developments in vaccine technology and reflect on how the needs of society influence the focus of scientific research. Students evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas.</p>	<p>Responding to change</p> <p>Students explore the concepts of change and sustainability within an ecosystem. They understand that all life is connected through ecosystems and changes to its balance can have an effect on the populations, interrelationships and the flow of matter and energy. Students formulate questions, analyse data and develop related recommendations, including ethical considerations. They investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems.</p>	<p>Chemical patterns</p> <p>Students engage in the exploration of chemical reactions and the application of these in living and non-living systems. They understand that chemical change involves the rearranging of atoms to form new substances. Students examine energy transfer in reactions, the nature and reactions of acids as well as the conservation of mass in chemical reactions. Students engage in investigations that examine photosynthesis and respiration, ocean acidification and instant cold packs that continue to develop their scientific inquiry skills. They apply their understanding to evaluate claims related to environmental issues and consider how the application of chemistry affects people's lives.</p>	<p>Heat and eat</p> <p>Students will explore a range of chemical reactions and their application in everyday life. They will examine a series of chemical reactions used in food production including fermentation, detoxification, gelation and denaturation. They will also explore the reliability of acid/base indicators made from natural plant pigments. Students will design and conduct investigations that demonstrate how chemical reactions involving energy transfer can be applied in food preparation. They will assess risk, control variables, gather and analyse primary data, identify anomalies, evaluate methods and make recommendations to improve the quality of evidence.</p>

History

The subject History will be provided to every year level, every year across Prep to Year 10. The time allocation for History is 20 hours per year for Years Prep to Year 2 and 40 hours per year for Years 3 to Year 6. The Curriculum into the classroom project has created specific Multilevel units of work for History for the Phases P-2, 3-4 and 5-6.

History – P-1 (Semester 1)	
Unit 1	Unit 2
<p>Remembering the past</p> <p>Historical Understandings</p> <ul style="list-style-type: none"> Continuity and change Significance <p>Inquiry questions:</p> <p>PREP</p> <p>What stories do other people tell about the past?</p> <p>How can stories of the past be told and shared?</p> <p>YEAR 1</p> <p>How do we describe the sequence of time?</p> <p>YEAR 2</p> <p>What aspects of the past can you see today? What do they tell us?</p> <p>What remains of the past are important to the local community? Why?</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> identify familiar ways that family and friends commemorate past events that are important to them explore the way in which stories of families and the past can be and have been communicated recognise that stories can be prompted by photographs, artefacts, books, oral histories, digital media and museums that represent past events develop an understanding of terms indicating the passing of time use terms indicating the passing of time to describe past events and annotate sequenced events identify sites of historical significance in the local community explore the history of significant sites in the local community and examines what they reveal about the past identify continuity and change in significant sites in the local community recognises cultural or spiritual significance associated with the significant sites. 	<p>Comparing the past and the present</p> <p>Historical Understandings</p> <ul style="list-style-type: none"> Continuity and change Cause and effect Perspectives Empathy Significance <p>Inquiry questions:</p> <p>PREP</p> <p>What is my history and how do I know?</p> <p>YEAR 1</p> <p>How has family life changed or remained the same over time?</p> <p>How can we show that the present is different from or similar to the past?</p> <p>YEAR 2</p> <p>How have changes in technology shaped our daily life?</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> investigate their own personal story, including their family background and relationships within their family examine family structures and appreciate that diverse family groups today have commonalities as well as differences consider how family structures and roles have changed over time identify difference and similarities between their daily lives and the childhoods of their parents, grandparents and significant older people examine changes in technology that have occurred over time, to develop an understanding of the impact that technology has had on people's lives.

History – Year 2 (Semester 1)	
Unit 1	Unit 2
<p>Exploring the impact of changing technology on people's lives</p> <p>Inquiry question/s: How have changes in technology shaped our daily life?</p> <p>Students: investigate continuity and change in technology used in the home, for example, toys or household products compare and contrast features of objects from the past and present sequence key developments in the use of a particular object in daily life over time pose questions about objects from the past and present describe ways technology has impacted on peoples' lives making them different from those of previous generations.</p>	<p>Exploring my local community</p> <p>Inquiry questions: What aspects of the past can you see today? What do they tell us? What remains of the past are important to the local community? Why?</p> <p>Students: identify and explore a site of historical significance in a local community describe what the site reveals about the past and its importance today pose questions about the past use sources provided to answer these questions use the information gathered to develop a narrative about the past.</p>

History – Year 3-4 (Semester 1)	
Unit 1	Unit 2
<p>Celebrating and commemorating our history</p> <p>Historical Understandings</p> <ul style="list-style-type: none"> • Cause and effect • Continuity and change • Sources • Significance • Perspectives • Empathy <p>Inquiry questions:</p> <p>YEAR 3</p> <p>How and why do people choose to remember significant events of the past?</p> <p>What is the nature of the contribution made by different groups and individuals in the community?</p> <p>YEAR 4</p> <p>Why did the great journeys of exploration occur?</p> <p>Why did the Europeans settle in Australia?</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world • examine the historical origins of celebrations and commemorations and explore a range of perspectives on the historical events that we remember when we celebrate or commemorate • explore the contribution made by different cultural groups to the development and character of the local community • recognise connections between world history events and the history of Australia • investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe • use provided sources to examine the journeys that led to Australia’s colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony • sequence key events related to the colonisation of Australia • describe the experiences of a convict who travelled on the First Fleet and identify how life changed. 	<p>Exploring change and development</p> <p>Historical Understandings</p> <ul style="list-style-type: none"> • Cause and effect • Continuity and change • Sources • Perspectives • Significance <p>Inquiry questions:</p> <p>YEAR 3</p> <p>Who lived here first and how do we know?</p> <p>How has our community changed? What features have been lost and what features have been retained?</p> <p>YEAR 4</p> <p>What was life like for Aboriginal peoples and/or Torres Strait Islander peoples before the arrival of the Europeans?</p> <p>What was the nature and consequence of contact between Aboriginal Peoples and Torres Strait Islander Peoples and early traders, explorers and settlers?</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • locate information in sources to discover who were the first people to live in Australia • locate information in sources to investigate the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples • research aspects of life in Queensland to identify continuity and change over time • explore the diversity and longevity of Australia’s first peoples • recognise the ways Aboriginal peoples and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) • investigate the implications of this connection to Country and Place for the daily lives of Aboriginal peoples and/or Torres Strait Islander peoples • investigate the effects of interactions and contact between Aboriginal peoples and/or Torres Strait Islander peoples and others, including Macassan traders and Europeans.

History – Year 5-6 (Semester 1)

Unit 1

Exploring change and continuity in Australia

Historical Understandings

- Sources
- Continuity and change
- Cause and effect
- Significance

The key inquiry questions guiding this unit are:

For Year 5:

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?

For Year 6:

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?

In this unit, students will:

- investigate the nature of the colonial presence in Australia and the significant changes that occurred during the 1800s
- identify and locate a range of relevant sources to explore reasons for the establishment and growth of the colonies and the impacts of colonisation, including on the environment and daily life
- sequence key events to demonstrate an understanding of the significance of colonisation and the development of Australia as a nation, including Federation
- compare information from a range of sources to examine the changes in Australian society throughout the nineteenth and twentieth centuries
- develop a historical description, based on information identified from a range of sources, using historical terms and concepts to communicate changes that shaped a society.

Unit 2

Examining significant people and events

The key inquiry questions guiding this unit are:

For Year 5:

- What were the significant events and who were the significant people that shaped Australian colonies?

For Year 6:

- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

In this unit, students:

- recognise key events in Australia after 1800
- investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration
- appreciate the impacts of significant developments and events including the gold rushes
- pose questions to investigate the significance of individuals and groups in shaping the colonies
- describe the significance of individuals and events in shaping the colonies
- locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated
- investigate the contributions of individuals and groups, including Aboriginal peoples and/or Torres Strait Islander peoples and migrants, to the development of Australian society

History – Year 7 (Semester 1)

Unit 1

Investigating the ancient past

Inquiry question:

How do we know about the ancient past?

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 mystery from Ancient Australia that has challenged historians or archaeologists
- appreciate the importance of and controversies surrounding the conserving remains of past remains.

Unit 2

The Mediterranean world – Rome

Inquiry questions:

Why and where did ancient Rome develop?

What emerged as the defining characteristics of ancient Rome?

Students:

- analyse the physical features and settlement patterns of Italy and the importance of the Tiber to Rome's location
- determine the nature of the conflicts between Rome and her neighbours in Italy and the Western Mediterranean
- analyse the life and significance of Augustus in the history and culture of Rome
- analyse the characteristics of society and daily life in ancient Rome.

History – Year 8 (Semester 1)

Unit 1

The Western and Islamic World — Medieval Europe (c.590-c.1500)

Inquiry questions:

- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?

Students:

- explore the way of life in Medieval Europe focusing on key social, cultural, economic and political features
- investigate how an individual's life experience depended on their place in medieval society by studying the roles and relationships of different groups
- explore continuity and change in crime and punishment in Medieval Europe
- examine the important role of the Catholic Church and its dominance in medieval society
- investigate significant developments such as the Crusades and individuals such as Richard the Lionheart and Saladin.

Unit 2

Expanding contacts — The Black Death in Asia, Europe and Africa (14th century plague)

Inquiry question:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?

Students investigate:

- Living conditions and religious beliefs in the 14th century
- The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease
- The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease
- The effects of the Black Death on Asian, European and African populations
- Other immediate and long term effects of the Black Death.

History – Year 9/10 (Semester 1)

Unit 1

World War 1 (1914-1918)

Inquiry question:

What was the significance of World War I?

Students:

- develop an understanding of nationalism and investigate the political causes of the war and the reasons for Australia's participation
- compare the experiences of Australian soldiers on the battlefields of Gallipoli and on the Western Front
- appreciate the role of Aboriginal and Torres Strait Islander soldiers in World War I
- understand how changing technology changed the nature of warfare during World War I
- identify where Australian forces fought and assess the significance of selected battles / campaigns
- explore the impact of the war on the home front, particularly in terms of the changing role of women and the conscription debate
- explore how Australians commemorate World War I
- develop a discussion about the significance and validity of the Anzac legend.

Unit 2

World War II (1939-1945)

Inquiry question:

What were the consequences of World War II? How did these consequences shape the modern world?

Students:

- explore the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
- use evidence to explore the course of events during World War II
- use a range of primary and secondary sources to explore the Australian experience during World War II, including home front experiences, international relationships, the fall of Singapore, POWs, indigenous involvement and the significance of the Kokoda campaign
- use sources to explore significant events such as the Holocaust and the use of the atomic bomb during World War II
- review the legacy of World War II with a particular focus on Australia's significant role in United Nations peacekeeping.

Geography

The subject Geography will be provided across the year levels Prep to Year 10. It is a school based decision regarding its implementation across the whole year or within a semester. Schools also determine the time allocation for teaching the subject Geography. The Curriculum into the classroom project has created specific Multilevel units of work for Geography for the Phases P-2, 3-4 and 5-6.

Geography – P-1 (Semester 2)	
Unit 1	Unit 2
<p>Exploring features of places</p> <p>In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: geography:</p> <ul style="list-style-type: none"> • What are places like? • What are the different features of places? • How can we care for places? • How can spaces within a place be rearranged to suit different purposes? • What is a place? <p>The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, and scale.</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • describe and represent the location and direction of features of places on pictorial maps and models • use maps to identify the places where people live and belong, such as their home, neighbourhood or rural area, and record the features of each place • collect, record and interpret data about the features of places • understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed, for example a building • record geographical information to identify and describe the natural, constructed and managed features of places • identify how places can change and how they can be cared for • observe how spaces can be arranged for different activities or purposes • draw on representations of the world as geographical divisions, and the location of Australia • understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another • represent connections between places by constructing maps and using symbols 	<p>How people are connected to places and how places can be cared for</p> <p>In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: Geography:</p> <p>Prep</p> <ul style="list-style-type: none"> • What makes a place special? • How can we look after the places we live in? <p>Year One</p> <ul style="list-style-type: none"> • What are the different features of places? • How can we care for places? <p>The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, and scale.</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops • draw on studies local places within Australia and other places throughout the world • understand that what makes a 'place' special is dependent on how people view the place or use the place • describe special places and the reasons they are special to people • pose questions about the meaning places have for people and ways of caring for special places • respond to questions to find out about the features of places, the activities that occur in places and the care of places • understand that weather and climate affect the visible elements or features of a place nearby or far away • observe the daily and seasonal weather (rainfall, temperatures, sunshine, wind, snow) of a place nearby and far away • examine the ways in which other cultures, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places • examine geographical data and information, such as the stories of Aboriginal peoples and Torres Strait Islander peoples, to understand the unique connections Aboriginal peoples and Torres Strait Islander peoples have to Country/Place • use sources to identify ways that people care for special places • reflect on learning to suggest ways they could contribute to the care of a special place. • collect and record geographical data and information, for example, a survey or interview, to identify the ways people are connected to other places and factors influencing those connections

Geography – Year 2 (Semester 2)

Unit 1

What is the story of my place?

Inquiry question:

- What is a place?

Students:

- draw on representations of the world as geographical divisions, and the location of Australia
- understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another
- develop questions about places
- use a globe or a maps to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local scale (town, rural area or city), regional scale, national scale, or region of the world scale
- use a globe, map or other geographical tool to locate and name the continents, oceans, Equator, and North and South poles
- collect and record geographical data and information, such as observations, interviews, storybooks and photographs to identify examples of how places are defined by different groups and how they change over time
- represent connections between places by constructing a map and using symbols
- describe the location and direction of a place

Unit 2

How are people and places connected?

Inquiry questions:

- How are people connected to their place and other places?
- What factors affect my connection to places?

Students:

- draw on studies local places within Australia and other places throughout the world
- understand that a place is connected to other places, and people are connected to their place and places throughout the world
- understand connection between places throughout the world are affected by distance and accessibility
- pose questions about the connections between places using the stems of 'what do I feel', 'what would it be like to' or 'what effect'
- collect and record geographical data and information, for example, a survey, to identify the ways and frequency of people's connections to other places in Australia, the countries of Asia, and across the world, and record
- collect and record geographical data and information, such as, the stories of Aboriginal peoples and Torres Strait Islander peoples, to identify reasons for people's connection to other places and its maintenance, for example, through birth, residence and heritage.
- compare the influence of purpose, distance and accessibility on connections between people and places over time
- respond with ideas on how connections with a place often enable higher levels of care for a place

Geography – Year 3-4 (Semester 2)

Unit 1

Exploring similarities and differences in environments and places

In this unit, students will draw on studies at the local scale, including representations of Australia and the location of Australia's neighbouring countries, understand the different climate types and their influence on the characteristics of places and review unit inquiry questions. They will recognise that a 'place' is a location on the surface of the Earth and that places are important to Aboriginal peoples and Torres Strait peoples. Students will record data and information to identify similarities and differences between the climates of different places.

Further to this, students will identify the natural and human characteristics of places in Australia and Australia's neighbouring countries using sources such as photographs maps and the internet, interpret representations of places, for example, through a globe, wall or atlas map, or digital application, and recognise their purpose. They will use the information provided to represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point. They will identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries.

Students will build on their mental map of the world and their understanding of place with a focus on Africa and South America. Students investigate the types of natural vegetation and native animals on both these continents. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The interconnections between people and environment are examined by exploring the importance of environments to animals and people and how places are characterised by their environments. Students will identify and compare the characteristics of places, including the types of natural vegetation and native animals. Students will interpret geographical information and data to identify different views on how the environments should be protected, and form conclusions.

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change and scale

Unit 2

Protecting and using places more sustainably

In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: Geography.

Year 3

- How do people's feelings about places influence their views about the protection of places?
- How and why are places similar and different?

Year 4

- How do different views about the environment influence approaches to sustainability?
- How can people use places and environments more sustainably?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change, sustainability and scale.

In this unit, students:

- draw on studies at the local scale in Australia and its neighbouring countries
- recognise the interconnections between people and places
- analyse how people use and are influenced by environments
- collect and record data and information to identify the influence of climate, settlement and demographic characteristics on the way people live in selected places of significance
- understand that as a visible characteristic of a place, climate is an important contributor to the identity of a place and influences how and where people live
- pose simple geographical questions for investigating places of significance and collect information from different sources to answer these questions including interviews and surveys
- recognise that people have different perceptions of places and how these influence views on the protection of place
- interpret data and information to identify similarities and differences and draw conclusions
- recognise that sustainability is perceived in different ways by different groups, and involves careful use of resources and management of waste
- collect and record geographical information from sources to explore how the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples are shared and enacted in their custodial responsibility of places and environments
- collect and record information from sources to identify the perceptions of groups, including Aboriginal peoples and Torres Strait Islander peoples, on how the environment provides for people
- present findings, using geographical terms, reflect on learning to propose individual action on the ways people seek to improve or use resources more sustainably and identify the expected effects of their proposed action
- reflect on their learning to propose individual action about protecting and improving a selected place of significance
- suggest action to protect and improve selected places of significance.

Geography – Year 5-6 (Semester 2)

Unit 1

Exploring people and places in a diverse world

In this unit, students extend their mental map of the world with a focus on Europe, North America and Asia. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. Students also learn about the location of major countries in Asia, particularly the sub-regions of North-east Asia and South-east Asia and the differences in economic, demographic and social characteristics between countries in these sub-regions and global trends. The concept of place is further developed by exploring the human and environmental factors that influence the characteristics of places. The interconnections between people and environments are examined through climate and landforms. Students learn how climate and landforms influence the human characteristics of places and how human actions influence the environmental characteristics of places. They will represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. Students learn about the world's cultural diversity, including that of its Indigenous peoples and reflect on the cultural differences and similarities and the meaning and significance of intercultural understanding.

Unit 2

Exploring how places are changed and managed by people, and exploring Australia's connections with other countries

In this unit, students will investigate the inquiry questions identified from the Australian Curriculum: Geography.

Year 5

- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

Year 6

- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change, sustainability and scale.

In this unit, students:

- draw on studies at different scales, including Australia, major countries of Asia, or a region within Asia
- identify and describe how places are affected by the interconnection between people, places and environments
- understand that the characteristics of places are affected by global and local influences and become increasingly connected at the same scale and across scales
- develop an inquiry question and plan an inquiry guided by this question
- collect and record relevant geographical data and information, using ethical protocols, from primary and/or secondary sources
- present findings, using geographical terms, on the ways people respond to a geographical challenge
- consider the usefulness of collected information and evaluate sources for their usefulness
- propose ways people can respond to a geographical challenge and identify the expected effects of their proposed action.

Geography – Year 7 (Semester 2)**Unit 1****Water in the world (note Science Units 1 & 2 study water)**

Inquiry question/s:

- 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?

Students:

- draw on studies at the national scale, including the geographical contexts of Australia and countries in the Asia region
- 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.

Unit 2**Place and liveability**

Inquiry questions:

- 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?

Students:

- draw on studies of world region, including the geographical contexts of Australia and Europe
- discuss unit inquiry questions and geographical methodologies
- make observations and develop geographically significant questions in response to a geographical challenge, for example, deciding where to live
- examine measures of liveability and consider perceptions on the liveability of places at national scale
- collect, select and record relevant geographical data and information from primary and secondary sources to determine the influence of environmental quality and accessibility to services on the liveability of places
- select and record relevant geographical data and information from primary and secondary source to identify the influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places
- evaluate the information for its reliability and usefulness
- interpret and analyse geographical information to form conclusions about which factors affect liveability of places
- present findings using relevant geographical terminology and graphic representations in a range of communication forms on how to improve the liveability and sustainability of places drawing on examples from Australia and Europe
- propose strategies to improve the liveability and sustainability of places using environmental, economic and social criteria
- describe the expected effects of their proposal
- reflect on the inquiry process and their learning.

Geography – Year 8 (Semester 2)**Unit 1****Landforms and landscapes**

Inquiry questions:

- How do environmental and human processes affect the characteristics of places and environments?
- What are the consequences of changes to places and environments and how can these changes be managed?

Students:

- use studies of world regions for the geographical contexts of Australia, Asia and throughout the world
- discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus
- select, record and organise relevant geographical data and information from primary and secondary sources to identify different types of landforms, the geomorphic processes that shape individual landforms, and hazards associated with landscapes
- select and record relevant geographical data and information from primary and secondary sources to identify the meaning placed on landforms and landscapes by diverse cultures, the human causes and effects of landscape degradation and the ways of protecting significant landforms
- evaluate sources for their reliability and usefulness
- represent data in a range of appropriate forms
- represent the spatial distribution of different types of landforms and their distinctive features by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate
- analyse geographical data and other information using qualitative and quantitative methods and digital and spatial technologies as appropriate to identify how environmental and human processes affect the characteristics of places and environments
- apply geographical concepts to draw conclusions about the management of landscapes
- present arguments and ideas using geographical terminology in a range of appropriate communication forms

Unit 2**Changing nations**

Inquiry questions:

- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Students:

- use studies drawn from national scale in the geographical contexts of Australia, China and United States of America (USA)
- discuss unit inquiry questions and geographical methodologies
- develop geographical questions to guide an inquiry on a geographical challenge, such as, changes to the distributions of populations within a country
- collect, select, record and organise relevant geographical data and information from primary and secondary sources to identify causes and consequences of urbanisation, drawing on a study of Indonesia or another country in Asia
- collect, select and record relevant geographical data and information from primary and secondary sources to identify causes, consequences and differences in the urban concentration and urban settlement patterns in Australia and the USA
- evaluate sources for their reliability and usefulness
- analyse population data and information for indicators of economics and social change using qualitative and quantitative methods to determine reasons for and effects of internal migration drawing on studies of China and Australia, and international migration in Australia
- apply geographical concepts to draw conclusions on management and planning of Australia's urban future
- present information using geographical terms and media
- propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal

Biomes and food security

Inquiry question/s:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Students:

- draw on studies at the national and global scales, including the geographical context of Australia to investigate the role of biotic environment and its role in food and fibre production
- discuss unit inquiry questions and useful sources
- select and record relevant geographical information from a range of appropriate primary and secondary sources to examine the biomes of the world, and alteration and significance as a source of food and fibre
- select and record relevant geographical information from a range of appropriate secondary sources to examine the environmental challenges and constraints on expanding food production in the future
- represent the spatial distribution of biomes by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate
- evaluate multi-variable data and other geographical information using qualitative and quantitative methods to make generalisations and inferences, propose explanations for patterns, trends, relationships and predict outcomes
- apply geographical concepts to synthesise information from various sources to determine environmental challenges
- draw conclusions based on the analysis of data information taking into account alternative points of view on constraints on expanding food production in the future
- present information using geographical terms.

Civics and Citizenship

Please Note – The subject Civics and Citizenship is to be provided across the year levels Year 3 to Year 6 at least once during primary schooling. It is a school based decision regarding its implementation and time allocation across the year levels. Specific units of work for Civics and Citizenship have not been created for Multilevel because of its band plan structure. Each band, eg. Years 3-4 and Years 5-6, consist of two units that can be taught at any time within that band.

Civics and citizenship – Years 3 and 4	
Unit 1	Unit 2
<p>Participating in my community</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How are decisions made democratically? • Why do we make rules? • How can I participate in my community? <p>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 to their community.</p> <p>In this unit, students are introduced to democracy in the context of the familiar and personal. They explore democracy through learning about decision making within communities. They also consider the purpose of creating rules for groups and how individuals participate in their community.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p> <p>* Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 3 content descriptions and achievement standard.</p>	<p>Belonging and contributing to the local community</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How can local government contribute to community life? • What is the difference between rules and laws and why are they important? • How has my identity been shaped by the groups to which I belong? <p>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 to their local community.</p> <p>In this unit, students are introduced to local government and the services it provides to their community. They examine how rules and laws affect them and the importance of laws in society. They also explore cultural diversity, and how belonging to different groups can shape personal identity.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p> <p>* Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 4 content descriptions and achievement standard.</p>

Civics and citizenship – Years 5 and 6

Unit 1 (2018)

Participating in Australia's democracy

Key questions:

- What is democracy in Australia and why is voting in a democracy important?
- How do laws affect the lives of citizens?
- How and why do people participate in groups to achieve shared goals?

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 and nationally.

In this unit, students are introduced to the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Students expand on their knowledge of the law by studying how laws affect the lives of citizens. Students also investigate the role of groups in our community.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.

*** Unit 1 developed using the Australian Curriculum: civics and citizenship Year 5 content descriptions and achievement standard.**

Unit 2 (2017)

Exploring the roles and responsibilities of governments and citizens in Australia

Key questions:

- What are the roles and responsibilities of the different levels of government in Australia?
- How are laws developed in Australia?
- What does it mean to be Australian citizen?

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 of the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the court system. Students learn how state/territory and federal laws are made in a parliamentary system. Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails. They also explore the obligations that people may have as global citizens.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.

*** Unit 2 developed using the Australian Curriculum: civics and citizenship Year 6 content descriptions and achievement standard.**

Economics and Business

Please Note – The subject Economics and Business is to be provided across the year levels Year 5 to Year 6 at least once during primary schooling. It is a school based decision regarding its implementation and time allocation across the year levels. Specific units of work for Economics and Business have not been created for Multilevel because of its band plan structure. Each band, eg. Years 5-6 consist of two units that can be taught at any time within that band.

Economics and business – Years 5 and 6 (2018)	
Unit 1	Unit 2 (2017)
<p>Exploring decision-making in everyday life</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why do I have to make choices as a consumer? • What influences the decisions I make? • What can I do to make informed decisions? <p>In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar personal or community economics or business issue they may experience in their everyday life (for example, determining what items to sell as part of the school's fundraising activities).</p> <p>The economics or business issue investigated will enable students to: distinguish between needs and wants and recognise why choices need to be made about how limited resources are used; understand there are different types of resources and that societies use them to satisfy needs and wants of present and future generations; and understand that a variety of factors influence consumer choices and different strategies can be used to help make informed personal consumer and financial choices.</p> <p>* Unit 1 developed using the Australian Curriculum: Economics and Business Year 5 content descriptions and achievement standard.</p>	<p>Making decisions to benefit my community</p> <p>Key questions:</p> <ul style="list-style-type: none"> • Why are there trade-offs associated with making decisions? • What are the possible effects of my consumer and financial choices? • Why do businesses exist and what are the different ways they provide goods and services? <p>In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar community or regional economics or business issue that may affect the individual or the local community (for example, making a purchasing decision about what mobile phone to buy based on the analysis of available options and trade-offs; or determining how to efficiently make use of a community space by comparing and weighing up the advantages and disadvantages of each available option for the individual, community and the environment).</p> <p>The economics or business issue investigated will enable students to: recognise the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs; describe the effects of consumer and financial decisions on the individual, the broader community and the environment; and identify the reasons businesses exist and the different ways they provide goods and services.</p> <p>* Unit 2 developed using the Australian Curriculum: Economics and Business Year 6 content descriptions and achievement standard.</p>

Economics and business – Years 7 and 8	
Unit 1	Unit 2
<p>Seeking individual and business success in the market</p> <p>Key questions:</p> <ul style="list-style-type: none"> 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 can people derive an income? <p>Students 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).</p> <p>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.</p>	<p>Responding to business opportunities in the Australian market</p> <p>Key questions:</p> <ul style="list-style-type: none"> Why markets are needed, and why are governments involved? Why do consumers and businesses have both rights and responsibilities? What may affect the ways people work now and in the future? How do different businesses respond to opportunities in the market? <p>Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar and unfamiliar national or regional economics or business issue (for example, investigating the relationship between present influences on the ways people work, changing attitudes to work-life balance and opportunities in the market for a business to take advantage of these in a new enterprise or venture; or exploring reasons for market failure and government intervention in particular markets).</p> <p>The economics or business issue investigated will enable students to: explain how markets operate in Australia and why governments may influence the market's operation; identify different types of business and explain how they respond to opportunities in Australia; explain the rights and responsibilities of consumers and businesses in Australia; and describe influences on the ways people work and factors that might affect work in the future.</p>
Unit 1 developed using the Australian Curriculum: Economics and Business Year 7 content descriptions and achievement standard.	Unit 2 developed using the Australian Curriculum: Economics and Business Year 8 content descriptions and achievement standard.

Economics and business – Years 9 and 10			
Unit 1	Unit 2	Unit 3	Unit 4

Economics and business – Years 9 and 10			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Managing financial responsibilities, risks and rewards</p> <p>Key questions:</p> <ul style="list-style-type: none"> What strategies can be used to manage financial risks and rewards? What are the responsibilities of participants in the workplace and why are these important? <p>Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue (for example: exploring strategies for mitigating financial risks associated with online banking and/or shopping; determining how to manage over-indebtedness using cost-benefit analysis and appropriate criteria to recommend and justify a course of action; exploring investment risk and financial scams and strategies as a component of financial management for personal and business contexts).</p> <p>The economics or business issue investigated will enable students to: explain why and how people manage financial risks and rewards in the current Australian and global financial landscape; and examine the roles and responsibilities of participants in the changing Australian or global workplace.</p>	<p>Competing as a business in the global economy</p> <p>Key questions:</p> <ul style="list-style-type: none"> How do participants in the global economy interact? How does creating a competitive advantage benefit business? <p>Students develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical national, regional or global economics or business issue (for example: exploring why it is increasingly important for businesses to seek a competitive advantage in the global economy; or examining the role of TNCs in strategies of national competitiveness; or hypothesising why the export of locally made products will greatly benefit the local community).</p> <p>The economics or business issue investigated will enable students to: explain the role of the Australian economy in allocating and distributing resources within the broader Asia and global economy; analyse why and how participants in the global community are dependent on each other; explain why and how businesses seek to create and maintain a competitive advantage in the global market.</p>	<p>Managing economic performance and standard of living</p> <p>Key questions:</p> <ul style="list-style-type: none"> How is the performance of an economy measured? Why do variations in economic performance in different economies exist? What strategies do governments used to manage the economy? <p>Students 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).</p> <p>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.</p>	<p>Improving business productivity</p> <p>Key questions:</p> <ul style="list-style-type: none"> How do governments, businesses and individuals respond to changing economic conditions? <p>Students 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.)</p> <p>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.</p>
<p>Units 1 and 2 developed using the Australian Curriculum: Economics and Business Year 9 content descriptions and achievement standard.</p>		<p>Units 3 and 4 developed using the Australian Curriculum: Economics and Business Year 10 content descriptions and achievement standard.</p>	

Civics and citizenship – Years 3 and 4	
Unit 1	Unit 2
<p>Participating in my community</p> <p>Key questions:</p> <ul style="list-style-type: none"> How are decisions made democratically? Why do we make rules? How can I participate in my community? <p>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 to their community.</p> <p>Students are introduced to democracy in the context of the familiar and personal. They explore democracy through learning about decision making within communities. They also consider the purpose of creating rules for groups and how individuals participate in their community.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>	<p>Belonging and contributing to the local community</p> <p>Key questions:</p> <ul style="list-style-type: none"> How can local government contribute to community life? What is the difference between rules and laws and why are they important? How has my identity been shaped by the groups to which I belong? <p>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 to their local community.</p> <p>Students are introduced to local government and the services it provides to their community. They examine how rules and laws affect them and the importance of laws in society. They also explore cultural diversity, and how belonging to different groups can shape personal identity.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>
Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 3 content descriptions and achievement standard.	Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 4 content descriptions and achievement standard.

Civics and citizenship – Years 5 and 6	
Unit 1	Unit 2
<p>Participating in Australia’s democracy</p> <p>Key questions:</p> <ul style="list-style-type: none"> What is democracy in Australia and why is voting in a democracy important? How do laws affect the lives of citizens? How and why do people participate in groups to achieve shared goals? <p>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 and nationally.</p> <p>Students are introduced to the key values of Australia’s liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Students expand on their knowledge of the law by studying how laws affect the lives of citizens. Students also investigate the role of groups in our community.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>	<p>Exploring the roles and responsibilities of governments and citizens in Australia</p> <p>Key questions:</p> <ul style="list-style-type: none"> What are the roles and responsibilities of the different levels of government in Australia? How are laws developed in Australia? What does it mean to be Australian citizen? <p>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.</p> <p>Students study of the key institutions of Australia’s democratic government, including state/territory and federal parliaments, and the court system. Students learn how state/territory and federal laws are made in a parliamentary system. Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails. They also explore the obligations that people may have as global citizens.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>
Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 5 content descriptions and achievement standard.	Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 6 content descriptions and achievement standard.

Civics and citizenship – Years 7 and 8	
Unit 1	Unit 2
<p>Exploring how Australia’s legal and political systems protect its citizens</p> <p>Key questions</p> <ul style="list-style-type: none"> 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? <p>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.</p> <p>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.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>	<p>Exploring influences that shape citizenship in Australia’s democracy</p> <p>Key questions</p> <ul style="list-style-type: none"> 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? <p>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.</p> <p>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.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>
Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 7 content descriptions and achievement standard.	Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 8 content descriptions and achievement standard.

Civics and citizenship – Year 9 and 10	
Unit 1	Unit 2
<p>Examining how Australia’s political and legal systems enable change</p> <p>Key questions:</p> <ul style="list-style-type: none"> What influences shape the operation of Australia's democracy? How does Australia's court system work in support of a democratic and just society? How does citizen participation in a global and interconnected world influence notions of citizenship, identity and diversity? <p>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.</p> <p>Students explore how Australia’s political system enables change. They examine the ways political parties, interest groups, media and individuals influence government and decision making processes. Students investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>	<p>Sustaining Australia’s democracy</p> <p>Key questions:</p> <ul style="list-style-type: none"> How is Australia’s democracy defined and shaped by the global context? How are government policies shaped by Australia’s international legal obligations? What is a civil society and how can it be maintained? <p>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 nationally, regionally and globally.</p> <p>Students compare Australia’s system of government with another system of government in the Asian region. They examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.</p> <p>Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.</p>
<p>Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 9 content descriptions and achievement standard.</p>	<p>Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 10 content descriptions and achievement standard.</p>

Health and Physical Education

Please Note – The learning area Health and Physical Education is to be provided across all year levels Prep to Year 6, every year. It is a school based decision regarding its implementation and time allocation across the year levels; however, it has a recommendation of up to 80 hours per year level per year. Specific units of work for Health and Physical Education have not been created for Multilevel because of its band plan structure. A balance of both Health units and Physical Education units need to be provided throughout the year.

Health and physical education – Prep/Year 1			
Personal, social and community health			
Unit 1	Unit 2	Unit 3	Unit 4
<p>I can do it!</p> <p>In this unit, students: explore information about what makes them unique and their strengths and achievements. They participate in play.</p> <p>Students will:</p> <ul style="list-style-type: none"> identify different settings where they can play safely and identify and describe the different emotions people experience understand that they are an individual with unique qualities identify different settings where they can be active describe actions that help keep them safe recognise and name emotions people may experience in different situations understand reasons for varying individual emotional responses in similar situations practice using strategies to support trying and success when faced with challenges 	<p>I am Growing and changing</p> <p>In this unit students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore how bodies grow and change by identifying the body parts and individual characteristics identify and explore how we look after our bodies investigate the importance of activity to look after our body identify who helps me keep healthy and active 	<p>Looking out for others</p> <p>In this unit students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings</p> <p>Students will:</p> <ul style="list-style-type: none"> explore different ways of communicating emotions including facial, physical and verbal expressions. understand how emotional responses may differ between people and in different situations understand the personal and social skills that can be used to interact with others practise working cooperatively and including others in group situations. 	<p>I am safe</p> <p>In this unit In this unit students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p> <p>Students will:</p> <ul style="list-style-type: none"> understand what children should do to keep themselves safe in different situations understand the dangers of different places and things in a household understand how following rules can keep children safe at home understand the safe behaviours to follow with medicines and around poisons understand the hazards associated with different water areas and how to stay safe in and around water understand how fires start and how to be safe in fire emergencies describe and demonstrate protective behaviours and actions that help keep them safe in various situations. <p>This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.</p>
All units are developed using the Australian Curriculum: Health and Physical Education Foundation Year content descriptions and achievement standard.			
All units are developed using the Australian Curriculum: Health and Physical Education Foundation Year content descriptions and achievement standard.			

Health and physical education – Prep/Year 1

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Playing with balls</p> <p>In this unit students will develop the object control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore rules and safe practices for moving safely and using balls in physical activities • explore the personal and social skills needed to cooperate with others in physical activities • develop fundamental movement skills to direct and receive objects • test and evaluate possible solutions to movement challenges. 	<p>Let's get moving</p> <p>Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore movement and examine the rules and procedures required for successful participation in physical activity • develop and perform the fundamental movement skills of running, jumping, hopping and galloping and apply them in simple activities and games • examine how to solve a movement challenge by testing and trialling possible solutions • apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges. 	<p>Catch me if you can</p> <p>Students participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test their effectiveness to solve movement challenges. They demonstrate strategies to work in groups and play fairly during tagging games.</p> <p>Students:</p> <ul style="list-style-type: none"> • demonstrate positive ways to interact others • apply rules required to participate fairly in physical activities, including simple games • perform running and dodging fundamental movement skills • test alternatives and solve movement challenges. 	<p>I'm a 'balliever' (pool based)</p> <p>In this unit, students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body. They will propose a range of alternatives and test their effectiveness when solving movement challenges.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss the body's reactions to participating in physical activities • perform fundamental movement skills • participate in games • propose a range of alternatives and test their effectiveness when solving movement challenges.
<p>All units are developed using the Australian Curriculum: Health and Physical Education Year 1 and 2 content descriptions and achievement standard.</p>			

Health and physical education – Year 2

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>My classroom is healthy , safe and fun</p> <p>In this unit, students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others' healthy and safe in their classroom.</p> <p>Students will:</p> <ul style="list-style-type: none"> • understand what health means • understand what makes the classroom a healthy and safe environment • understand the actions that can be taken to keep themselves and others healthy and safe in the classroom. 	<p>Stay safe</p> <p>In this unit students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p> <p>Students will:</p> <ul style="list-style-type: none"> • understand their personal responsibility in staying safe • understand how to stay safe in the wider community • recognise the clues that can be used to recognise safe and unsafe situations • understand the emotions they feel in response to safe and unsafe situations • identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary • examine sun safe strategies to promote their own health, safety and wellbeing. • This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum. 	<p>Our culture</p> <p>In this unit students explore what shapes their own, their family and classroom's identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students will explore the importance of celebrating who they are and respecting each other's similarities and differences.</p> <p>Students will:</p> <ul style="list-style-type: none"> • recognise the influences that shape personal, family and classroom identities • examine how different characteristics make people, families and classrooms unique • recognise similarities and differences between individuals and within a group • identify the feelings people experience when included in groups and excluded from groups • understand how similarities, differences and changes are celebrated by different people • recognise ways to show respect towards others' similarities and differences. 	<p>Message targets</p> <p>In this unit In this unit students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others health and wellbeing.</p> <p>Students will:</p> <ul style="list-style-type: none"> • understand advertising techniques and the purpose of advertising • interpret health messages and how they influence people's decisions and behaviours • understand how advertisements are used to promote healthy behaviours • recognise how to make decisions that promote their own health and wellbeing • use their knowledge of advertising and health messages to create a health promoting poster.

All units are developed using the Australian Curriculum: Health and Physical Education Year 1 and 2 content descriptions and achievement standard.

Health and physical education – Year 2

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Playing with balls</p> <p>In this unit students will develop the object control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore rules and safe practices for moving safely and using balls in physical activities • explore the personal and social skills needed to cooperate with others in physical activities • develop fundamental movement skills to direct and receive objects • test and evaluate possible solutions to movement challenges. 	<p>Catch me if you can</p> <p>In this unit, students will participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They will propose a range of alternatives and test their effectiveness to solve movement challenges. They will demonstrate strategies to work in groups and play fairly during tagging games.</p> <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate positive ways to interact others • apply rules required to participate fairly in physical activities, including simple games • perform running and dodging fundamental movement skills • test alternatives and solve movement challenges. 	<p>Gym: iMove iJump iLand</p> <p>In this context, students will develop and perform static balances, locomotion skills, rotations, springs and landings. They will also perform these gymnastic skills as a continuous movement sequence that incorporates the elements of under, over and through the air.</p> <p>Students will:</p> <ul style="list-style-type: none"> • refine gymnastic skills • develop static balances, locomotion skills, rotations • springs and landings • demonstrate transitioning between gymnastic skills • perform the gymnastic skills sequence. 	<p>I'm a 'balliever' (pool based)</p> <p>In this unit, students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body. They will propose a range of alternatives and test their effectiveness when solving movement challenges.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss the body's reactions to participating in physical activities • perform fundamental movement skills • participate in games • propose a range of alternatives and test their effectiveness when solving movement challenges.
<p>All units are developed using the Australian Curriculum: Health and Physical Education Year 1 and 2 content descriptions and achievement standard.</p>			

Health and physical education – Year 3/4

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>Good friends</p> <p>In this unit students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore a range of emotions and factors that influence and strengthen self-identity • understand the basis of friendships • examine the benefits of positive social interaction. • understand what constitutes a respectful relationship • explore roles and responsibilities within respectful friendships • examine how to communicate effectively with friends • Reflect on emotional responses associated with conflict • investigate a range of strategies to resolve conflict and increase resilience • recognise that friendships continue to evolve and change over time • investigate strategies for managing changes in friendships. 	<p>Feeling Safe</p> <p>In this unit, students explore risk taking behaviours, their rights and responsibilities and decision making strategies. They explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe.</p> <p>Students will:</p> <ul style="list-style-type: none"> • determine the difference between feeling safe and unsafe • establish personal safety guidelines in relation to private parts of the body • develop the concept of children’s rights • examine how rules and laws contribute to safety • develop an awareness of the environment by recognising safety clues • understand how emotional responses vary in depth and strength in different situations • investigate strategies to reduce bullying and promote positive interaction • investigate the effects of risk taking behaviour • understand the concept of culture • examine their school culture and determine how they contribute towards a positive school culture. <p>This unit contains information from the Daniel Morecombe Child Safety Curriculum.</p>	<p>Healthy futures</p> <p>In this unit students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore sustainability practices that demonstrate respect for the environment • make connections between sustainability and personal health • investigate sustainable practices in the classroom • explore the similarities between community, classroom and school sustainable practices • discuss how being outdoors supports the different dimensions of health • participate in a range of outdoor activities with other students. 	<p>Netiquette and online protocols</p> <p>In this unit students examine and interpret health information about cybersafety and online protocols. They describe and apply strategies that can be used in cyberbullying situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people’s use of digital technologies and online communities, and identify resources available locally to support their safety.</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine the need to balance the time spent using electronic devices and playing outdoors • recognise the health benefits and risks of interacting in online communities • examine how personal information is used and shared online • review websites and interpret health messages about cyber safety • explore how their online behaviours and actions affect their digital footprint • examine different types of communication they use on the internet and how to display good manners towards others. <p>This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.</p>

All units are developed using the Australian Curriculum: Health and Physical Education Year 3 and 4 content descriptions and achievement standard.

Health and physical education – Year 3/4

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Pump it!</p> <p>Students perform social dances individually and in groups</p> <p>Students:</p> <ul style="list-style-type: none"> develop and perform fundamental movement skills perform fundamental movement skills which incorporate the elements of movement in response to music combine fundamental movement skills and the elements of movement to create and perform a dance. 	<p>Take your marks, get set, play</p> <p>In this unit, students will develop the fundamental movement skills of running, jumping and throwing.</p> <p>Students will:</p> <ul style="list-style-type: none"> practise and refine the fundamental movement skills of running, jumping and throwing apply the fundamental movement skills of running, jumping and throwing while incorporating movement concepts in simple games understand the benefits of being fit and physically active while participating in athletic activities. 	<p>Batch, catch, howzat!</p> <p>Students apply strategies for working cooperatively and rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games.</p> <p>Students:</p> <ul style="list-style-type: none"> practise and refine fundamental movement throwing and object control skills consider and combine the concepts and strategies when participating in various activities understand and apply rules use creative thinking to transfer and apply fundamental movement to new contexts and game situations. 	<p>Having a ball!</p> <p>Students perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.</p> <p>Students:</p> <ul style="list-style-type: none"> practice and refine fundamental throwing and catching skills with large balls combine fundamental movement and object control skills in minor games apply basic rules and scoring systems, and demonstrate fair play when participating in activities adopt inclusive practices develop and apply strategies in minor games solve movement challenges.

All units are developed using the Australian Curriculum: Health and Physical Education Year 3 and 4 content descriptions and achievement standard.

Health and physical education – Year 5/6

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>Emotional interactions</p> <p>In this unit students review the information they know about establishing and keeping friendships and relationships. They identify the skills needed to establish and maintain relationships. Students use prior knowledge to discuss the differences between friendships and relationship and also interpret the differences between friendships and their peers. Students discuss the factors that influence theirs and others behaviours through discussion and brainstorming activities. They investigate how feelings, emotions and mood can affect their own and others behaviours and responses. Students develop an understanding of different points of view and how differing opinions can influence relationships and friendships. They develop an understanding of bullying and harassment and who to go to for help if they are a victim or witness such behaviours. Finally students discuss their overall emotional health, safety and wellbeing.</p> <p>Students will:</p> <ul style="list-style-type: none"> • understand what a relationship is • understand the different types of relationships that exist in society • examine the factors that influence our behaviour on a daily basis • examine different points of view and opinions • identify positive and negative interactions amongst their peers and their friendship groups • understand how some negative interactions may lead to bullying and harassment • identify safe and unsafe behaviours • identify strategies to keep themselves healthy, safe and well • understand that there are adults they can use for support when feeling 	<p>Healthy habits</p> <p>In this unit students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.</p> <p>Students will:</p> <ul style="list-style-type: none"> • understand the meaning of preventative health • examine the role that preventative health has in maintaining health and wellbeing. • explore a range of community resources and strategies aimed at supporting health and wellbeing. • investigate healthy habits and strategies that promote and maintain health and wellbeing. 	<p>What am I drinking?</p> <p>In this unit students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.</p> <p>Students will:</p> <ul style="list-style-type: none"> • understand how drink choices affect health and wellbeing • examine drink labels and consider drink alternatives • understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing • apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities. 	<p>Transitioning</p> <p>In this unit students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore the feelings and emotions associated with new situations and coping with change • discuss the knowledge and skills that help people adapt to new situations • reflect on the way they adapt to change • examine how communication skills support positive relationships • explore the similarities and differences between primary and secondary school • examine how students experience diversity during their transition to secondary school • discuss how diversity has positive influences on individuals and communities.

Health and physical education – Year 5/6**Personal, social and community health**

Unit 1	Unit 2	Unit 3	Unit 4
unsafe or uncomfortable. This unit has been developed to incorporate sections of the Daniel Morecombe Child Safety Curriculum.			
All units are developed using the Australian Curriculum: Health and Physical Education Year 5 and 6 content descriptions and achievement standard.			

Health and physical education – Year 5/6

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Built for B-Ball</p> <p>Students explore and describe the key features of health related fitness and the significance of physical activity participation to health and well-being in the context of basketball.</p> <p>Students:</p> <ul style="list-style-type: none"> • discuss the impact regular participation can have on health and wellbeing • participate in physical activities designed to enhance fitness • identify and explain the health-related fitness components used in basketball • explain the significance of participation in everyday physical activities to their health and wellbeing • create a multimodal presentation to identify and explain the health-related fitness components used in basketball and explain the significance of physical activity to their everyday health and wellbeing. 	<p>Fitness fun</p> <p>In this unit, students will develop specialised movement skills within different fitness contexts. They will participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing</p> <p>Students will:</p> <ul style="list-style-type: none"> • describe the impact that participation in regular physical activity can have on your health and wellbeing. • participate in different fitness activities to develop an understanding of health related fitness and it's components • develop and perform specialised movement skills • design a fitness circuit to develop a health related fitness component. 	<p>Play2Rhythm</p> <p>Students develop specialised football skills and create and perform a sequence of these skills to music.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop specialised football skills • explore performing movements to a musical beat • perform football skills in sequences to the beat of the music • design and perform a sequence of football skills to music. 	<p>Over the net</p> <p>In this unit students will perform specialised tennis skills. They will combine and perform specialised tennis skills to open up space on the court to win or gain the upper hand within gameplay. They will demonstrate skills to work collaboratively and play fairly during tennis related activities and games.</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop the specialised movement skills and concepts of tennis. • apply the specialised movement skills and concepts • participate positively in groups and teams • work collaboratively and play fairly during tennis related activities and games • perform specialised movements to solve movement challenges

All units are developed using the Australian Curriculum: Health and Physical Education Year 5 and 6 content descriptions and achievement standard.

Health and Physical Education – Year 7

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>Approaching adolescence</p> <p>Students focus on the individual as they grow from childhood to adolescence. They investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. Students explore the development of self-values and beliefs and address increases in adult expectations as they transition towards independence. Students examine the benefits of diversity and the impact of social inclusion on wellbeing during the adolescence transition. They investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence.</p> <p>Note – this unit contains some sensitive concepts, images and terminology related to puberty.</p> <p>Students:</p> <ul style="list-style-type: none"> examine the stage of growth known as adolescence and consider how society recognises this examine how the adolescence transition impacts on personal identity investigate physical and cognitive changes occurring during puberty explore how the changes associated with puberty impact on identity analyse a variety of emotional responses associated with adolescence and consider what might influence these responses evaluate how diversity and changing relationships impact on wellbeing during adolescence investigate a range of strategies and resources suitable for helping manage the changes and transition during puberty. 	<p>I can make good decisions</p> <p>Students investigate alcohol and drugs, the laws associated with their use and the long and short term effects these have on the body. Students examine health information related to alcohol and other drugs to evaluate possible health concerns and implement actions to promote wellbeing in their school community.</p> <p>Students:</p> <ul style="list-style-type: none"> investigate alcohol and drug information discuss what drugs are and why people take them examine drug classifications and laws that relate to adolescents review skills for locating drug related information evaluate the credibility of sources investigate and analyse the health impacts of a range of drugs understand the laws and regulations related to drug use. develop skills to assist in good decision making when faced with drug related situations recognise who to seek support from when faced with drug related situations explore the concept of wellbeing in relation to alcohol and drug situations establish strategies for promoting wellbeing amongst adolescents <p>This unit incorporates concepts from the Safe Night Out Education package.</p>	<p>Super snacks</p> <p>Students engage in a variety of learning experiences about health information and its interpretation. Students investigate the Australian guide to healthy eating and analyse food products to promote the health and wellbeing of individuals and others.</p> <p>Students:</p> <ul style="list-style-type: none"> understand the food servings recommended in the Australian Guide to Healthy Eating interpret nutrition information panels and understand the information about food nutrients discuss sustainable food choices discuss adolescent health concerns recognise how food consumption changes with age analyse personal food consumption habits interpret snack food labels and use them to choose snacks investigate the snack food consumption of adolescents investigate and apply actions to promote healthy snack food choices use positive health and nutrition messages to promote healthy snacks to enhance the health and wellbeing of self and others. 	<p>Generations</p> <p>Students identify what defines a family and how they are structured. They examine how different generations vary in their social and cultural values and experiences. They explore how to build and promote respectful relationships within family. Students explore mental illness and identify ways that respectful relationships with family can contribute to improving adolescent mental wellness. They investigate the role of physical activity in mental wellness and how this has changed between generations.</p> <p>Students:</p> <ul style="list-style-type: none"> examine the different types of generations and how changing relationships and experiences define them investigate family structures and the benefits of family relationships investigate ways to encourage respectful behaviours and reduce conflict within family relationships examine mental health and mental illness and consider the impact on adolescents investigate how and why physical activity levels vary between generations examine ways that physical activity can help to strengthen family and community relationships.
<p>All units developed using the Australian Curriculum: Health and Physical Education Year 7 and 8 content descriptions and achievement standard.</p>			

Health and Physical Education – Year 7

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>We dig it</p> <p>Students develop and apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity in volleyball. They apply and refine movement concepts and strategies in response to modifications made to volleyball game contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore what is meant by respectful relationships, fair play and inclusivity through participation in activities and games • apply personal and social skills in activities and games • develop and refine the skills of the serve, dig pass, set pass and spike • apply movement concepts in different volleyball games contexts • apply personal and social skills that promote fair play and inclusivity • apply negotiation skills in the selection of modifications to volleyball games. • participate in modified volleyball games • apply movement concepts of space awareness and effort awareness in modified volleyball games. 	<p>In the running</p> <p>Students participate in a variety of activities to demonstrate control and accuracy when performing specialized jumping and throwing movement skills.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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. 	<p>Master of Control</p> <p>Students investigate and apply yoga related movement concepts and strategies to achieve movement and fitness outcomes in the context of Taekwondo. They apply elements of movement to compose and perform Taekwondo movement sequences.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 • Apply the elements of movement to Taekwondo sequences • perform Taekwondo movement sequences 	<p>Shoots and scores!</p> <p>Students apply and refine movement concepts and street hockey skills in a variety of games and activities. They apply and refine offensive and defensive strategies to suit different movement situations in street hockey.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop, practise and refine receiving and passing skills • explore offensive and defensive strategies • develop, practise and refine offensive and defensive strategies • participate in games

Health and Physical Education – Year 8

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>Food for life</p> <p>Students explore dietary options for adolescents and the social and cultural influences on this. They 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.</p> <p>Students:</p> <ul style="list-style-type: none"> investigate strategies and practices that enhance their own health and wellbeing demonstrate skills to make informed decisions, and propose and implement an eating plan that will promote their own health and wellbeing. explore the changes that are occurring throughout adolescence investigate the impact that these changes have on their food choices understand the dietary guidelines for adolescents understand the Australian Guide To Healthy Eating understand the nutritional health concerns for adolescents understand how to determine the validity of health information investigate and select strategies for planning and maintaining a healthy diet for different groups of adolescents. 	<p>My decisions my life</p> <p>Students examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They 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.</p> <p>Students:</p> <ul style="list-style-type: none"> identify values that are important to them. examine the impact of changing values on adolescent identity and decision making understand how values and emotions change when making decisions in varying alcohol and other drug related situations understand actions that demonstrate empathetic and sensitive behaviour towards others' decisions regarding alcohol and other drug use identify types of drugs that are legal and illegal understand the concerns adolescents have with regards to alcohol and other drugs understand that personal decisions regarding alcohol and other drug use will have varied outcomes that impact on their identity examine possible consequences when making decisions regarding alcohol and other drug use explore resources about alcohol and other drugs and select information that is relevant to adolescents 	<p>My adolescent relationships</p> <p>In this unit students recognise that they are becoming independent and explore risk taking behaviours and identity experimentation as they grow up. They explore respectful relationships with peers and how to conduct these relationships in real life and online. They explore a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social networking situations.</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the impact of online technologies on identity development during adolescence investigate how social networks contribute to adolescent health and wellbeing examine the social and communication skills required to maintain respectful relationships examine the risks associated with online relationships and identify strategies and practices for strengthening social networks. 	<p>Cultural understandings</p> <p>Students explore family and kinship groups in own and other cultures and the values and beliefs in various cultures. They explore the historical significance of physical activities in various cultures and their health practices. They identify behaviours and resources to enhance health and wellbeing of communities.</p> <p>Students:</p> <ul style="list-style-type: none"> define family and kinship groups and how they contribute to wellbeing understand how beliefs inform values and how values contribute to identity recognise the seen and unseen parts that contribute to the culture of different groups understand the behaviours that demonstrate respect and allow people to value diversity Examine how communities can support and enhance wellbeing investigate how physical activity promotes cultural values and connects people, places and past events understand the link between health practices and people's health beliefs and behaviours examine how inclusivity and discrimination affect wellbeing.

Health and Physical Education – Year 8

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
	<ul style="list-style-type: none">• understand the importance of effective communication skills in situations involving alcohol and other drugs• demonstrate assertive communication in alcohol and other drug related scenarios• understand the importance of looking after yourself and others• recognise alcohol and other drug related situations where adolescents may require help from others and identify the strategies which promote personal safety. <p>This unit incorporates concepts from the Safe Night Out Education package.</p>		

All units developed using the Australian Curriculum: Health and Physical Education Year 7 and 8 content descriptions and achievement standard.

Health and Physical Education – Year 8

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Different strokes</p> <p>Swimphony of strokes In this context, students develop their skills in swimming strokes, survival skills and strategies in order to apply these in a variety of situations. Students:</p> <ul style="list-style-type: none"> • examine history and culture in the aquatic environment • examine pool safety and safe practice during aquatic activities • develop survival skills and techniques in aquatic environments • practice and refine swimming components and stroke sequences • apply and refine recognised competitive swimming strokes • apply survival and rescue strategies in simulated situations. <p>OR</p> <p>Groovy greens In this context, students develop their skills in golf strokes and strategies in order to apply these in a variety of situations. Students:</p> <ul style="list-style-type: none"> • investigate golfing history, etiquette and scoring • investigate golfing etiquette, scoring and safety • develop and refine their golf swing to perform full swings, chips and putts • apply and refine their golf strokes and skills • apply strategies in a game or simulated game play. 	<p>Get your motor running</p> <p>Students investigate, develop and apply a personal fitness plan to improve fitness and movement skills within the context of touch football. They apply elements of space, time, effort and relationships to compose and perform touch football skill sequences. Students:</p> <ul style="list-style-type: none"> • review the health-related and skill-related components of fitness • participate in fitness activities • practice and apply health-related and skill-related components of fitness in various activities • develop a personal fitness plan for a touch football context • perform and monitor their progress using their personal fitness plan • compose and perform touch football skill sequences 	<p>Hardcore handball</p> <p>Students apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They participate in a variety of handball games. They apply and refine movement concepts and strategies to suit different movement situations in handball. Students:</p> <ul style="list-style-type: none"> • 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 offensive and defensive strategies in handball games 	<p>Dance, divas and dudes</p> <p>Students develop movement skills related to dance from a variety of cultures. They investigate the stomp and hip hop genres and modify elements to form a sequence. Students:</p> <ul style="list-style-type: none"> • participate in and investigate a variety of cultural dances • explore components of dance routines • explain how the elements of movement can enhance performance • compose and perform a dance sequence

All units developed using the Australian Curriculum: Health and Physical Education Year 7 and 9 content descriptions and achievement standard.

Health and Physical Education – Year 9/10

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
<p>Cultural Connections</p> <p>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 explore diversity and identify attributes of community wellbeing and will investigate how local physical activity groups support community connections and wellbeing.</p> <p>Students:</p> <ul style="list-style-type: none"> • 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. 	<p>I can influence others</p> <p>Students access credible information to identify myths and misconceptions about alcohol and other drugs. They investigate binge drinking and explore the impact of risk taking behaviours on health. Students will examine strategies to minimise risks and make safe and healthy decisions under pressure in social situations. They analyse the responsibilities involved with party planning and identify ways they can prevent antisocial behaviour when socialising. Students will critique public health campaigns focused on alcohol, drugs and antisocial behaviours then develop and implement a related health message to demonstrate leadership in their school community.</p> <p>Students:</p> <ul style="list-style-type: none"> • examine a range of health information available to adolescents with regard to alcohol and other drugs • investigate the health risks associated with adolescent binge drinking behaviours • investigate the impact of antisocial behaviours associated with adolescent binge drinking • Investigate the risks and consequences of poorly planned adolescent parties • evaluate a range of resources available to assist adolescents when planning social events • analyse a range of health campaigns designed to reduce antisocial behaviour in situations involving alcohol and others drugs • develop and implement a health message that promotes safe practices when socialising during adolescence • explore measures to reduce risk in 	<p>Excellence in Health</p> <p>Students work in groups to demonstrate leadership and cooperation skills while applying the problem-solving process to take action to enhance their own and others' health, safety and wellbeing in the school community.</p> <p>Students:</p> <ul style="list-style-type: none"> • form cooperative learning groups and negotiate roles and responsibilities • source information and data from a range of sources about health issues in the school community • select a relevant health issue in the school community to take action on • analyse health information to choose a health action that addresses an identified health issue • demonstrate leadership and collaboration when working in groups • plan and implement a health action with a group of peers • individually evaluate the implementation of their group's health action. 	<p>Respectful Relationships</p> <p>This unit has sexually sensitive material. The topic overview has alternative key ideas which are elaborated in the topic outline. The school will decide the most appropriate pathway taking into consideration available resources and the needs of the students.</p> <p>Students identify what respectful relationships are and how empathy and ethical decision making contribute. Students examine the changes they are going through as their sexuality and/ OR identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/ OR disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses, as they reflect on possible outcomes and make decisions in relationship contexts.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand the characteristics of positive and respectful relationships • understand how empathy and ethical decision-making contribute to respectful relationships • investigate how identity, socio-cultural factors and expectations influence the way adolescents think and act regarding sexuality and relationships/investigate how identity, socio-cultural factors and expectations influence the way adolescents think and act regarding relationships • describe strategies to keep adolescents healthy and safe. analyse the consequences of sexual activity OR describe strategies to keep adolescents healthy and safe • analyse the consequences of

Health and Physical Education – Year 9/10

Personal, social and community health

Unit 1	Unit 2	Unit 3	Unit 4
	adolescent social situations. This unit incorporates concepts from the Safe Night out Education Package.		disrespectful relationships <ul style="list-style-type: none">• examine how ethical decision-making contributes to safe and healthy relationship decisions• develop decision-making strategies to promote safe, healthy and respectful relationships/examine how ethical decision-making contributes to safe and healthy relationship decisions• develop decision-making strategies to promote safe, healthy and respectful relationships.

All units developed using the Australian Curriculum: Health and Physical Education Year 9 and 10 content descriptions and achievement standard.

Health and Physical Education – Year 9

Movement and physical activity

Unit 1	Unit 2	Unit 3	Unit 4
<p>Strike out!</p> <p>Students evaluate their own and/ or others' performance of movement skills used in a striking and fielding games. They make their judgments and provide feedback using criteria based on the elements of movement – effort, space, time, objects and people. They use the criteria and feedback to refine their performance. The use of ICTs to video performances is encouraged in this unit.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore fielding, striking and running to score skills • use criteria to evaluate skills • analyse movements • provide feedback to peers • use criteria-based feedback to refine their own performance of movement skills / sequences. 	<p>PT yourself</p> <p>Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore changes that occur with exercise of differing intensities • develop skills to monitor heart rate manually and with technology • use heart rate monitoring equipment to investigate heart rate response to activities of different intensities • explore activities which target development of muscular endurance and /or cardiovascular fitness • propose a workout which achieves 70% of maximum heart rate <p>conduct the workout and evaluate the proposal</p>	<p>Clear the Net</p> <p>Students participate in a range of badminton activities. They apply and transfer movement concepts and strategies to new and challenging movement situations when playing singles. They work collaboratively to design and apply solutions to movement challenges when playing doubles.</p> <p>Students:</p> <ul style="list-style-type: none"> • perform and refine specialised movement skills • develop, implement and evaluate movement concepts and strategies for successful outcomes <p>transfer understanding from previous movement experiences to create solutions to movement challenges</p>	<p>Navigator</p> <p>Students work collaboratively with a partner to develop orienteering skills and strategies and to design orienteering challenges. They apply orienteering skills and strategies to locate obvious and more difficult controls in orienteering challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> • devise, implement and refine strategies for working effectively in teams • demonstrate leadership, fair play and cooperation • explore and participate in navigational activities • develop and apply navigational skills <p>work collaboratively to apply and transfer movement concepts and strategies in a navigational challenge</p>

All units developed using the Australian Curriculum: Health and Physical Education Year 9 and 10 content descriptions and achievement standard.

Technologies

Please Note – Technologies subjects (Design and Technologies and Digital Technologies) are to be provided across the year levels from Prep to Year 6 at least once during primary schooling. It is a school based decision regarding its implementation and time allocation across the year levels. Specific units of work for Technologies have not been created for Multilevel because of its band plan structure.

Technologies – Prep/ Year 1

Digital Technologies – Semester 1

Unit 1

Students will engage in ICT as they have already completed unit 1 of Digital Technology.

- Identifying information and communication technologies
- Understanding information and communication technologies
- Using information and communication technologies

Design and Technologies – Semester 2

Unit 1	Unit 2	Unit 3
<p>Engineering principles and systems: Spin it!</p> <p>Students explore how technologies use forces to create movement in products. They design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • Investigating spinning toys from around the world, and analyse how they are made and how they work • Generating and refining design ideas, communicated by simple drawings • Producing a functional product that appeals to the client • Evaluating their design and production processes • Collaborating and managing by working with others and by sequencing the steps for the project. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • Science Year 2 Unit 2 – Toy factory 	<p>Food and fibre production and Food specialisations: Grow, grow, grow</p> <p>Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food from garden produce.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • Investigating how food and fibre are grown to meet human needs • Generating and refining design ideas for a functional growing environment • Producing a simple drawing that represents the design • Evaluating their design and presentation processes • Collaborating and managing by working with others and by following sequenced steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none"> • Science Prep Unit 1 – Our living world • Science Year 2 Unit 3 – Good to grow 	<p>Materials and technologies specialisations: It's showtime!</p> <p>Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • Investigating materials, technologies for shaping and joining, and how designs meet people's needs • Generating and refining design ideas • Producing a puppet that meets the design brief • Evaluating their design and production processes • Collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none"> • Science Year 1 Unit 2 — Material madness • Drama Year Prep to 2 Unit 2 — Poetry alive • English Year 2 Unit 1 — Playing with verse

ICT – year 2 – Semester 1

Students will engage in ICT as they have already completed unit 1 of Digital Technology.

- Identifying information and communication technologies
- Understanding information and communication technologies
- Using information and communication technologies

Technologies – Year 2

Design and Technologies – Semester 2

Unit 1	Unit 2	Unit 3
<p>Engineering principles and systems: Spin it!</p> <p>Students explore how technologies use forces to create movement in products. They design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none">• Investigating spinning toys from around the world, and analyse how they are made and how they work• Generating and refining design ideas, communicated by simple drawings• Producing a functional product that appeals to the client• Evaluating their design and production processes• Collaborating and managing by working with others and by sequencing the steps for the project. <p>Suggested partner unit:</p> <ul style="list-style-type: none">• Science Year 2 Unit 2 – Toy factory	<p>Food and fibre production and Food specialisations: Grow, grow, grow</p> <p>Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food from garden produce.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none">• Investigating how food and fibre are grown to meet human needs• Generating and refining design ideas for a functional growing environment• Producing a simple drawing that represents the design• Evaluating their design and presentation processes• Collaborating and managing by working with others and by following sequenced steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none">• Science Prep Unit 1 – Our living world• Science Year 2 Unit 3 – Good to grow	<p>Materials and technologies specialisations: It's showtime!</p> <p>Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none">• Investigating materials, technologies for shaping and joining, and how designs meet people's needs• Generating and refining design ideas• Producing a puppet that meets the design brief• Evaluating their design and production processes• Collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project. <p>Suggested partner units:</p> <ul style="list-style-type: none">• Science Year 1 Unit 2 — Material madness• Drama Year Prep to 2 Unit 2 — Poetry alive• English Year 2 Unit 1 — Playing with verse

Technologies – Years 3 and 4

Design and Technologies – Term 2 2017

Unit 1	Unit 2	Unit 3
<p>Materials and technologies specialisations: Repurpose it</p> <p>Students investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They repurpose an item of clothing to create another useful item. They explore the role of people in design and technologies occupations as well as factors, including sustainability that impact on designs that meet community needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ communicating with client and critiquing needs or opportunities for designs ○ testing materials including fabrics and exploring techniques for shaping and joining them ○ identifying examples of recycling, up-cycling and re-using • generating design ideas for a useful item and communicating them with annotated design drawings • producing a useful item by selecting relevant tools and resources and using them safely • evaluating design ideas, processes and solutions • collaborating as well as working individually throughout the process • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • Science Year 4 Unit 3 – Properties matter • Geography Year 4 Unit 2 – Using places more sustainably 	<p>Food and fibre production and Food specialisations: What’s for lunch?</p> <p>Students investigate food and fibre production and food technologies used in modern and traditional societies. They develop a food product that would not have been made one hundred years ago..</p> <p>They explore how people in different times developed food and fibre technologies to meet human needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ exploring traditional food and fibre production and food technologies ○ identifying contemporary technologies for growing food and fibre and preserving and preparing foods • generating, developing and communicating design ideas for a food product • producing by working safely with equipment and ingredients to create a food product • evaluating design ideas and processes for the product • collaborating as well as working individually throughout the design and production • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • History Year 3 Unit 2 – Exploring continuity and change in local communities 	<p>Engineering principles and systems: Pinball paradise</p> <p>Students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use.</p> <p>They explore the role of people in engineering technology occupations and how they address factors that meet client needs.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ exploring games with moving parts ○ testing materials, tools and techniques ○ exploring techniques for shaping and joining materials and creating mechanisms • generating, developing and communicating design ideas for: <ul style="list-style-type: none"> ○ a pinball machine ○ a games room environment • producing by working safely with components and materials to create a functioning product • evaluating design ideas and processes for the product and environment • collaborating as well as working individually throughout the design and production • managing by sequencing production steps. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • Science Year 4 Unit 4 – Fast forces

Technologies – Years 3 and 4

Digital Technologies – Term 3 2017

Unit 1 - 2018

What digital systems do you use?

Students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They:

- explore and describe how digital systems are used and meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data
- define problems and identify needs
- develop technical skills in using a visual programming language to create a digital solution
- describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language
- implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game
- explain how their solutions and information systems, such as learning software, meet personal, school and community needs
- develop skills in computational and systems thinking when solving problems and creating solutions.

Suggested partner units:

- Any unit in Years 3-4
for example:
Science Year 3 Unit 1 – Is it living?

Unit 2 - 2017

What's your waste footprint?

Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They:

- examine different types of data and represent the same data in different ways
- collect, access and present data as information using simple software (such as spreadsheets)
- explore and describe how a range of common information systems present data as information to meet personal, school and community needs
- develop skills in computational and systems thinking when solving problems and creating solutions
- work with others to communicate ideas and information using online tools, applying agreed social and ethical protocols
- explain how information systems meet personal, school and community needs.

Suggested partner unit:

- Geography Year 4 Unit 2 – Using places more sustainably

Food specialisations: Quench

Students investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene. They design a safe and hygienic environment to make a healthy drink that meets a specific need.

Students explore food technology occupations and how people in those roles address factors such as sustainability in the production and delivery of food to meet community needs. Students apply the following processes and production skills:

- investigating by:
 - critiquing needs or opportunities for different types of drink
 - testing ingredients, equipment and processes
- generating and documenting design ideas for a drink suited to a purpose and client group and a safe hygienic environment for preparing it
- producing a drink by applying safe and hygienic procedures in a designed environment
- evaluating design ideas, processes and solutions against negotiated criteria for success, including sustainability
- collaborating as well as working individually throughout the process
- managing by developing project plans that include resources.

Suggested partner units:

- Health and Physical Education Year 5 Healthy habits
- Health and Physical Education Year 6 What am I drinking?

Engineering principles and systems: Hands off

Students investigate how forces or electrical energy can control movement, sound or light in a designed product or system. They produce a prototype electrical security device to protect a personal item or area.

They explore the role of people in engineering technology occupations in developing solutions for current and future use.

Students apply these processes and production skills:

- investigating by:
 - analysing technologies applied in security systems
 - testing circuits and devices that control movement, sound or light
- generating and documenting design ideas for security devices using technical terms and graphical representation techniques
- producing a functional prototype by safely using materials, components, tools and techniques
- evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability
- collaborating as well as working individually throughout the process
- managing by developing project plans that include resources.

Suggested partner units:

- Science Year 6 Energy and electricity

Food and fibre production: Sow and grow

Students investigate how and why food and fibre are produced in managed environments.

They design a service for the distribution of plants in the local community.

They explore the role of design in food and fibre production occupations to develop solutions for current and future use.

Students apply these processes and production skills:

- investigating by:
 - analysing managed environments in food and fibre production
 - testing packaging options and methods for delivering information
- generating and documenting design ideas for production environments using technical terms and graphical representation techniques
- maintaining the health of plants, creating care instructions and packaging for safe delivery using materials, components, tools and techniques
- evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability
- collaborating as well as working individually throughout the process
- managing by developing sequenced project plans that include resources.

Suggested partner units:

- Economics and Business Year 5 Exploring decision-making in everyday life
- Geography Year 5 Exploring how places are changed and managed by people
- Science Year 6 Life on Earth

Materials and technologies specialisations: Design for nature

Students investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They design a product to meet an identified need or opportunity for wildlife in their local area.

They explore the role of people in a range of technologies occupations and the tools and techniques they use.

Students apply these processes and production skills:

- investigating by:
 - analysing needs and opportunities for designing
 - analysing technologies and design features used in wildlife management
 - testing tools and techniques with a range of materials
- generating and documenting design ideas for a wildlife management product
- producing a wildlife management product for an identified need
- evaluating design ideas, processes and solutions against negotiated criteria for success
- collaborating as well as working individually throughout the process
- managing by developing project plans that include resources.

Suggested partner units:

- Science Year 5 Survival in the Australian environment

Unit 1 (2017 – Semester 2)	Unit 2 (2018 – Semester 1)
<p>A-maze-ing digital designs</p> <p>In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems examining a maze game to explore algorithm design and develop skills in using a visual programming language working collaboratively to create a new maze game. <p>Students apply a range of skills and processes when creating digital solutions. They:</p> <ul style="list-style-type: none"> define problems clearly by identifying appropriate data and functional requirements design a user interface, considering alternatives and design principles follow, modify and design algorithms using diagrams and simple statements, relating particular programming language statements (steps and decisions) to actions in the game implement their game using visual programming and including steps, branching and repetition evaluate how well their solutions meet defined requirements manage, create and communicate ideas online during collaborative projects including negotiating, providing feedback and developing plans to complete tasks and applying social, ethical and technical protocols. <p>Suggested partner units:</p> <ul style="list-style-type: none"> English Year 5 Creating fantasy characters English Year 6 Comparing texts 	<p>Data changing our world</p> <p>In this unit Students investigate how information systems meet local and community needs and will create an interactive spreadsheet solution that helps people make healthy food choices. Learning opportunities will include:</p> <ul style="list-style-type: none"> exploring how community organisations collect data and present information to meet community needs transforming raw data into a visual form to create information that is easily understood creating a data-driven solution that processes user input to inform about health issues. <p>Students apply a range of skills and processes when creating digital solutions. They:</p> <ul style="list-style-type: none"> explore information systems, including systems that deliver community information, promote health and wellbeing, and explain how they meet needs collect, manage and analyse data using a range of software (such as spreadsheets) interpret and visualise data to create information define problems by considering what the need is, what data is required, who the audience is and how They interact with the solution, and what features need to be included implement a digital solution that automates the processing of user input and presentation of information to solve a defined problem explain how their solutions meet identified needs manage, create and communicate ideas and information, applying agreed social and ethical protocols apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and information. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Mathematics Year 5 Data representation Health and Physical Education Year 6 PPS What am I drinking?

Technologies – Years 7			
Design and Technologies			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Food specialisations: Fusing cultural diversity</p> <p>Students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. They apply design thinking as they develop a savoury parcel that fuses elements from two cultures. Students explore how social, ethical and environmental issues influence the design of a food product to create preferred futures for the school community.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> investigating: <ul style="list-style-type: none"> critiquing needs or opportunities for different food items comparing the design of food items from different cultures comparing ingredients, tools and processes generating and documenting design ideas for a food that fuses cultural influences producing a food item by effectively applying safe and hygienic procedures in a designed environment independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions collaborating and working individually throughout the process using project management processes to coordinate production. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> Health and Physical Education Band 7- 	<p>Materials and technologies specialisations: Protect it</p> <p>Students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. They apply design thinking as they develop a solution to protect a valued item from loss or damage.</p> <p>They explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> critiquing needs or opportunities for protective solutions comparing different protection need scenarios – impact, thermal, moisture, UV, abrasion comparing properties of materials, structures for particular purposes analysing relevant systems, components and tools for manufacturing solutions generating design ideas for a protective solution and communicating them using appropriate technical terms and technologies including graphical representation techniques producing a functional prototype by effectively and safely using a range of materials, components, tools, equipment and techniques independently developing criteria for success including sustainability and 	<p>Food and fibre production: Thinking globally, growing locally</p> <p>Students analyse how food and fibre are produced when designing managed environments and how these can become more sustainable. They apply design thinking to design a sustainable food or fibre production environment to address a school need or opportunity.</p> <p>They explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> analysing case studies on local, national and global impacts on food and fibre production examining sustainable management practices conducting trials to explore technologies and techniques that improve productivity, such as by improving soil or water quality. generating design ideas, communicating design plans and processes using appropriate technical terms and technologies producing and presenting a persuasive proposal for a designed environment including prototype or model independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions collaborating and working individually 	<p>Engineering principles and systems: Make it respond</p> <p>Students analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions. They apply design thinking as they develop a component of a mini-golf course that reacts to a golf ball with movement, light or sound.</p> <p>They explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> analysing electromechanical systems testing relevant materials, components, tools and techniques generating and documenting design ideas for a mini-golf environment and a component within it producing a responsive element of a mini-golf game independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions collaborating and working individually throughout the process using project management processes to coordinate production. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Science Year 7 Units 3-4 - Moving right along: applications in real systems

Technologies – Years 7			
Design and Technologies			
Unit 1	Unit 2	Unit 3	Unit 4
8 Unit 3 – Super snacks	evaluating design ideas, processes and solutions <ul style="list-style-type: none"> collaborating and working individually throughout the process using project management processes to coordinate production. Suggested partner unit: <ul style="list-style-type: none"> Science Year 8 Unit 2 – Chemistry of common substances 	throughout the process <ul style="list-style-type: none"> managing by developing project plans that include resources. Suggested partner units: <ul style="list-style-type: none"> Maths Year 7 Unit 2 - How can you design the best vegetable garden for your school? Science Year 7 Unit 1-2 – Water: waste not, want not Geography Year 7 Unit 1 – Water in the World Geography Year 8 Unit 1 – Landforms and landscapes (erosion) 	

Technologies – Years 7

Digital Technologies

Unit 1 (Semester 1, 2017)

Get serious about games

Students apply computational and systems thinking to evaluate educational information systems and create digital solutions (a model of real-world system and a game that will educate their peers) using a general purpose programming language.

Students apply a range of skills and processes in the production of digital solutions. They:

- analyse data to model a real life object or event, with consideration to gaming mechanics
- investigate how data including text, images and sound are represented in binary, and implications for game design
- define and decompose real-world problems, considering the functional, technical, social and usability constraints
- investigate how game mechanics influence user experience and apply those principles to the user experience design
- use algorithms including flow charts, storyboards and pseudo-code to design their solution
- test algorithms for accuracy
- evaluate how well needs are met by digital solutions and information systems, and evaluate them against criteria including innovation, risk and sustainability
- learn and apply project management techniques, such as resourcing, time, task identification, considering safety and sustainability, and setting and applying protocols for collaborating online
- explore emerging technologies, such as virtual reality.

Suggested partner units:

Most units in Years 7 - 8.

Science subjects are appropriate for making simulations.

Unit 2 (2018)

D.A.T.A (Digital Analysis Troubleshooting Agency)

Students transform data into information, explore and analyse the properties and components of networked systems and data transmission. Students 'join' a fictional agency to create a range of digital solutions.

Students apply a range of skills and processes when creating digital solutions. They:

- explore the reliability and speed of transmission through different networks (wired, wireless and mobile), examining the impacts of components and their specification and communication protocols
- create a model of a network for a client
- acquire data from a range of sources and explore techniques for efficient targeted online data collection, including querying databases
- evaluate data accuracy, authenticity and timeliness
- analyse and manage data using spreadsheets
- decompose real-world problems considering functional requirements and usability, economic, social, environmental and technical constraints
- learn basic HTML to modify a website to improve user experience, and compare and evaluate web designs
- evaluate how well developed solutions and existing information systems meet needs and take account of sustainability (for example, e-waste).

Technologies – Years 8 – Semester 1

Design and Technologies

Unit 1	Unit 2	Unit 3	Unit 4
<p>Food specialisations: Fusing cultural diversity</p> <p>Students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. They apply design thinking as they develop a savoury parcel that fuses elements from two cultures. Students explore how social, ethical and environmental issues influence the design of a food product to create preferred futures for the school community.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating: <ul style="list-style-type: none"> ○ critiquing needs or opportunities for different food items ○ comparing the design of food items from different cultures ○ comparing ingredients, tools and processes • generating and documenting design ideas for a food that fuses cultural influences • producing a food item by effectively applying safe and hygienic procedures in a designed environment • independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions • collaborating and working individually throughout the process • using project management processes to coordinate production. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> • Health and Physical Education Band 7. 	<p>Materials and technologies specialisations: Protect it</p> <p>Students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. They apply design thinking as they develop a solution to protect a valued item from loss or damage.</p> <p>They explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ critiquing needs or opportunities for protective solutions ○ comparing different protection need scenarios – impact, thermal, moisture, UV, abrasion ○ comparing properties of materials, structures for particular purposes ○ analysing relevant systems, components and tools for manufacturing solutions • generating design ideas for a protective solution and communicating them using appropriate technical terms and technologies including graphical representation techniques • producing a functional prototype by effectively and safely using a range of materials, components, tools, equipment and techniques • independently developing criteria for success including sustainability and 	<p>Food and fibre production: Thinking globally, growing locally</p> <p>Students analyse how food and fibre are produced when designing managed environments and how these can become more sustainable. They apply design thinking to design a sustainable food or fibre production environment to address a school need or opportunity.</p> <p>They explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ analysing case studies on local, national and global impacts on food and fibre production ○ examining sustainable management practices ○ conducting trials to explore technologies and techniques that improve productivity, such as by improving soil or water quality. • generating design ideas, communicating design plans and processes using appropriate technical terms and technologies • producing and presenting a persuasive proposal for a designed environment including prototype or model • independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions • collaborating and working individually 	<p>Engineering principles and systems: Make it respond</p> <p>Students analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions. They apply design thinking as they develop a component of a mini-golf course that reacts to a golf ball with movement, light or sound.</p> <p>They explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> • investigating by: <ul style="list-style-type: none"> ○ analysing electromechanical systems ○ testing relevant materials, components, tools and techniques • generating and documenting design ideas for a mini-golf environment and a component within it • producing a responsive element of a mini-golf game • independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions • collaborating and working individually throughout the process • using project management processes to coordinate production. <p>Suggested partner units:</p> <ul style="list-style-type: none"> • Science Year 7 Units 3-4 - Moving right along: applications in real systems

Technologies – Years 8 – Semester 1

Design and Technologies

Unit 1	Unit 2	Unit 3	Unit 4
<p>8 Unit 3 – Super snacks</p>	<p>evaluating design ideas, processes and solutions</p> <ul style="list-style-type: none"> collaborating and working individually throughout the process using project management processes to coordinate production. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> Science Year 8 Unit 2 – Chemistry of common substances 	<p>throughout the process</p> <ul style="list-style-type: none"> managing by developing project plans that include resources. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Maths Year 7 Unit 2 - How can you design the best vegetable garden for your school? Science Year 7 Unit 1-2 – Water: waste not, want not Geography Year 7 Unit 1 – Water in the World Geography Year 8 Unit 1 – Landforms and landscapes (erosion) 	

Technologies – Years 8

Digital Technologies

Unit 1 (2018)

Get serious about games

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Students apply a range of skills and processes in the production of digital solutions. They:

- analyse data to model a real life object or event, with consideration to gaming mechanics
- investigate how data including text, images and sound are represented in binary, and implications for game design
- define and decompose real-world problems, considering the functional, technical, social and usability constraints
- investigate how game mechanics influence user experience and apply those principles to the user experience design
- use algorithms including flow charts, storyboards and pseudo-code to design their solution
- test algorithms for accuracy
- evaluate how well needs are met by digital solutions and information systems, and evaluate them against criteria including innovation, risk and sustainability
- learn and apply project management techniques, such as resourcing, time, task identification, considering safety and sustainability, and setting and applying protocols for collaborating online
- explore emerging technologies, such as virtual reality.

Suggested partner units:

Most units in Years 7 - 8.

Science subjects are appropriate for making simulations.

Unit 2 (Semester 1, 2017)

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Students transform data into information, explore and analyse the properties and components of networked systems and data transmission. Students 'join' a fictional agency to create a range of digital solutions.

Students apply a range of skills and processes when creating digital solutions. They:

- explore the reliability and speed of transmission through different networks (wired, wireless and mobile), examining the impacts of components and their specification and communication protocols
- create a model of a network for a client
- acquire data from a range of sources and explore techniques for efficient targeted online data collection, including querying databases
- evaluate data accuracy, authenticity and timeliness
- analyse and manage data using spreadsheets
- decompose real-world problems considering functional requirements and usability, economic, social, environmental and technical constraints
- learn basic HTML to modify a website to improve user experience, and compare and evaluate web designs
- evaluate how well developed solutions and existing information systems meet needs and take account of sustainability (for example, e-waste).

Technologies – Years 9 and 10

Design and Technologies – Semester 1 2017

Unit 1	Unit 2	Unit 3	Unit 4
<p>Food and fibre production: Solving wicked problems with new growth ecologies</p> <p>Students investigate and make judgments on the ethical and sustainable production of food and fibre. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.</p> <p>Students apply design thinking as they develop a proposal for an innovative managed environment that enhances food or fibre production in a specific context.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> investigating emerging production technologies which improve productivity and sustainability generating designs for testing growth management strategies to inform proposals producing a communication product that explains a proposal for an innovative environment, for example expo presentation, models, multimodal evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability collaborating and working individually throughout the process managing by using digital technologies to develop project plans that include time, cost, risk and production processes. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Science Year 9 Unit 1 – Energy on the move: the influence of science and 	<p>Materials and technologies specialisations: Design a solution</p> <p>Students investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.</p> <p>Students apply design thinking as they design and make a solution that addresses a real-world need or opportunity by combining characteristics and properties of materials and technologies.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> investigating how emerging technologies and products are being fused together to meet the changing needs and opportunities of communities generating design ideas that consider key characteristics and properties of materials, systems, components, tools and equipment to enhance design features producing functional well designed products evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability collaborating and working individually throughout the process managing by using digital technologies to develop project plans that include 	<p>Engineering principles and systems: Efficient dynamics</p> <p>Students investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.</p> <p>Students apply design thinking as they design a solar powered concept car that applies engineering principles and emerging technologies to increase energy efficiency.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> investigating how vehicle designs are influenced by the characteristics of materials and evolve in response to preferred futures and the impact of emerging technologies including solar power generating ideas for improving the performance of a vehicle by considering characteristics and properties of materials, systems, components, tools and equipment producing a testable prototype of their vehicle and methods for testing, recording data and comparing designs evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability collaborating and working individually throughout the process managing by using digital technologies to develop project plans that include time, cost, risk and production processes. 	<p>Food specialisations: Make a smart food choice</p> <p>Students investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.</p> <p>Students apply design thinking as they design and produce a food product suitable for sale at a school event, and design a food sale environment.</p> <p>Students apply these processes and production skills:</p> <ul style="list-style-type: none"> critically evaluate needs and opportunities for marketing a food product investigating the principles of food safety, preservation, preparation and the impact of social, cultural and individual preferences on food products generating design ideas for products (food items), services (marketing) and environments (safe, hygienic spaces to produce food) selecting and using appropriate technologies skilfully and safely to produce high quality food products evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability and client needs collaborating and working individually throughout the process

Technologies – Years 9 and 10			
<p>technology on agricultural practices.</p> <ul style="list-style-type: none"> Science Year 10 Unit 7 – Global systems and humans’ ethical obligations to the environment Geography Year 9 Unit 1 – Biomes and food security Geography Year 10 Unit 2 – Environmental change and management 	<p>time, cost, risk and production processes.</p> <p>Suggested partner units:</p> <ul style="list-style-type: none"> Economics and Business Years 9-10 Unit 4 –Improving business productivity Economics and Business Years 7-8 Unit 2 – Responding to business opportunities in the Australian market 	<p>Suggested partner unit:</p> <ul style="list-style-type: none"> <i>Science Year 10 Unit 6 – Energy of motion</i> 	<ul style="list-style-type: none"> managing by using digital technologies to develop project plans that include time, cost, risk and production processes. <p>Suggested partner unit:</p> <ul style="list-style-type: none"> Health and Physical Education Years 9-10 Unit 2 – Sustainable health challenge

Technologies – Years 9 and 10

Digital Technologies

Unit 1 (2018)

There's an app for that!

Students use mark-up language and style sheets to design and create a prototype data driven web app to solve an identified problem, for example, an app to locate the best surfing spots in Queensland. Learning opportunities will include:

- examining existing apps
- studying agile software development cycle used in real-world projects
- exploring and evaluating examples of solutions developed using big data, for example meteorology, transportation, government etc.

Students apply a range of skills and processes when creating digital solutions. They:

- investigate the secure transmission of data across internetworks
- develop skills for collecting, managing and analysing appropriate data from a range of sources to meet client requirements including privacy and security
- apply computational thinking skills including abstraction and specification to address complex problems
- interview stakeholders to identify needs that can be addressed by a data driven web app
- design a user experience of a solution for a data driven web app using storyboards and mock-ups
- use flowcharts and pseudo code to design algorithms and validate them through tracing and test cases
- apply an object-oriented programming language to implement interactive features
- plan and manage a client based project using the agile software development cycle
- investigate indicators of economic success for their apps considering safety and sustainability.

Unit 2 – Semester 2 2017

The morpheus project

Students design and implement a security system to protect data transmissions within a social media information system. Learning opportunities will include:

- exploration of cryptographic systems; how data is encrypted and compressed when it is stored and decrypted and uncompressed when it is retrieved by an information system
- designing schema less databases using object-oriented techniques
- working in teams to design and develop modular programs to solve a mini-challenge.

Students apply a range of skills and processes when creating digital solutions. They:

- investigate the security protocols applied to existing information systems to evaluate their effectiveness in protecting sensitive information
- considering privacy principles and other applicable policies with respect to legal obligations that must be considered in database design
- model data relationships using UML diagrams
- resolve conflicts between functional and non-functional requirements by applying stakeholder priorities
- design and implement complex algorithms to interpret and process data using a modular, object-oriented approach
- evaluate the effectiveness of security algorithms and their own solutions based on a broad set of criteria and test data
- plan and manage a collaborative project using an iterative approach, identifying risks and establishing protocols to protect project data.

The Arts

Please Note – The Arts subjects (Dance, Drama, Media Arts, Music, Visual Arts) are to be provided across the year levels from Prep to Year 6 at least once during primary schooling. It is a school based decision regarding its implementation and time allocation across the year levels. Specific units of work for The Arts have not been created for Multilevel because of its band plan structure.

The Arts: Prep/Year 1 (2017)			
Term 1 - Dance	Term 2 - Drama	Term 3 - Music	Term 4 – Visual Arts
<p>Cultural dance Students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.</p> <p>*This unit complements the concepts taught in Science Prep Unit 4 – I like to move it, move it.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities present dance sequences that communicate new dance ideas to an audience respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Drama stories from the past Students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus.</p> <p>*This unit complements the concepts taught in History Prep Unit 2 – Tell me a story about the past.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in dramatic play, improvisation and process drama about stories of family and friends use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about stories of family and friends to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Different Places Students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding.</p> <p>*This unit complements the concepts taught in Geography Year 1 Unit 2 – What are places like?</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces on the theme of different places, using voice, movement and body percussion sing and play instruments to improvise and practise a repertoire of chants, songs and rhymes related to different places create compositions and perform music to communicate ideas that represent different places respond to music and consider where and why people make music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Stormy Clouds Students explore how visual language can be used to communicate and relate to mood and experiences.</p> <p>*This unit complements the concepts taught in Science Prep Unit 3 – Weather Watch by exploring where and why artists use visual language to depict weather and atmosphere in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the depiction of weather in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning display artworks and share ideas about choices made for visual language, techniques and processes in their artworks describe and interpret mood and atmosphere created by weather in artworks.

The Arts – Year 2 (2017)

Unit 1 - Dance	Unit 2 - Drama	Unit 3 - Music	Unit 4 – Visual Arts
<p>Cultural Dance Students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.</p> <p>*This unit complements the concepts taught in Science Prep Unit 4 – I like to move it, move it.</p> <p>Students:</p> <ul style="list-style-type: none"> explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities present dance sequences that communicate new dance ideas to an audience respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Drama stories from the past Students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus.</p> <p>*This unit complements the concepts taught inHistory Prep Unit 2 – Tell me a story about the past.</p> <p>Students:</p> <ul style="list-style-type: none"> explore role and dramatic action in dramatic play, improvisation and process drama about stories of family and friends use voice, facial expression, movement and space to imagine and establish role and situation present drama that communicates ideas about stories of family and friends to an audience respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Different Places Students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding.</p> <p>*This unit complements the concepts taught in Geography Year 1 Unit 2 – What are places like?</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring and imitating sounds, pitch and rhythm patterns in simple music pieces on the theme of different places, using voice, movement and body percussion sing and play instruments to improvise and practise a repertoire of chants, songs and rhymes related to different places create compositions and perform music to communicate ideas that represent different places respond to music and consider where and why people make music, including music of Aboriginal Peoples and Torres Strait Islander People. 	<p>Stormy Clouds Students explore how visual language can be used to communicate and relate to mood and experiences.</p> <p>*This unit complements the concepts taught in Science Prep Unit 3 – Weather Watch by exploring where and why artists use visual language to depict weather and atmosphere in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> explore the depiction of weather in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning display artworks and share ideas about choices made for visual language, techniques and processes in their artworks describe and interpret mood and atmosphere created by weather in artworks.

The Arts – Years 3 and 4

Dance – Term 2 2017

Unit 1	Unit 2	Unit 3
<p>Celebrating dance*</p> <p>Students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p> <p>*This unit complements the concepts taught in History Year 3 Unit 1 – Investigating celebrations, commemorations and community diversity.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences suitable for Australia’s National day using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate ideas about celebrations and commemorations identify how the elements of dance and production elements express ideas in dance for celebrations and commemorations including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Dance messages*</p> <p>Students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.</p> <p>*This unit complements the concepts taught in English Year 4 Unit 3 – Examining traditional stories from Asia.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate a message or a moral identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. 	<p>Wildlife warriors</p> <p>Students make and respond to dance by exploring ways of expressing ideas and stories about the environment through dance.</p> <p>Students:</p> <ul style="list-style-type: none"> improvise and structure movement ideas about the environment for dance sequences using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate ideas about the environment identify how the elements of dance and production elements express ideas including those on the environment in dance including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.
<p>All units developed using the Australian Curriculum: Dance Years 3 and 4 content descriptions and achievement standard.</p>		

The Arts – Years 3 and 4

Drama – Term 3 2017

Unit 1	Unit 2	Unit 3
<p>Dramatic traditions*</p> <p>Students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia’s neighbouring countries as stimulus.</p> <p>*This unit complements the concepts taught in Geography Year 3 Unit 1 – Exploring similarities and differences in places near and far.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures of stories from Australia and neighbouring countries through roles and situations and use empathy in their own improvisations and devised drama • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • shape and perform dramatic action using narrative structures and tension in devised and scripted drama • Identify intended purposes and meaning of drama using the elements of drama to make comparisons. 	<p>Country/Place*</p> <p>Students explore connection to Country/Place through Dreaming stories and Before Time stories as stimulus.</p> <p>*This unit complements the concepts taught in History Year 4 Unit 2 – Investigating the impact of colonisation.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures in Dreaming stories and Before time stories through roles and situations and use empathy in their own improvisations and devised drama • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • shape and perform dramatic action using narrative structures and tension in devised and scripted drama • identify intended purposes and meaning of drama using the elements of drama to make comparisons. 	<p>Exploring issues through drama</p> <p>Students make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama • shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama • identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, using the elements of drama to make comparisons.
<p>All units developed using the Australian Curriculum: Drama Years 3 and 4 content descriptions and achievement standard.</p>		

The Arts – Years 3 and 4

Music – Term 4 2017

Unit 1	Unit 2	Unit 3
<p>Let's celebrate, let's remember*</p> <p>Students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.</p> <p>*This unit complements the concepts taught in History Year 3 Unit 1 – Investigating celebrations, commemorations and community diversity.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Songs of Australia*</p> <p>Students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.</p> <p>*This unit complements the concepts taught in History Year 4 Unit 1 – Investigating European exploration and the movement of peoples.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns used in music related to the theme of European exploration and the movement of peoples practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces create music about European exploration and the movement of people, perform to an audience via pageant, concert or flash mob and record compositions by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	<p>Musical characters and action</p> <p>Students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes.</p> <p>Students:</p> <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in music portraying characters and action practise singing, playing instruments and improvising music portraying characters and action using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.

All units developed using the Australian Curriculum: Music Years 3 and 4 content descriptions and achievement standard.

The Arts – Years 3 and 4

Visual Arts – Term 1 2017

Unit 1	Unit 2	Unit 3
<p>Meaning in found objects*</p> <p>Students explore the communication of cultural meaning through found objects and surface manipulation.</p> <p>*This unit complements the concepts taught in Science Year 3 Unit 4 – What’s the matter by exploring the process and capabilities of matter changing from liquid to solid in art processes, using plaster casting to make three-dimensional sculptural forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and identify purpose and meaning in sculptural artworks by Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks • experiment with visual conventions (plaster cast relief sculpture, mixed media, mould making, found objects, surface manipulation) in research and development of individual artworks following shared conditions • collaborate and plan the presentation of individual sculptures as a mural project • compare the unique qualities of three-dimensional artworks with two-dimensional artworks and use art terminology to communicate meaning. 	<p>Tiny worlds*</p> <p>Students explore the communication of diversity in environments through the manipulation of visual language.</p> <p>*This unit complements the concepts taught in Geography Year 4 Unit 1 – Exploring environments and places by exploring how places are characterised by their environments and the interconnection between people and environment, using expressive visual language in printmaking techniques.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places • experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth) • collaborate, plan and create a collection/ exhibition of artworks to depict diversity in Australian environments and diversity in individual approach • Compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. 	<p>Patterns in the playground</p> <p>Students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore artworks from Aboriginal and Torres Strait Islander peoples and Asian artists which represent country through symbolic pattern and use this as inspiration to develop their own artworks • experiment with visual conventions (digital capture, frottage, painting, collage) in research and development of a collaborative resolved artwork • represent ideas through the display of artwork and reflect on meaning through participation in art conversations and written reflections • compare artworks and use art terminology to communicate meaning.

All units developed using the Australian Curriculum: Visual Arts Years 3 and 4 content descriptions and achievement standard.

The Arts – Years 5 and 6

Dance – Term 2 2017

Unit 1	Unit 2	Unit 3
<p>Symmetry and dance*</p> <p>Students make and respond to dance by exploring symmetry as stimulus.</p> <p>*This unit complements the concepts taught in Mathematics Year 5 Unit 3 – Location and transformation (symmetry).</p> <p>Students:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer’s ideas on symmetry • explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts. 	<p>Dance landscapes*</p> <p>Students make and respond to dance from Australia and Asian countries using cultures and landscapes as stimulus.</p> <p>*This unit complements the concepts taught in Geography Year 6 Unit 1 – Exploring a diverse world.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances which represent ideas about Australian/Asian cultures and landscapes. • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate ideas about Australian/Asian cultures and landscapes • explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts. 	<p>Adventures in dance</p> <p>Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer’s ideas about an adventure story • explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts.
<p>All units developed using the Australian Curriculum: Dance Years 5 and 6 content descriptions and achievement standard.</p>		

The Arts – Years 5 and 6

Drama – Term 3 2017

Unit 1	Unit 2	Unit 3
<p>Natural disasters*</p> <p>Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus.</p> <p>*This unit complements the concepts taught in Science Year 6 Unit 3 – Our changing world.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations in response to stimulus of natural disasters • develop skills and techniques of voice and movement to create character, mood and atmosphere and focusdramatic action • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience • explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities. 	<p>My hero*</p> <p>Students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus.</p> <p>*This unit complements the concepts taught in Geography Year 5 Unit 1 – Exploring how peoples and places affect one another.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in improvisations, play building and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situations • develop skills and techniques of voice and movement to create character, mood and atmosphere and focusdramatic action • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories (including those of Europe and North America) and engage an audience • explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts in Europe and North America. 	<p>Performance and design — Transformations</p> <p>Students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, puppetry, clowning, mask, media, props and alternate performance spaces.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in drama forms that use more than the human body through improvisations, play building and scripted drama to develop characters and situations • develop skills and techniques of voice and movement to create character, mood and atmosphere and focusdramatic action in drama forms that use more than the human body • rehearse and perform devised and scripted drama, in drama forms that use more than the human body, to develop narrative, drive dramatic tension, and use dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience • explain how the elements of drama and production elements, in drama forms that use more than the human body, communicate meaning by comparing drama from different social, cultural and historical contexts.

All units developed using the Australian Curriculum: Drama Years 5 and 6 content descriptions and achievement standard.

The Arts – Years 5 and 6

Music – Term 4 2017

Unit 1	Unit 2	Unit 3
<p>Going to the movies*</p> <p>Students make and respond to music exploring pieces of music that tell a story, and music that appears in film.</p> <p>*This unit complements the concepts taught in English Year 5 Unit 7 – Exploring narrative through novels and film.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films , for example driving the action, setting the scene and mood and portraying characters • develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films • rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience • explain how the elements of music communicate meaning by comparing music from a variety of segments of film. 	<p>Around the world with music*</p> <p>Students make and respond to music exploring the music-making of other cultures through their music journal.</p> <p>*This unit complements the concepts taught in Geography Year 6 Unit 2 – Exploring Australia’s connections with other places.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China • develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures • rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience • explain how the elements of music communicate meaning by comparing music from different cultures. 	<p>Rhythmic riot</p> <p>Students make and respond to music by exploring the concept of ostinato – a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion • develop technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinato • rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion • explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion.

All units developed using the Australian Curriculum: Music Years 5 and 6 content descriptions and achievement standard.

The Arts – Years 5 and 6

Visual Arts – Term 1 2017

Unit 1	Unit 2	Unit 3
<p>The animal within*</p> <p>Students focus on representation of animals as companion, metaphor, totem and predator.</p> <p>* This unit complements the concepts taught in Science Year 5 Unit 1 – Survival in the Australian environment by exploring the representation of animals by artists in three-dimensional form.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks • experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view • plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view • compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. 	<p>Say it with art*</p> <p>Students explore recontextualisation of objects and non-traditional art materials to communicate ideas.</p> <p>* This unit complements the concepts taught in Geography Year 6 Unit 2 – Australia’s connections with Asia by exploring how artists express cultural context, social concern, and environmental and/or political issues in artworks.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal and Torres Strait Islander Peoples and Asian artists and consider this in the development of their own artworks • experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view • plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context • compare recontextualisation of readymades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern. 	<p>Design process</p> <p>Students explore the Design Process and use it to identify a need and design a product to enhance school engagement/ interaction / purpose.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore and explain the work of designers who respond to culture, time and place, including Aboriginal and Torres Strait Islander peoples and Asian designers and use this in the development of their own artworks • apply the design process in research and development of a product to meet the needs of the school environment, clients and/or culture using appropriate visual conventions (digital imaging, model making, drawing) to demonstrate vision as a designer • plan the presentation of design process and product with explanation of need and solution to enhance meaning for audience • compare design development of a familiar product as it is adapted for culture, time and place and use art terminology to explain aesthetic and functional adaptation of design.
<p>All units developed using the Australian Curriculum: Visual Arts Years 5 and 6 content descriptions and achievement standard.</p>		

The Arts – Years 7 and 8

Visual Arts – Semester 1, 2017

Unit 1

Personal maps

Students explore social, ethical, environmental and/or economic themes and concepts in Visual Arts. Throughout the unit, students focus on one theme as a class and develop a body of work in making and responding to explore the theme from a variety of conceptual viewpoints. Learning opportunities should allow development of independent approaches and responses while experimenting with representation of subject and expression of viewpoint throughout the body of work.

Students:

- experiment with representation of ideas and concepts by exploring one theme from different viewpoints and a variety of approaches
- develop ability to communicate as an artist by selecting, applying and evaluating materials, techniques and processes to enhance artistic intentions
- design and plan individual or group visual solutions to conceptual problems and thematic challenges using inspiration from other artists
- explore contemporary approaches with techniques and processes to enhance representation of ideas within the theme
- exhibit artwork with consideration of theme to enhance artistic intention to audience
- make connections about how artists use shared visual conventions to communicate thematic meaning
- analyse and compare the representation of theme and viewpoint in contemporary and past art forms starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples.

Unit developed using the Australian Curriculum: Visual Arts Years 7 and 8 content descriptions and achievement standard.

The Arts – Years 7 and 8

Drama (Semester 2, 2017)

Unit 1

Sweet dreams

Students make and respond to drama by exploring the theme of love through a range of different performance styles/forms including comedy, Shakespearean and physical theatre.

Students:

- combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes based on love
- develop roles and characters consistent with situation, dramatic forms and chosen drama performance styles to convey status, relationships and intentions
- plan, structure and rehearse different performance styles/forms, exploring ways to communicate and refine dramatic meaning for theatrical effect
- develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal dramatists and Torres Strait Islander dramatists
- perform devised and scripted drama of a range of different performance styles/forms maintaining commitment to role
- analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning
- identify and connect specific features and purposes of different performance styles/forms from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal Peoples and Torres Strait Islander Peoples.

Unit developed using the Australian Curriculum: Drama Years 7 and 8 content descriptions and achievement standard.

The Arts – Years 9 and 10

Visual Arts - Semester 1, 2017 (waiting for next unit to be released for semester 2)

Unit 1

I am ...

Students explore how artists persuade, communicate and express viewpoints and concepts in Visual Arts. Throughout the unit, students produce a series of artworks that are conceptually linked and lead to the development of personal style and artistic intention. Making and responding explore conceptual viewpoints. Learning opportunities should allow development of student-directed concepts with independent approaches and individualised representations of subject and viewpoint throughout the series of work.

Students:

- experiment with processes of research, development, resolution and reflection to create individualised, informed responses to chosen concepts
- independently research and analyse characteristics, qualities, properties and constraints of materials and technologies to represent their own artistic intentions
- develop and represent their ideas by adapting, manipulating, deconstructing and reinventing techniques, styles and processes
- design and plan individual or group visual solutions to student-directed conceptual problems
- exhibit artwork to enhance artistic intention and communication of viewpoint to audience
- evaluate representations of viewpoint in the work of others as inspiration for their own work
- analyse and compare differing viewpoints in contemporary and past art forms starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and international artists.

Unit developed using the Australian Curriculum: Visual Arts Years 9 and 10 content descriptions and achievement standard.