HARRISTOWN STATE HIGH

RECTE CRESCAM

WORKING DOCUMENT

Outline of elective units and assessment only – 2022
Electives to be added in 2023

Whole School Curriculum, Assessment and Reporting Plan Year 7 – Year 10

Aligned to version 8 of the Australian Curriculum

Harristown State High School

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Document:

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Contents

1. School Profile

1.1. School information

Total enrolments	1817	
Year levels	• 7 – 12	
Student information	• **% males:** 49.3%	• **% females:** 50.7%
	• **% Indigenous:** 14.9%	• **% with disabilities:** 12.4% (24.9%)
	• **% EAL/d students:** 22.0	• **% out of home care:** 1.1%
Staff Information	• **Number of teaching staff:** 190	• **Number of non-teaching staff:** 99

1.1. School Vision	1.2. Values	1.3. Expectations
Every student succeeding	**PRIDE:** **P**articipation **R**elationships **I**ntegrity **D**iligence **E**nthusiasm	Be Kind Be Safe Be Responsible

1.4. Systemic priorities

Every Student Succeeding State School Strategy 2022-2026

- Success and wellbeing for all children and students as they transition through each stage of learning in an inclusive and equitable education system.
- Continuous improvement in the access to, and teaching, learning and assessment of, the Queensland Kindergarten Learning Guideline, the Australian Curriculum and the senior syllabuses.

1.5. School-based priorities

Harristown State High School 2022 Annual Implementation Plan

- **Inclusion** - Improved equity in educational access and achievement for every student
- **Curriculum** - Guaranteeing every student's access to the Australian P – 10 Curriculum and Queensland Senior Curriculum
- **Health & Well-being** - A safe, supportive, collaborative and positive whole school environment for all
- **Excellent teaching** in every classroom
- **Engagement** – Improved academic achievement, effort, behaviour and attendance for every student.
- **Reading and writing** – improved reading comprehension and writing competence for every student.

1.6. Sources for gathering data

1.6.1. Systemic	1.6.2. School-based
• NAPLAN - years 7 & 9 • External Exams - year 12	• Formative Assessment – Years 7 – 12 • Summative Assessment – Years 7 - 12 • PAT Reading – Year 9

2. Whole School Curriculum and Assessment Plan

2.1. What we currently do

2.1.1. Whole School research-based models

High Reliability Schools (HRS)	Support for Diverse Learners	Student wellbeing & behaviour	Pedagogy
• Professional Learning Teams (PLT) • Hawk Intervention Time (HIT)	• English as Another Language or Dialect (EAL/d) • Indigenous • Special Education Program (SEP) • Diverse Learners Team (DLT)	• School Wide Positive Behaviour Support (SWPBS) Tier 1, 2, 3 Support • Positive Behaviour Coaches (PBC) • Hawk Hub – physical and mental health support (Beyond Blue)	• Dimensions of Learning • Explicit Teaching

2.1.2. Curriculum and Assessment Overview

Curriculum	Assessment	Reporting
2.1 Australian Curriculum v8.4	3.1 Data Plan	4.1 Reporting Policy
2.2 Provision of Whole Curriculum	3.2 Formative Assessment	4.2 Parent/Teacher Interviews
2.3 Year Level and Band plans	3.3 Summative Assessment	4.3 Homework
2.4 Unit Planning	3.4 Moderation	
2.5 Differentiation		
2.6 General Capabilities		

What we are doing and will continue doing to improve teaching and learning?	What we are doing and will continue doing to build staff capacity through continuing professional development?	What we are doing and will continue doing to manage our resources effectively?	What we are doing and will continue doing to ensure parent and community engagement?
• Professional Learning Teams • Learning Fairs – teacher led PD showcasing best practice • Focussed school meetings • Classroom observations • Observational rounds	School leaders: • Strategic HOD meetings – 1/term • Collaborative ELT meetings – 1/week • External PD Teaching staff: • Learning Fairs • School focussed meetings • Observational rounds • External PD Support & ancillary staff: • Learning Fairs – 2/year • Support Team meeting – 1/week • External PD	Human resources: • Subject specialist staff are prioritised into their specialty subjects. • Twice yearly consultation with HODs around staffing in specialty subjects. • Mentoring pre-service and beginning teachers' school-wide and within departments to grow the workforce Financial resources: • Budget committee discusses yearly budget proposals and decides allocations. • Each Head of Department is allocated a budget that they manage to ensure their subjects are appropriately resourced. • Prioritisation of programs funding that assist the school's vision Physical resources: • HODs manage the subject specific resources in consultation with school Administration. • HODs are able to identify priority resourcing and submit budget planning to provide appropriate resources in their subject areas.	Parent engagement: • Communication via social media • PEGS program • Parent-Teacher Interviews Parents and Friends/Citizens Association: • Meets 1/term • Consultation on school policy Community links: • Student well-being programs • Clontarf • Beyond Broncos • School Based Youth Nurse • School Based Police Officer • School GP

2.2. Curriculum timing & structure

There are mandated units which students are required to complete in the Junior School. In addition, students are encouraged to specialise in curriculum areas of interest in preparation for the Senior School.

Detailed below is the structure of the Junior Secondary School:

Year 7	Each Year 7 student has completed a common curriculum across 9 areas.
Year 8, 9 and Year 10 Sem 1	Students will study a series of compulsory subjects and have the opportunity to choose a number of electives.

CURRICULUM AREA	YEAR 7		YEAR 8		YEAR 9		YEAR 10	
	SEM 1	SEM 2	SEM 1	SEM 2	SEM 1	SEM 2	SEM 1	SEM 2
ENGLISH	4	4	3	3	3	3	3	3
MATHEMATICS	4	4	3	3	3	3	3	3
SCIENCE	2	2	3	3	3	3	2	3
HUMANITIES, INCORPORATING: • HISTORY • CIVICS • GEOGRAPHY	2	2	2	3	3	3	2	9^
HPE	2	2	3	2	2	2	2	
LOTE	1~	1~	4#	4#	4#	4#	6^	
THE ARTS	2	2						
TECHNOLOGIES • INDUSTRIAL DESIGN & TECHNOLOGY • HOME ECONOMICS	2#	2#						
• BUSINESS & ENTERPRISE • INFORMATION COMMUNICATION & TECHNOLOGY	2#	2#						
• AG SCIENCE								
SPORT SPECIALISATION								

Lessons EXPRESSED in lots of 70 mins

\# = across 2 electives

^ = across 3 electives

~ = term rotation LOTE/BUS/IT

2.3. 7-10 Subject offerings

YR	CORE	ELECTIVE	DIFFERENTIATION
7	English Maths Science History Geography Civics		**Preparatory** Literacy support Numeracy support English Intensive EAL/d Special Education – MAT, SCI, ENG, HUM
8	English Maths Science History Geography Civics Health and Physical Education	Agricultural Science Business Studies Dance Drama Graphics Home Economics Media Metal Work Multimedia and Animation Music Programming Wood Work Visual Art	**Preparatory** Intensive English EAL/d English SEP & EAL/d Maths SEP & EAL/d Science SEP & EAL/d Geography SEP & EAL/d Literacy Support Numeracy Support SEP Case Management **Extension** English Maths Humanities Sports Specialisation
9	English Maths Science History Geography ~**OR**~ Civics Health & Physical Education	Agricultural Science Business Studies Dance Digital Solutions Drama Food Studies Graphics Media Metalwork Multimedia & Animation Music Textiles Visual Art Woodwork	**Preparatory** English SEP & EAL/d Maths SEP & EAL/d Science SEP & EAL/d Geography SEP & EAL/d SEP Case Management **Extension** English Maths Humanities Sports Specialisation

YR	CORE	ELECTIVE	DIFFERENTIATION
10.1	English Maths Science Core History Geography ~**OR~** Civics Health & Physical Education	Agricultural Science Business Studies Dance Drama Food Studies Graphics Media Metalwork Multimedia and Animation Music Textiles Visual Art Woodwork	**Preparatory** Intensive EAL/d English SEP & EAL/d Maths SEP & EAL/d Science SEP & EAL/d Humanities SEP & EAL/d SEP Case Management ISA Practical **Extension** English Maths Humanities Sports Specialisation
10.2	One English subject • English • Essential English • Literature Maths Core **~OR~** Maths A Science Core	Agriculture Biology Chemistry Civics Dance Digital Solutions Drama Fashion Fitness Geography German Graphics Health History Hospitality Indonesian Media Arts Metalwork Music Physical Education Physics Practical Business Serious Business Sport & Rec Visual Art Woodwork World Indigenous students	**Preparatory** English SEP & EAL/d Maths SEP & EAL/d Science SEP & EAL/d Humanities SEP & EAL/d AIS Practical SATs on show **Extension** English Maths Sports Specialisation

2.4. 11&12 Subject offerings

CURRICULUM AREA	GENERAL SUBJECTS	APPLIED AND VET
BUSINESS AND HOSPITALITY	Accounting Business	Business Studies Fashion Hospitality Practices **VET** Workplace skills: Cert II (Business Services)
HEALTH AND PHYSICAL EDUCATION	Health Physical Education	Sport & Recreation - Core **VET** Fitness: Cert III Sport & Recreation: Cert II (Sport Academy – Basketball; Rugby League; Soccer; Volleyball)
HUMANITIES	Aboriginal and Torres Strait Islander Studies Ancient History Geography Legal Studies Modern History	Arts in Practice – Multi Arts Social & Community Studies Tourism
INDUSTRIAL SKILLS	Design (Graphics)	Building & Construction Skills Engineering Skills Furnishing Skills Industrial Graphics
INFORMATION TECHNOLOGY	Digital Solutions	Information & Communication Technology **VET** Information, Digital Media and Technology: Cert II
LANGUAGES	English Literature German *Year 12 Only* English & Literature Extension	Essential English *Senior External Examination Syllabus only* Indonesian
MATHEMATICS	General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics
SCIENCE	Agricultural Science Biology Chemistry Physics	Agricultural Practices Science in Practice
THE ARTS	Dance Drama Film, Television & New Media Music Visual Art *Year 12 Only* Music Extension Composition Musicology Performance	Dance in Practice Drama in Practice Media Arts in Practice Music in Practice Visual Arts in Practice
SENIOR SCHOOLING		Early Childhood Studies **VET & OTHER** Health Support Services: Cert II Skills for Work & Vocational Pathways: Cert II Traineeships/Apprenticeships Aurora Courses TAFE Courses Amaroo EEC Course Axiom College Binnacle Downs Group Training Hutchinson Builders

2.5. 7-10 Core Curriculum Overview

DRAFT ONLY

Teaching & Learning overview of Core curriculum across 7-10

	YEAR	TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH	7	**Unit 1: English Skills** This unit, student will: • engage with a variety of texts. • listen to, read, view, interpret and evaluate a range of spoken, written and multimodal texts. • include various types of media texts including newspapers, magazines and explore digital texts, narratives, procedures and informative texts. • develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. • read, comprehend, analyse, interpret and analyse texts through this exploration of different text types. • learn about Hunter sentence structures and explore TEEL paragraph structure.	**Unit 2: Advertising** This unit, student will: • examine elements of advertisements, as persuasive texts, including text structure, language features, and vocabulary. • investigate how persuasive text structures, language features and appropriate vocabulary shape meaning and influence others to understand a particular point of view. • compare a range of advertisements and explain how they are effective in influencing audiences.	**Unit 3: Novel study** This unit, student will: • read a novel. • explore the narrative structure used by the author. • explore the setting, characters, plot and themes evident in the text. • learn key narrative techniques for creative writing. • construct a slice of life narrative to give insight into a character in the text.	**Unit 4: Social issues in texts (poetry & novels)** This unit, student will: • explore social issues raised in the novel study or identified in poetry. • develop a contention which outlines their stance on the issue. • formulate arguments to support the contention. • utilise a range of persuasive techniques to invite audience to agree with the contention. • utilise a range of paragraph structure to persuade.
	8	**Unit 1: Fairy tales** This unit, student will: • investigate and interpret Fairy tales from a range of cultures that reflect on or challenge certain values and roles. (Hans Christian Anderson & Brothers Grimm, Chinese & Japanese fairy tales). • create literary texts that draw on the structures and language features to elicit specific responses from selected audiences. • write a fractured fairy tale by changing the Characterisation/Plot/Setting/Symbols/Language choices).	**Unit 2: Novel study** This unit, student will: • read a novel. • study how the author engages the reader through a combination of exposition and dialogue. • examine the narrative voice. • examine setting, plot and character. • analyse themes.	**Unit 3: Representations of celebrities in media** This unit, student will: • focus on the construction of representations in texts for a variety of purposes and audiences and the techniques employed to influence. • Analyse the representations of celebrities, in a variety of texts and the devices that are employed to position an audience to create an invited reading. • examine and analyse how celebrities are represented in a range of media texts, including newspapers, magazines and digital texts. • write an analytical essay to demonstrate their knowledge and understanding of concepts, devices and techniques.	**Unit 4: The impact of technology** This unit, student will: • focus on the impact of technology and social media on modern communication and society. • research how the language of technology has evolved over time and how technology and social media have influenced language use and forms of communication for different groups. • create and deliver a persuasive presentation using research to explore a technological device and its advantages, disadvantages, and a recommendation for future development.
	9	**Unit 1: Graphic novel heroes** This unit, student will: • read American graphic novels and manga comics. • explore how events, situations and people are represented from different perspectives in Graphic Novels. • study Graphic Novels from Anglo Saxon and Asian perspectives to examine the construction of heroes. • select, read and view literary texts and including those from and about Asia to compare and contrast the qualities of human valour in response to ethical and global dilemmas. • create a contention that summarises their understanding of the similarities and differences between Anglo Saxon and Asian superheroes. • use this contention as the basis for their essay.	**Unit 2: Australian issues** This unit, student will: • explore topical Australian issues (issues being debated within the last year). • Identify the stakeholders in an issue. • investigate the arguments for and against these issues. • decide on their own stance on these issues. • develop contentions to articulate their stance. • support a stance with arguments. • utilise a range of persuasive techniques to invite audiences to agree with the contention. • utilise a range of paragraph structures to persuade.	**Unit 3: Representations of Australia in poetry** This unit, student will: • explore the key concept of representations and the way they are created through text structures, language features and cultural assumptions, attitudes, values and beliefs. • explore how Australians are represented in texts. • engage with a range of Australian poetry texts, including the poetry of Aboriginal and Torres Strait Islander peoples. • identify, interpret and critically evaluate how text structures and language features of poetry texts, including literary techniques, are designed to appeal to the audience and construct Australian identity. • respond to a chosen poem and write a contention which reflects this. • develop an analytical essay on the representation of Australian identity in exam conditions. • make judgements about the text structure, language features, literary techniques and resultant representations.	**Unit 4: Novel Study** This unit, student will: • explore the socio-cultural contexts of the novel. • read the novel. • understand how the author engages the reader through their selection of: O Structural features including narrative voice, exposition, dialogue, plot structures, characterisation and setting O Aesthetic features including descriptive and figurative language O Themes. • revise grammar and punctuation skills. • develop creative writing skills including: O Use of sensory description O Expanded nominal groups O Show don't tell O Use of figurative language O Slice of life narrative structures O Dialogue punctuation and layout.
	10	**Unit 1: Representations of teenagers in film** This unit, student will: • understand that representations of adolescents in texts are impacted by the text, audience and purposes. • understand the use and purpose of SWAT (symbolic, written, audio and technical codes) in film texts. • examine two texts (film or TV) to investigate how adolescents are represented through use of plot development and characterisation. • discuss how text creators have constructed the invited representations of teenagers in a comparative essay.	**Unit 2: Novel study** This unit, student will: • read a novel. • study how the author engages the reader through a combination of exposition and dialogue. • examine the narrative voice. • examine setting, plot and characters. • examine representations of teenager characters created in the text. • analyse themes. • revisit the key narrative techniques required in narrative writing.	**Unit 3: Romeo and Juliet** This unit, student will: • explore Shakespeare's life and times. • read and view Shakespeare's Romeo and Juliet. • understand the character, motivations and behaviours of key characters in Romeo and Juliet • understand the plot development and how key actions impact on the tragedy. • explore themes in the play.	**Unit 4: Comparing media representations.** This unit, student will: • explore the texts, purpose and audiences for different media texts. • discuss fact vs versions of reality in media. • understand that even news is deliberately constructed. • identify representations in media texts. • deconstruct online news articles. • explore how text structures, language features and cultural assumptions, attitudes, values and beliefs create representations in media texts.
MATHS	7	**Unit 1: Number and shape** Throughout this unit of work students will be able to use number sense with surd and fractions when adding and subtracting with unlike and like denominators. Students will be able to compare real numbers on a number line in various formats. Students will be able to identify and classify triangle and quadrilaterals using shape	**Unit 2: Number, chance & algebra** Throughout this unit of work students will be able solve simple linear equations and verify answers are correct through the use of substitution. Students will be able to connect simple linear equations with a graphical representation. Students will be able to solve problems using ratio and percentages. Students will be able	**Unit 3: Number** Throughout this unit of work students will have a deeper understanding of fractions, especially mixed number and improper fractions. Students will be introduced to operations with negative integers and apply the concepts from positive integers of addition and subtraction. Students will be able solve problems involving	**Unit 4: Statistics and geometry** Throughout this unit of work students will explore data and calculate measures of central tendency and simple spread to help describe aspects of data. Students will be introduced to transformations of shapes and will apply this with their knowledge of the Cartesian Plane and ordered pairs.

	YEAR	TERM 1	TERM 2	TERM 3	TERM 4
		properties. Measurement will also be determined with area of rectangles and volume of rectangular prisms.	calculate simple probabilities from a context and list the sample space.	fractions, decimals and percentages which will include the making of financial decisions.	
	8	**Unit 1: Number and chance** In this unit of work students will be able solve problems involving percentages and describe rational and irrational numbers. Two-way tables and Venn diagrams will be used as visual organisers to represent data/information and then used in a practical context to calculate probabilities. Students will extend their knowledge of positive and negative integers with all four operations. Financial mathematics will be investigated especially with key terminology around profit and loss.	**Unit 2: Number, algebra and measurement** In this unit of work students will be able use index laws and apply them to whole numbers and algebraic variables. Students will be able to expand and factorise expressions and where possible simplify expressions by collecting like terms. Students will extend their knowledge of perimeter and area to different quadrilaterals. Students will be able to identify key components of a circle and use them to calculate the circumference and area.	**Unit 3: Statistics and number** In this unit of work students will investigate data and use measures of central tendency to make decisions. Students will explore issues surrounding outliers and how samples can introduce some bias into the data. Students will continue with their understanding of linear equations especially graphing from a table of values and identifying the gradient and y-intercept in both formats. Students will write linear equations using gradient and y-intercept knowledge in the format y = mx + c. Rates and ratios will be investigated further and connections made between rate and gradient in linear equations.	**Unit 4: Algebra, measurement and geometry** Students will be able to apply their knowledge of basic volume and apply that to prisms whilst also converting between units of area and volume. Students will be able to identify conditions for congruence of triangles and properties of quadrilaterals. Students will extend their knowledge of linear equations and solve equations and graph their relationships from real-life contexts.
	9	**Unit 1: Number, algebra and measurement** Students will be able to interpret ratio and apply knowledge of rate to linear relations. Students will be able to determine the distance between two points on the Cartesian plane using Pythagoras' Theorem. Students will be able to calculate the gradient and midpoint of a line segment. Students will calculate the area, volume and surface area of right prisms and cylinders.	**Unit 2: Number, algebra and geometry** Students will be able to apply their knowledge of ratio to scale contexts and use it to identify unknown lengths in similar triangles. Students will be able to explain similarity of triangles using coded reasoning. Students will be able to solve problems involving right-angled triangles using the trigonometric ratios and Pythagoras' Theorem. Students will expand and factorise binomial expressions including variables.	**Unit 3: Number and statistics** Students will be able collect both primary and secondary data. They will be able to determine measures of central tendency and describe/construct shape of graphs such as histograms and stem-and-leaf plots. Students will extend their knowledge of index laws to include negative indices and express numbers in Scientific Notation.	**Unit 4: Number, algebra and probability** Students will be able to solve problems involving simple interest. Students will make connections between simple interest and linear equations. An introduction into compound interest and its connection to non-linear equations will be discussed. Students will be able to calculate relative frequencies to estimate probabilities for two-step experiments and assign probabilities for their outcomes.
	10	**Unit 1: Geometry and measurement** This unit of work will continue to build on the content about surface area and volume of prisms, cylinders and compound shapes. Students will be able use Pythagoras' theorem and trigonometry to calculate the sides of right-angle triangles and unknown angles in a range of contexts	**Unit 2: Algebra** This unit of work will explore connections between algebraic and graphical representations of linear and non-linear relationships. Students will extend this knowledge to solve simple linear equations and simultaneous equations both graphically and algebraically. Students will be able verify solutions using graphical evidence and substitution methods. Students will expand and factorise binomial and simple monic quadratic expressions.	**Unit 3: Probability and statistics** In this unit of work students will be able to describe outcomes of two-and-three step chance experiments. This will include with and without replacement events and extend into conditional probability. Students will be able to analyse and compare data sets using boxplots, histograms and dot plots. Students will construct time-series scatterplots from bivariate data and describe the relationship between variables. Statistical reports will be evaluated.	**Unit 4: Financial mathematics** In this unit of work students will understand the connection between simple and compound interest and other financial mathematics directly related to General Mathematics Unit 1 such as wages and salaries.
SCIENCE	7	**Unit 1: Investigating Science** In this unit, students will be introduced to science and basic experimental methods. This unit is an introduction to the subject of Science including identification of terms, laboratory skills and safety rules, experimental methods and investigations. This unit works towards the basics to the following requirement: "They plan procedures for investigations that consider the need for fair testing and use equipment that improves fairness and accuracy. They communicate their observations and data clearly, summarise their data where appropriate, and suggest improvements to their methods." (4 weeks) **Unit 2: Forces** In this unit students will explore how forces can be balanced or unbalanced and what the effect will be when they act upon an object. They will investigate the effects of applying different forces to familiar objects, investigate falling and stationary objects, discuss beneficial and unwanted effects of fiction, recall and discuss gravity in the context of planets and Earth, understand that a magnet will attract certain materials within a magnetic field and explain how an object becomes charged and describe the effects of electrostatic forces. (5 weeks)	**Unit 3: Classification** In this unit students will learn how classification can be used to organise the diversity of groups of organisms and distinguish between them. They will consider the different reasons for classifying, demonstrate the use of keys, classify using the kingdom, phylum, class, order, group organisms based on their differences, use scientific conventions for naming species and describe how classification has changed over time. (4.5 weeks) **Unit 4: Habits and Interactions** In this unit students will explore living things and living places and the way living things interact with their environment. They will relate an organism's characteristics to its survival. Students will investigate the connections between different organisms in food chains and food webs and things that can occur that affect the ways ecosystems function. Students will investigate the effects of human activity on local habitats and the environment. (4.5 weeks)	**Unit 5: Properties of Substances** In this unit, students are introduced to the study of substances. They learn about properties and the states of matter and are introduced to the use of a particle model to explain the properties of the different states of matter. (5.5 weeks) **Unit 6: Mixtures** In this unit students adopt an inquiry approach to investigate mixtures and techniques use to separate the individual components of mixtures. They distinguish between pure substances and mixtures. Students investigate a range of separation techniques and select different techniques based on the properties of the components of the mixture. Students will investigate everyday applications of separation techniques and how advances in science and technology have been applied to water treatment. (5 weeks)	**Unit 7: Earth in Space** In this unit, students identify features of the night sky and the relations between Earth, the sun and the moon, how models of the solar system changed over time and how telescopes and space probes provide evidence. A major outcome of this chapter should be students increased knowledge of how the sun and moon cause events such as tides, seasons and, eclipses. (5 weeks) **Unit 8: Earth Resources** This chapter covers the Earth's major resources, including, soils, air, rocks, fossil fuels, water, living things and sunlight. Students explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. Students describe the changes of state that occur in the water cycle, investigate factors affecting the water cycle in nature and explore ways that humans manage water and affect the water cycle. (5 weeks)
	8	**Unit 1: Intro to Science and Working with Data** This unit re-introduces students to the rules, safety and procedures in a laboratory including revising the lighting of a Bunsen burner. They are given instruction in measurement, specifically the measurement of temperature, volume, mass and length to collect and process data. Students will revise laboratory equipment, interpreting data- graphs & tables and the principles of experimental design including the notion of a fair testing through identification and control of variables. (5 weeks)	**Unit 2: Physical and Chemical Changes (continued)** This topic requires students to revisit the particle model, which they then use to explain the features and indicators of physical and chemical changes. They will investigate the processes that determine the properties of the different states of matter. They consider some practical applications of the properties of matter, and use the particle model to explain and predict various outcomes of substance changes. Students will study a selection of reactions where the typical changes occurring in a chemical reaction can be observed.	**Unit 4: Energy** Students are introduced to the nature of energy and the different forms of kinetic and potential energy. They then learn that the different forms of energy can be identified based on their effects. Students will recall that heat is often a by-product of energy transfers and or transformations and that energy flow diagram can be used to show energy changes. They will then discuss energy efficiency and how new designs can reduce energy consumption. (5 weeks)	**Unit 5: Cells, Body Systems and Reproduction (continued)** In this unit, students will identify and describe the structures within cells, distinguish between plant and animal cells and learn about unicellular organisms. Students will use a light microscope to examine a variety of cells and /or simple organisms. Students also learn how cells combine to create tissues, organs and systems, and how mitosis is the cell division used growth and repair. (Chap 2) The students will describe the structure of each organ within the systems of digestion, respiration and circulation explaining its function and relating this to the overall function of the system. (Chap3.1- 3.3). Finally, students will distinguish between sexual

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		Unit 2: Physical and Chemical Changes This topic requires students to revisit the particle model, which they then use to explain the features and indicators of physical and chemical changes. They will investigate the processes that determine the properties of the different states of matter. They consider some practical applications of the properties of matter, and use the particle model to explain and predict various outcomes of substance changes. Students will study a selection of reactions where the typical changes occurring in a chemical reaction can be observed. Ideally the Term 1/ Term 2 break will separate the unit into physical changes in Term 1 and chemical changes and assessment in Term 2. (6 weeks)	Ideally the Term 1/ Term 2 break will separate the unit into physical changes in Term 1 and chemical changes and assessment in Term 2. (6 weeks) **Unit 3: Rocks and Minerals** Students will learn about the structure of the Earth; the stages in the formation of igneous, metamorphic and sedimentary rocks; identify common rock types by their properties, understand that rocks are collections of different minerals and outline the role of forces and energy in the formation of different types of rocks. They will identify minerals and timescales of geological processes. (5.5 weeks)	**Unit 5: Cells, Body Systems and Reproduction** In this unit, students will identify and describe the structures within cells, distinguish between plant and animal cells and learn about unicellular organisms. Students will use a light microscope to examine a variety of cells and /or simple organisms. Students also learn how cells combine to create tissues, organs and systems, and how mitosis is the cell division used growth and repair. (Chap 2) The students will describe the structure of each organ within the systems of digestion, respiration and circulation explaining its function and relating this to the overall function of the system. (Chap3.1- 3.3) Finally, students will distinguish between sexual and asexual reproduction, investigate sexual reproduction in plants and learn about human reproduction and growth. (Chap4.2- 4.4) (8 weeks)	and asexual reproduction, investigate sexual reproduction in plants and learn about human reproduction and growth. (Chap4.2- 4.4) (8 weeks) **Unit 6: Elements, Compounds and Mixtures** The students research the discovery of a material, process or treatment for a disease, which will link to the previous or current topic. Students continue their study of matter by learning to classify matter as element, compound or mixture in terms of the particle model and describe the arrangement of the constituent particles. They will use symbol formula for elements and simple compounds. Students are introduced to the periodic table where they will identify and locate elements. Students will investigate how ideas about elements have changed over time and how scientists create new materials (6 weeks)
	9	**Unit 1: Science Inquiry Skills** This introductory unit uses simple experiments to refine a student's skill in designing experiments, identifying variables, considering safety/ethical requirements and presenting and analysing data (to identify patterns, trends, relationships) and errors to draw conclusions. (3 weeks) **Unit 2: Dynamic Earth** Students learn about tectonics plates and use the ideas of moving plates to explain global events (volcanoes, earthquakes & tsunamis) and features in terms of geological processes. Students will learn about the major plates on a world map, to model sea-floor spreading and to relate the occurrence of earthquakes and volcanic activity to constructive and destructive plate boundaries. They will consider the role of heat energy and convection currents in the movement of tectonic plates and relate the extreme age and stability of a large part of the Australian continent to its plate tectonic history. Students will consider the nature and development of scientific models, the role of technology in gathering evidence and the science issues associated with living near plate boundaries. In particular how modern technologies have been combined to provide warning systems for potential geological events that will affect people directly living on the Ring of fire and their neighbouring countries. (3.5 weeks) **Unit 3: Heat, Light and Sound** Students will apply knowledge about energy (in the form of heat, light and sound) to how the different forms of energy can be transferred and the transfer explained using wave and particle models to investigate applications such as insulation, lenses and the use of technology. Understanding of the scientific concepts of energy transfer will be applied to the analysis of secondary data. (3.5 weeks)	**Unit 3: Heat, Light and Sound (continued)** Students will apply knowledge about energy (in the form of heat, light and sound) to how the different forms of energy can be transferred and the transfer explained using wave and particle models to investigate applications such as insulation, lenses and the use of technology. Understanding of the scientific concepts of energy transfer will be applied to the analysis of secondary data. (2.5 weeks) **Unit 4: Materials and reactions** Students develop an understanding of the evidence-based historical events that ultimately led to the development of the present-day atomic model. Students are introduced to the nature and structure of atoms, via the historical evidence that resulted in progressively changing models for the structure of atoms. Elements are further classified as metals, non-metals or metalloids and some compounds as acids, bases or salts. Students learn some essential aspects of chemical reactions: reactions involve the rearranging of atoms; energy changes are involved in reactions and there is conservation of mass. They are then introduced to a small selection of acid-base, acid-carbonate, acid-metal, combustion, corrosion and neutralisation reactions. For all the reactions studied, students learn to write word equations to represent the chemical changes occurring and to balanced given symbol equations. Chemical reactions are studied further by considering two important processes to life: photosynthesis and respiration, by learning about the reactions occurring and the energy changes involved. The knowledge of atoms and reactions is then extended to the study of nuclear decay, isotopes and natural radioactivity, and their properties although this is not assessed. (8 weeks)	**Unit 5: Ecosystems** Students learn about ecosystems, with a particular focus on Australian ecosystems and the factors that typically affect them (bushfire, flood, drought). They explore the interactions between organisms such as predator/prey, parasitism and competition. They learn that all organisms have adaptations which assist survival in their respective ecosystems. This is followed by the study of food chains and food webs, where the principles of energy flow and the recycling of matter through ecosystems are introduced. Finally, they learn about human impacts on ecosystems, from local to global examples. (4.5 weeks) **Unit 6: Body Coordination and Disease** Students learn that the requirements for life are provided through the coordinated function of body systems. They are introduced to coordinated body systems through investigating metabolism and how nutrients are distributed (circulatory system) and wastes removed. Students learn that the human body is maintained and coordinated by the actions of the nervous and endocrine systems. Artificial pacemakers, the bionic ear, and the bionic eye are discussed. Students learn how the body responds to the presence of microorganisms and the importance of vaccination. Developments in disease treatment as well as the work of Australian scientists in the area of disease prevention and treatment are also investigated. (5.5 weeks)	**Unit 7: Electricity** Students will describe how the particle model is used to understand electricity and investigate factors that affect the transfer and transformation of electrical energy through simple circuits. They will understand the various ways of measuring electricity and how this can be applied to practical circuits. They will investigate the relationship between electricity and magnetism and from this develop an understanding of electromagnets, motors and generators. (4 weeks) **Unit 8: Electromagnetic Radiation** Students will review from Topic 3, how energy transfer through different media can be explained using the wave model and describe the motion and properties of waves (wavelength, frequency, amplitude and speed). Students will use the wave equation (□= f□) to perform calculations. The electromagnetic spectrum will be described in terms of magnetic and electric fields perpendicular to the direction of motion, frequency and wavelength. Students will use the wave model of light to explain different phenomena such as colour and polarisation. Understanding of the scientific concepts will be determined as the students interact with secondary data related to the applications of both low and high frequency radiation. (5.5 weeks)
	10	**Unit 1: Motion and Energy** In this topic, students will gain an understanding of energy conservation in systems by examining energy transfers and transformations. They will also use the laws of physics to describe and predict the motion of objects. Both of these areas will be covered with an emphasis on the area of scientific inquiry skills where the focus will be on data collection and analysis. (8 weeks)	**Unit 2: Rates of Reaction (continued)** Students will understand how and why chemical reactions proceed at different speeds. Through an understanding of the effects of the energy and access of reacting particles students will be able to predict their effect on the rate of the reaction. Student will demonstrate their understandings and skills by conducting preliminary experiment(s), a modified experiment followed by analysing primary data and presenting their interpretations and conclusions in a scaffolded report. (4 weeks)	***Science Core only*** **Unit 4: Evolution** Students learn about the theory of evolution, starting with historical (pre-Darwin) ideas to explain variations within and between species and adaptations. This will give them an understanding of biodiversity and the variations caused by natural selection. They will study the three steps involved in the process of speciation, citing specific examples. The topic will conclude with student studying the different sources of evolution. (4 weeks)	**Unit 6: Periodic Table** At the completion of this unit, students will understand the organisation of the periodic table. They will use this understanding to describe, explain and or make predictions about trends in the properties of elements based on their position in the periodic table. They will understand that the electronic structure of an atom determines its position in the periodic table and its properties. Students will describe, explain, infer and or justify concepts related to electron orbitals, valence electrons and properties such as ionisation energy, atomic radii or reactivity. (4 weeks)

	YEAR	TERM 1	TERM 2	TERM 3	TERM 4
		Unit 2: Rates of Reaction Students will understand how and why chemical reactions proceed at different speeds. Through an understanding of the effects of the energy and access of reacting particles students will be able to predict their effect on the rate of the reaction. Student will demonstrate their understandings and skills by conducting preliminary experiment(s), a modified experiment followed by analysing primary data and presenting their interpretations and conclusions in a scaffolded report. (2 weeks)	**Unit 3: Genetics** Students are introduced to the history of genetics, its use in explaining characteristics and their inheritance in organisms, its explanation in terms of DNA coding, and the issues and challenges of the current research and development of aspects of genetic manipulation. (5.5 weeks)	**Unit 5: Universe and Cycles of Earth** Students learn about the nature of stars, the electromagnetic spectrum and the distribution of lighter and heavier elements across the Universe. Students describe how the estimated age of the universe has changed. Students evaluate whether the evidence for an expanding universe is consistent/inconsistent with the theories of the Big Bang and Steady State Theory. Students learn about the Earth's spheres and flows of matter. Students describe the water cycle and carbon cycle by drawing, labelling and annotating diagrams. Students identify stores of carbon and water in spheres and explain how water and carbon cycle between these stores. Students evaluate the validity and reliability of claims made about the impact of human activity on the water and carbon cycles using secondary data in the form of tables, graphs and diagrams. (5 weeks)	**Unit 7: Chemical Reactions** Students will understand how and why chemical reactions occur. Through an understanding of conservation of mass, they will be able to write a balanced formula. Student will be able to identify different types of reactions and understand how they are classified. They will understand the nature of ions and have the ability to name ionic compounds. Students will be introduced to fuels such as butane, octane, ethyne and ethanol and write balanced equations for their combustion reactions. (4 weeks)
HUMANITIES	7	***Geography*** **Unit 1: Water in the World** In "Water in the world", students study how water is used, perceived and valued, its different forms, how it connects places, and the impact of its varying availability, using local and overseas examples. (6 weeks) **Unit 2: Liveability** In "Place and Liveability" students carry out a field study in Toowoomba to evaluate the liveability of a specific area and propose and justify solutions to identified problems. (4 weeks)	***Geography*** **Unit 2: Liveability (Cont.)** Fieldwork (excursion) In "Place and Liveability" students carry out a field study in Toowoomba to evaluate the liveability of a specific area and propose and justify solutions to identified problems. (cont. 5 weeks) ***Civics*** **Unit 1: People, Power & The Constitution** This unit explores the origins of Australia's democracy along with its roles and responsibilities. Through analysing basic legal processes students will learn to identify Australia's systems of law and develop an understanding of their rights and responsibilities within it. (5 weeks)	***Civics*** **Unit 1: People, Power & The Constitution (Cont.)** This unit explores the origins of Australia's democracy along with its roles and responsibilities. Through analysing basic legal processes students will learn to identify Australia's systems of law and develop an understanding of their rights and responsibilities within it. (cont. 5 weeks) ***History*** **Unit 1: Ancient China** This unit explores the features of Ancient China including the physical features such as the Yellow River, and how these influenced the development of civilisation. This unit also looks at the roles of key groups in Chinese society including the influence of law and religion. Significant beliefs, values and practices with a particular emphasis on warfare and the role of Quin Shi Huang in the development of the Chinese civilisation will be explored. (5 weeks)	***History*** **Unit 2: Ancient Rome** This unit explores specifically the physical features of Rome, such as River Tiber, and its influence on the civilisation that developed there. The roles of key groups and the influence of law and religion on people will also be explored. This unit allows students to focus on developing understandings of beliefs, values and practices of ancient Romans with a focus on everyday life for people from different social classes. This unit also looks at the role of the consul Julius Caesar and his significance in Rome as an exemplar for students choosing a social class for their study focus. (9 weeks)
	8	***Geography*** **Unit 1: Landforms & Landscapes** Fieldwork (excursion) This unit looks specifically at the geographical formations in the Toowoomba and surrounding regions. Students will examine the tectonic and volcanic actions on landform and landscape creation. They will also understand the connection and impact of people on these landforms and landscapes. (10 weeks)	**Geography** **Unit 2: Changing Nations** The focus of the unit is on the interconnections between places and people through the production and consumption of goods and services, how transport, and information and communication technologies have changed places and their environments. The choices of where people choose to live are interconnected with the goods and services available and the social, economic and environmental factors that influence migration. The distinctive aspects of interconnection are investigated by drawing on studies from Australia, United States of America and Asia. (10 weeks)	**Civics** **Unit 1: Making a nation** In this unit, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognize different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging. (5 weeks) **History** **Unit 1: Shogunate Japan** Shogunate Japan (c.794-1867) – feudal system and increasing power of the shogun, control of the shogun over foreign trade, environmental resources and land use policies, modernisation and the impact of opening to the West. (5 weeks)	**History** **Unit 2a: Medieval Crime and Punishment** Medieval Europe (c.590 – c.1500) which includes content about the social, political and cultural features related to social hierarchy and activities on the manor, the difference between these and towns and cities and the role of the church and an investigation of crime and punishment. (5 weeks) **~OR~** **Unit 2b: Vikings** Vikings expansion through warfare and technology, shipbuilding and the extent of trade, the role of a significant individual in expansion of Viking settlement. (5 weeks) **Unit 3: The Black Death** The Black Death – living conditions, religious beliefs, medical knowledge, role of trade, causes and symptoms, responses of different groups in society, immediate and long-term effects and conflicting theories. (4 weeks)
	9	***History*** **Unit 1: Making a Nation** This unit involves a background study on the Movement of Peoples (1750-1901) and the significance of the Industrial Revolution, the emergence of imperialism. Students will study in depth the Making of a Nation. Students will study the movement of Chinese and South-sea Islander people to Australia and conduct a research task into the reasons for their migration, their treatment and their contributions to Australia. (10 weeks)	***History*:** **Unit 2: World War I** Students will conduct research into aspects of World War I and Australia's involvement in this conflict. (10 weeks)	***Geography*** **Unit 1: Interconnections** Fieldwork (excursion) 'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and	***Geography*** **Unit 2: Biomes & Food Security** 'Biomes and food security' unit focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world. (10 weeks)

	YEAR	TERM 1	TERM 2	TERM 3	TERM 4
				communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world. (10 weeks) **~OR~** ***Civics*** **Unit 1: Caught and court** Students develop civic knowledge and understanding, and apply citizenship skills to investigate 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 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. (10 weeks)	**~OR~** ***Civics*** **Unit 2: Party, Party, Party** Students develop civic knowledge and understanding, and apply citizenship skills to investigate political 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 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. They also examine global connectedness and how this is shaping contemporary Australian society. (9 weeks)
	10	***History*** **Unit 1: World War II** This ten week unit will specifically focus on; the causes of World War Two and who was involved, the impact of the holocaust on persecuted groups living under Nazi control, the experiences of Australian Prisoners of War, the impact of the Kokoda campaign on Australian soldiers, attacks on Australia itself and civilian reactions, and the impact of the atomic bombings on Australia and the rest of the world. (10 weeks)	***Geography*** **Unit 1: Environmental Change Management** Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change. (10 weeks) **~OR~** ***Civics*** **Unit 1: Australian International Responsibilities** The Year 10 curriculum develops student understanding of the purpose and work of the High Court, including its role in interpreting Australia's obligations under international law. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. (10 weeks)	***History*** **Unit 2: Intro to Ancient History** This 10 week unit will specifically focus on the skills of research and development of an Independent Source Inquiry aligned to the expectations of the senior History subjects. Students will be expected to: write a key inquiry question and sub-questions, develop a hypothesis, complete background reading and analyse 5 sources, write a rationale and a critical summary of evidence, compile a bibliography of sources used. (10 weeks) **~AND/OR~** ***Geography*** **Unit 1: Sustainable Waste Management** Fieldwork This unit sees students examine concepts of sustainability at a local, national and international level. For the first assessment, students conduct an authentic exercise in examining their own school environment and analysing its management of waste. Students collect data through a digital device and upload that to the internet. It is their task to analyse this data and apply this information to a proposal to encourage sustainable practises within the school. In the ensuing study, students will examine the national policy on sustainability and compare this to an international neighbour, Singapore. (10 weeks) **~AND/OR~** ***Civics*** **Unit 1: National and International politics** This unit develops student understanding of the purpose and work of the High Court, including its role in interpreting Australia's obligations under international law. (10 weeks)	***History*** **Unit 1: Rights and Freedoms** This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. (10 weeks) **~AND/OR~** ***Geography*** **Unit 2: Geographies of Human Wellbeing** In this unit, students compare the perceptions of human wellbeing on a global, regional and national scale. They will identify ways of measuring wellbeing and investigate reasons for spatial variations (time and place). Case studies will be discussed, related to issues in development and their impact on wellbeing (in a developing country in Africa, South America and/or the Pacific Islands). Students will then look at the role of government and non-government organisations in improving wellbeing in Australia and internationally. (10 weeks) **~AND/OR~** ***Civics*** **Unit 2: Long Live Democracy** In this unit, students build an understanding of Australian society. They investigate the values and practices that enable a civil society to be maintained. (10 weeks)
HPE	7	**Unit 1: Integrated Theory – Leadership & Inclusivity** Practical – Water Safety and Dance Outdoor learning provides opportunities to learn about interacting with others, connecting to the environment, teamwork and leadership. The outdoors provides a valid and important environment for developing movement competence, promoting a sense of wellbeing, enhancing personal and social skills, and developing an understanding of the concept of risk versus challenge. Outdoor recreation is typically associated with physical activity in outdoor, natural or semi-natural settings. These	**Unit 2: Fitness and Drugs** Practical – Athletics In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to not only be able to cope with life's challenges, but also to flourish as healthy, safe and active citizens in the 21st century (ACARA HPE Rationale). In this unit of work, which targets the Australian Curriculum Focus Area of Lifelong Physical Activities, students will investigate the impact lifelong fitness has on the body and the fitness components associated with health and skill related fitness.	**Unit 3: Control Your Future** Practical – Golf and Frisbee games High school is a tumultuous and difficult time for transitioning year 7s. This unit addresses key potential issues that year 7's face such as; Transition, organising, relationships, self-identity, bullying, social media, and coping strategies. Students will compile and select information in the lessons to provide advice to future students to help them with the start of their schooling career. (10 weeks)	**Unit 4: Sun Safety** Practical – Water Safety and Mini Tennis Throughout our lives, we have been educated on the importance of sun safety being included in day-to-day routines. The effects of poor choices around sun safety on your health are researched and documented more than ever before and should not be ignored. As we grow, we start to take on more responsibilities and make decisions about our sun safety choices. It is important to understand exactly how these choices will affect us in both positive and negative ways to ensure we are making the right decisions for

	YEAR	TERM 1	TERM 2	TERM 3	TERM 4
		activities provide opportunities to connect individually, in small groups or as a community to the outdoor environment, contribute to health and wellbeing through direct personal experiences and promote lifelong physical activity. Depending on how outdoor learning is planned and delivered, there is scope to link to focus areas such as: challenge and adventure activities, safety, health benefits of physical activity, food and nutrition, mental health and wellbeing, and lifelong physical activities. (10 weeks)	During this unit, students will reflect upon their own fitness levels and investigate specific approaches to improving their own fitness. Students will also discuss and investigate the impact that performance enhancing, and to a lesser extent, recreational drugs can have on a person's lifelong fitness. They will investigate and propose movement concepts, and justify these to achieve their designated fitness outcome. (10 weeks)		our body. Throughout the term, you have been investigating the 5 S's of sun safety, becoming more aware of methods that will protect us from the sun, as well as the consequences that can occur if the different methods are not adhered too. (10 weeks)
	8	**Unit 1: Respectful Relationships and Sexual Health** Practical – Athletics Carnival and Cross-Country activities All young people are strongly affected by change. As we go through puberty, we still need to adjust and manage these changes by being respectful and having respectful relationships. Some teens may go through some unexpected changes for example pregnancy or STIs. Students have developed knowledge, understanding and skills that will help them to establish and manage change. (10 weeks)	**Unit 2: Healthy Relationships: Domestic Violence** Practical – Water polo, water safety As teenagers grow up they face a range of difficult issues, particularly those concerning relationships. Whether it is a parent, a friend, or a boyfriend/girlfriend, managing our interactions and emotions when it comes to other people can be very difficult. Teenagers face a range of issues including domestic violence that may have a significant impact on their lives. (10 weeks)	**Unit 3: Nutrition** Practical – Touch Football or Aussie Rules Throughout our lives we are taught about the importance of eating well and how it can impact not just our physical appearance but the way our body and mind function as well. As we grow, we start to take on more responsibilities and make decisions about our food choices. It is important to understand exactly how these choices will affect us in both positive and negative ways to ensure we are making the right decisions for our body. Throughout the term you have been investigating common food choices, making comparisons between products and foods and using evaluative language to determine healthier choices. (10 weeks)	**Unit 4: Community and Personal Health** Practical – Indigenous Games of Games of the World As teenagers grow up they face a range of difficult issues, particularly those concerning mental, social and physical health. Community Health, whether managed internally or externally, can be challenging for people of all ages. Often people try to manage these situations on their own and this can be damaging to their own and others' immediate and long-term health. Students at Harristown SHS and people of the greater Toowoomba community have people and places they can go to help deal with these situations. Harristown SHS students have access to a School Nurse, Guidance Officer, Chaplain, Police Liaison Officer and/or the Community Education Counsellor. People of Toowoomba also have access to hospitals, specialists, medical, community health, allied health and home care services. (10 weeks)
	9	**Unit 1: Body Image, Diversity and Mental Health** Practical – Cricket and Softball In this unit of work, which targets the Australian Curriculum Focus Area of Mental Health and Wellbeing, students will investigate the impact of media in shaping society's view of what male and female bodies should look like. Students will reflect upon the impact that these ideals have on their own health. This is because, in an age where students are surrounded by media constantly, it is essential that they have the skills to be able to make educated meaning of the messages they receive and how to take appropriate measures in relation to staying healthy, physically, mentally, emotionally and socially. Students will be assessed by responding to inquiry questions related to body image in society, ultimately being asked to recommend how body image diversity can be promoted at Harristown. This will be communicated through paragraph writing, suitable to the task and as such, appropriate writing skills will need to be incorporated into the teaching and learning cycle. (10 weeks)	**Unit 2: Sports First Aid** Practical – League Tag/Gridiron and Netball In this unit of work, which targets the Australian Curriculum Focus Area of Safety, students will investigate how to apply first aid and evaluate the importance of knowing how to use first aid at a young age. Students will explore a range of strategies and practices to implement first aid and to ensure their safety when engaging in a range of injury situations. Students' knowledge and understanding will be assessed by responding to a range of recall and short answer questions in a mid-term Mini-Test. Students' application and evaluation will be assessed in the form of a paragraph response to a sports first aid scenario. This will be communicated through paragraph writing, suitable to the task and as such, appropriate writing skills will need to be incorporated into the teaching and learning cycle. (10 weeks)	**Unit 3: Alcohol and Drugs** Basketball or Football and Tennis In this unit of work, which targets the Australian Curriculum Focus Area of Alcohol and Drugs, students will investigate the impacts of alcohol consumption. Students will reflect upon the impact alcohol has an their own and others health. This is because, in an age where students are vulnerable to risky behaviours such as consuming drugs and alcohol, it is essential that they have the skills to be able to make educated decisions to ensure their positive health and well-being. Students will be assessed by constructing and analytical essay exploring the issues surrounding teen alcohol use and creating a recommendation to improve this health issue within their school community. This will be communicated through paragraph writing, suitable to the task and as such, appropriate writing skills will need to be incorporated into the teaching and learning cycle. (10 weeks)	**Unit 4: Risk Behaviours** Practical – Aquathlon: swimming and running In this unit of work, which targets the Australian Curriculum Focus Area of Safety in relation to Personal, social and Community Health students will investigate risky behaviours such as drug, alcohol use and cyber risks. Students will reflect upon the impact that risky behaviours have on their own and others health. This is because, in an age where students are vulnerable to risky behaviours such as consuming drugs and alcohol, it is essential that they have the skills to be able to make educated decisions to ensure their positive health and well-being. Students will be assessed by constructing a multimodal presentation of a risky scenario in groups of 3 or 4. This will be communicated through a short video and analysis of the risky behaviour and the decision-making process for their chosen scenario. Students will need to use their knowledge if ICT use, therefore this will need to be explicitly taught throughout the unit. (10 weeks)
	10	**Unit 1: Mental Wellbeing** Practical – Tennis The PERMA PLUS elements are (P)hysical activity, (L)ive optimistically, n(U)trition and (S)leep. By investigating the application of these elements to your own life, you can determine the individual action you need to take to flourish and thrive.	**Unit 2: Physical Fitness** Practical – This unit examines the fundamentals of fitness. Specifically, the focus will be on the components of fitness, training methods, training effects and training principles to improve physical performance.	**Unit 3: Energy, Fitness and Training** Students engage in integrated learning experiences about the application of body and movement concepts and specialised movement sequences in authentic performance environments. To optimise their personal performance in the chosen physical activity, they will explore energy, training and fitness subject matter and data that can be used to propose and justify a training strategy to improve personal performance.	**Unit 4: Intro to Physical Education** In this unit, students will engage in integrated learning experiences about the application of body and movement concepts and specialised movement sequences in authentic performance environments. To optimise their personal performance in the chosen physical activity, they will explore energy, training and fitness subject matter and data that can be used evaluate their performance in touch football.

* The Whole School Curriculum Plan is currently in development. Core subjects are represented here only. Electives will be included in 2023.

2.6. Coverage of General Capabilities and cross-curriculum priorities in Core Curriculum 7-10

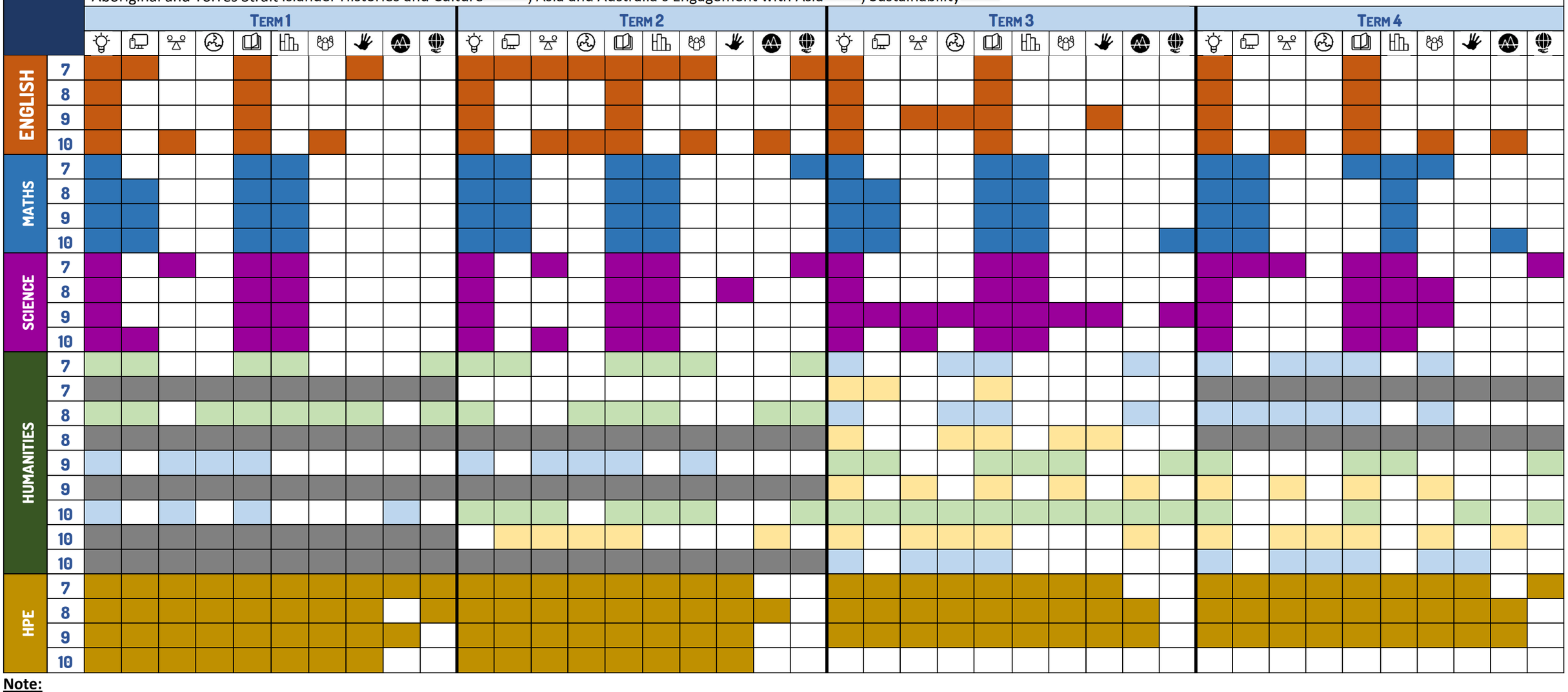
KEY

GENERAL CAPABILITIES

Critical and Creative Thinking ; Digital Literacy ; Ethical Understanding ; Intercultural Understanding ; Literacy ; Numeracy ; Personal and social capability

CROSS CURRICULUM PRIORITIES

Aboriginal and Torres Strait Islander Histories and Culture ; Asia and Australia's Engagement with Asia ; Sustainability



Note:

Humanities: History; Geography; Civics

The Whole School Curriculum Plan is currently in development. Core subjects are represented here only. Electives will be included in 2023.

3. Whole School Assessment plan

3.1. Timing of assessment across 7-10 by learning area

		TERM 1										TERM 2										TERM 3										TERM 4									
	YR	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
ENGLISH	7																																								
	8																																								
	9																																								
	10																																								
MATHS	7																																								
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	9																																								
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SCIENCE	7																																								
	8																																								
	9																																								
	10																										X		C		XPB				XPC			B	XCPB			
HUMANITIES	7							G								G					C					C					H							H			
	8										G								G					C		C					H					H				H		
	9									H									H											GC									GC		
	10										H			C				C		GC								G		HGC								HGC				
HPE	7																																								
	8									T									T																						
	9									T	P					T				T	P																				
	10								P	P	PT					T			T											PT								PT				

Note:

Maths: A=Maths A; C=Core Maths

Humanities: H=History; G=Geography; C=Civics;

HPE: T = Theory; P= Practical; H=Health (intro)

Science: X=Core; B=Biology; P=Physics; C=Chemistry

The Whole School Curriculum Plan is currently in development. Core subjects are represented here only. Electives will be included in 2023.

3.2. Range & Balance of Summative Assessment across core subjects in 7-10

YEAR	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
7	ENG	Written paragraph • Informative text • 200 – 300 words • Creation of a paragraph using Hunter's writing sentence and paragraph techniques • Completed under supervised conditions • Use of resources provided • Use of structured checkpoints • Independent and class time • 6 weeks	Written essay • Analytical essay • 400 – 600 words • One draft allowed for feedback • Independent and class time • 6 weeks	Narrative • Response to novel study • Written imaginative • 400 -600 words • One draft allowed for feedback • Independent and class time • 6 weeks	Persuasive speech • Spoken persuasive, multimodal • One draft allowed for feedback • 3-5 minutes • Independent and class time • 6 weeks
	MAT	Exam • Short response • Written • 60 minutes plus 5 minutes for perusal • Supervised conditions • Technology free and technology active components of the test assessed separately	Report • Written project • 4 weeks (including 5 hours of class time) • Independent and class time • Up to 5 pages • Must include tables, figures and diagrams Exam • Short responses • Written • 60 minutes plus 2 minutes perusal time • Supervised conditions • Calculator use is permitted	Report • Written project • 4 weeks including 7 hours of class time • Independent and class time • Up to 5 pages • Must include tables, figures and diagrams Exam • Short response • Written • 60 minutes plus 2 minutes perusal time • Technology free and technology active components of the test assessed separately • Supervised conditions	Exam • Short response • Written • 60 minutes perusal time • Supervised conditions • Calculator use is permitted
	SCI	Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions • Calculators allowed	Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions	Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions	Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions Research task • Independent and class time • 2 weeks and 4 lessons • Individual task • Multimodal (PPT or video) and spoken • Written component 300 – 500 words • Audience: peers • Bibliography must be included

YEAR	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
	HUM	***Geography*** Exam • Sentence response • Graphing data • Supervised • 70 minutes	***Geography*** Field work project • Geospatial design • Individual task • Draft to be submitted • Completion of field work journal • 5 weeks ***Civics*** Written project – information brochure • 5 weeks • 300-600 words • Independent & class time • Individual task	***Civics*** Exam • Short sentence response & multiple choice • 70 minutes • Supervised exam • Seen sources ***History*** Exam • Short sentence response & multiple choice • 70 minutes • Supervised exam • Seen sources	***History*** Research multimodal project • Completion of a research journal • Draft response to be submitted • 8 weeks • Independent & class time • Must use at least 2 modes of delivery (written, oral, video, spoken, visual) • Selection and use of primary and secondary sources • 400 – 600 words • Must include a bibliography
	HPE	Project Folio • Written text • Physical activities, game design and reflection • Audience: teacher and peers • 3 class lessons Physical performance • Practical – applying movement skills • Audience: Teacher and peers • Individual and group • 1-2 minutes	Investigation Inquiry • Written brochure • Audience: Teacher • 3 class lessons Physical performance • Practical • Individual task • Audience: Teacher and peers • Ongoing through the term	Investigation Inquiry • Written • Action plan / Fitness booklet • Audience: Teacher • 4 class lessons Physical performance • Practical – game play • Audience: Teacher and peers • Ongoing through term	Investigation inquiry • Written – report • School Audit • Audience: Teacher • 3 class lessons Physical performance • Practical – individual skills • Audience: Teacher • Ongoing through term
8	**ENG**	Narrative • Written imaginative • 400 -600 words • One draft allowed for feedback • Independent and class time • 6 weeks	Essay • Written analytical • Response to novel study • 400 -600 words • Controlled conditions • Seen questions	Essay • Written analytical • Response to media texts • 400 – 600 words • One draft allowed for feedback • Independent and class time • 6 weeks	Persuasive speech • Spoken persuasive • One draft allowed for feedback • 3-5 minutes • Independent and class time • 6 weeks
	MAT	Exam • Short response • Written • 60 minutes plus 5 minutes perusal • Supervised conditions • Technology active	Project • Written report • Independent and class time • 3 weeks and 5 class lessons • Up to 8 pages • Must include tables figures and diagrams Exam • Short response • Written • 60 minutes plus 5 minutes perusal time • Calculator use is permitted • Supervised conditions	Project • Written report • Independent and class time • 3 weeks and 5 class lessons • Up to 8 pages • Must include tables, figures and diagrams Exam • Written • Short responses • 60 minutes plus 5 minutes perusal time • Supervised conditions • Technology active	Exam • Written • Short responses • 60 minutes plus 5 minutes perusal time • Supervised conditions • Calculator use is permitted
	SCI	Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions	Exam • Multiple choice and short answer • 65 minutes • Closed book • Supervised conditions Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions	Experimental Investigation • 2 class lessons • Conduct an experiment • Include a data table • Record observations • Written report using subtitles Practical Exam • 30 minutes • Written observations and extended response • Supervised conditions	Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions

YEAR	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
	HUM	***Geography*** Field report • Completion of Field Journal • Sequenced paragraphs • Inclusion of maps, graphs and visual elements (photos & sketches) • 5 weeks • Independent and class time • Individual written response	***Geography*** Combination exam • Short answer • Choropleth mapping • 70 minutes • Unseen questions • Seen and unseen sources • Thematic map source seen • No notes allowed • supervised	***Civics*** Exam • Short answer • Seen sources • 70 minutes • Supervised • No notes allowed Written & Designed Assignment • Group assignment using democratic values • 3 weeks • 200-400 words • Group written response • Group design for a new Australian flag ***History*** Exam • Short response and multiple choice • Seen sources • 70 minutes • Supervised • No notes	***History*** Research written project • Completion of research journal • Sequenced paragraphs • Draft must be submitted • 6 weeks • Selection and use of primary and secondary sources (min. 4) • At least one visual and one written source for each paragraph • 300 – 500 words • Independent and class time • Individual written response • Bibliography must be included Exam • Short response and source analysis • 70 minutes • Seen sources • Supervised exam • No notes allowed
	HPE	Exam • Multiple choice and short response • Audience: Teacher • 70 minutes • Supervised conditions Physical performance • Practical – individual task • Audience: Teacher and peers • Ongoing through term	Investigation inquiry • Written – analytical exposition • Audience: Teacher • 400 -500 words • 3 class lessons Physical performance • Practical – game play • Audience: Teacher and peers • Ongoing through term	Project Folio • Multimodal and written • Audience: Teacher • Ongoing through term • 7 slides Physical performance • Practical – game play • Audience: Teacher and peers • Ongoing through term	Investigation inquiry • Written brochure • Audience: Teacher • 400 – 500 words • 3 class lessons Physical performance • Practical – game play • Individual response • Audience: Teacher and peers • Ongoing through term
9	**ENG**	Essay • Written analytical • 600 – 800 words • One draft allowed for feedback • Independent and class time • 6 weeks	Persuasive speech • On a social issue • Spoken and multimodal • 4 – 6 minutes • One draft allowed for feedback • Independent and class time • 6 weeks	Essay • Analytical written poetry analysis • 400 – 600 words • Completed in supervised conditions • 90 minutes plus 10 minutes perusal time	Narrative • Written imaginative • 600 – 800 words • One draft allowed for feedback • Independent and class time • 6 weeks
	MAT	Exam • Written • Short responses • 60 minutes plus 5 minutes perusal time • Supervised conditions • Technology active	Project • Written report • Independent and class time • 4 weeks including 4 class lessons • Up to 10 pages • Must include tables, figures and diagrams Exam • Written • Short responses • 60 minutes plus 2 minutes perusal time • Supervised conditions • Technology active	Project • Written report • Independent and class time • 4 weeks including 4 class lessons • Up to 10 pages • Must include tables, figures and diagrams Exam • Written • Short responses • 60 minutes plus 2 minutes perusal time • Supervised conditions • Technology active	Exam • Written • Short responses • 60 minutes plus 2 minutes perusal time • Supervised conditions • Technology active

YEAR	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
	SCI	Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions • Calculators allowed	Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions	Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions • Calculators allowed Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions	Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions Exam • Multiple choice and short answer • 60 minutes • Closed book • Supervised conditions
	HUM	***History*** Extended response exam • Respond in sequenced paragraphs • Seen sources • Supervised exam conditions • 70 minutes • Planning allowed	***History*** Research essay • Completion of a research journal • 400 words minimum • 9 weeks • Independent and class time • Selection and use of primary and secondary sources • Minimum source requirements is 2 primary visual and 1 secondary visual sources • Bibliography must be included • Individual written responses	***Geography*** Field report • Completion of a field journal • Report structure including contents and sub-headings must be used • 400-600 words • Minimum of 3 different types of data must be used; 1 must be a field sketch • Bibliography must be included • A minimum of 4 sources must be used to support your report findings • Independent and class time • 6 weeks • Individual written task • Group presentation (extension only) ***~OR~*** ***Civics*** Folio of work • Tasks 1-5 to be completed each week over 5 weeks, task 6 to be completed by week 8. • Independent and class time allocated • Word limits are indicated for task • One draft for Task 6 essay task is permitted	***Geography*** Exam • Short response and mapping • Supervised exam • 70 minutes • Seen and unseen sources • No notes allowed ***~OR~*** ***Civics*** Folio of work • One task completed each week over 3 weeks • Students are to submit as a digital copy • Independent and class time allocated
	HPE	Investigation inquiry • Written – analytical exposition • Audience: Teacher and peers • 500 – 600 words • 4 class lessons Physical performance • Practical – skill development and game play • Audience: Teacher • Ongoing through term	Project Folio • Multimodal presentation – video • Audience: Teacher • 3 – 4 minutes • 4 class lessons Physical performance • Practical – individual • Audience: Teacher • Ongoing through term	Project Folio • Written response to stimulus • Audience: Teacher • 4 class lessons Physical performance • Practical – skills and game play • Audience: Teacher • Ongoing through term	Exam • Multiple choice, short response and extended response • Audience: Teacher • 70 minutes • Supervised conditions Physical performance • Practical – game play and team strategy • Audience: Teacher • Ongoing through term
10	**ENG**	Essay • Analytical written • Comparing representations of teenagers n films • 600 – 800 words • One draft allowed for feedback • Independent and class time • 6 weeks	Narrative • Written imaginative • 600 – 800 words • One draft allowed for feedback • 6 weeks	Essay • Analytical written • Controlled conditions • Completed over 3 lessons • 600 – 800 words	Multimodal comparison • Spoken and multimodal • Comparing representations in media • 4-6 minutes • One draft allowed for feedback • 6 weeks

YEAR	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
	MAT	Exam • Written • Short responses • 120 minutes plus 10 minutes perusal time • Supervised conditions • Technology active	Project • Written report • Independent and class time • 5 weeks including 3 class lessons • Up to 10 pages (2000 words) • Must include tables, figures and diagrams Exam • Written • Short responses • 120 minutes plus 10 minutes perusal time • Supervised conditions • Technology active	Project • Written report • Independent and class time • 5 weeks including 3 class lessons • Up to 10 pages (2000 words) • Must include tables, figures and diagrams Exam • Written • Short responses • 120 minutes plus 10 minutes perusal time • Supervised conditions • Technology active	Exam • Written • Short responses • 120 minutes plus 10 minutes perusal time • Supervised conditions • Technology active
	SCI	Exam • 60 minutes • Multiple choice and short answer • Show all working for calculations • Calculators are required • Supervised conditions • Closed book	Analytical Report • 1 class lesson for completing experiment and collecting data • 2 class lessons to complete the report under exam conditions • Written report format • Independent time can be used only for preparation of results • Report features are to be used Exam • 70 minutes • Multiple choice and short answer • Supervised conditions • Closed book	Exam • 60 minutes • Multiple choice and short answer • Supervised conditions • Closed book Exam • 35 minutes • Multiple choice and short answer • Supervised conditions • Closed book	Exam • 70 minutes • Multiple choice and short answer • Supervised conditions • Closed book
	HIS	Exam • 70 minutes • Short answer and extended response • See and unseen sources • 80 words of planning allowed • Unseen questions • Supervised exam		Source Investigation • 5 weeks' notice of task • Use Source Investigation template • Accurate bibliography must be included • Devise an inquiry question and *at least* 3 focus questions • Sources must include at least 1 visual primary source, two written primary source extracts, 2 secondary source extracts • Rationale 100-150 words, source analysis 600 – 800 words, crucial summary of evidence 100 words	Exam • Short response and response to stimulus • 70 minutes • Unseen questions • Seen and unseen sources • Supervised conditions • Must answer in full sentences • No notes allowed
	GEG		Knowledge Exam • Written responses • 60 minutes • Supervised conditions • No notes allowed Practical Data Exam • 70 minutes • Create a scatter plot from a data set provided • Creation of a choropleth map from a data set • No notes allowed • Graph paper provided • Supervised conditions	Field Report • Written report • 500 words (excluding graphical representations) • Bibliography must be included • Student collected data must be included • Use of secondary data and sources also to be included • Spatial technologies must be used to represent data • Report features are to be included such as contents page, sub-headings, etc. • 6 weeks' notice of the task	Essay Exam • Written response to stimulus essay • 2 class lessons to complete • No notes allowed • Closed book • Supervised exam conditions • Must use essay structure appropriate to a cause-effect response

YEAR	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
	CIV		Folio of work • 3 tasks in total • Task 1-2 flow charts • Task 3 Analytical essay – 500 – 600 words • Independent and class time allocated • A draft of Task 3 must be submitted for feedback • A bibliography must be included • 3 weeks' notice Exam • Short answer response to stimulus • 60 minutes • Supervised conditions • Seen and unseen sources • No notes allowed • Unseen question	Analytical Research Essay • 5 weeks' notice of task • Independent and class time • 400 – 1000 words • One draft for feedback • Completion of a research journal • Research may be group task • Final written essay is an individual task	Folio of work • 4 tasks • Tasks 1-3 350 – 500 words • Task 4 - group multimodal of 2-3 minutes • Independent and class time • 6 weeks' notice Exam • Short response and response to stimulus • 70 minutes • Unseen questions • Seen sources • Supervised conditions • Must answer in full sentences • Closed book exam • 300 – 400 words for short response • 150 – 200 words for extended response
	HPE	Investigation inquiry • Written – analytical exposition • Audience: Teacher • 600 – 800 words • 4 class lessons Physical performance • Game play, skill and drill • Individual and team • Audience: Teacher and peers • Ongoing over 3 weeks	Exam • Multiple choice, short response and extended response • Audience: Teacher • 70 minutes • Supervised conditions Physical performance • Game play, skill and drill • Individual and team • Audience: Teacher and peers • Ongoing through term	Folio project • Multimodal – written, visual, audio or oral • 3-5 minutes • Individual task • 9 weeks' notice of task Physical performance • Game play, skill and drill • Individual and team • Audience: Teacher and peers • Ongoing through term	Folio project • Multimodal of 2-4 minutes • Including 2-3 minutes of physical performance evidence • Individual task Physical performance • Game play, skill and drill • Individual and team • Audience: Teacher and peers • Ongoing through term

The Whole School Curriculum Plan is currently in development. Core subjects are represented here only. Electives will be included in 2023.

3.1. Moderation processes used across subjects & departments

Which departments use which models of moderation based on QCAA *Moderation models and processes*

Moderation Types include:

1. **Calibration:** Teachers individually grade a sample of assessment. They then engage in professional conversation to calibrate their application of marking criteria *before* completing the rest of their class marking.

2. **Expert:** Teachers mark their student work and then choose a selection of samples across the range of outcomes to give to an 'expert' teacher. The 'expert' teacher provides advice on the application of marking criteria and the teacher then reviews their judgements.

3. **Conferencing:** Teacher mark their class assessment and then choose a selection of samples across the range of outcomes. These are then tabled and discussed at a conferencing meeting to calibrate team understanding of how to apply criteria to their own judgements. Teachers then use feedback from their samples to review the judgements made across their class assessment.

SUBJECT / DEPARTMENT	JUNIOR			SENIOR		
	CALIBRATION	EXPERT	CONFERENCING	CALIBRATION	EXPERT	CONFERENCING
ENGLISH		●	●			●
MATHS		●	●	●		●
SCIENCE		●	●	●	●	
HUMANITIES	●	●	●	●	●	
HPE		●	●	●	●	●
ICT	●				●	
THE ARTS	●	●	●	●	●	●
BUSINESS		●	●			●
HOSPITALITY		●	●			●
TEXTILES			●			●
INDUSTRIAL DESIGN & TECHNOLOGY			●	●		