



Australian International Academy Year 10, 2021 Curriculum Overview

Language and Literature

	Term 1	Term 2	Term 3	Term 4
Unit Title	Aspiration	Conflict	Revolution	Ideals
Duration	9 weeks	10 weeks	10 weeks	8 weeks
CONCEPTS				
Key Concept	Relationships	Communication	Systems	Perspective
Related Concepts	<ul style="list-style-type: none"> ➤ Character ➤ Context 	<ul style="list-style-type: none"> ➤ Setting ➤ Self-expression 	<ul style="list-style-type: none"> ➤ Point of View ➤ Structure 	<ul style="list-style-type: none"> ➤ Purpose ➤ Context
Global Context	Identities and Relationships	Personal and Cultural Expression	Globalisation and sustainability	Fairness and Development
Statement of Inquiry	Identity and relationships between characters are shaped by their social, historical and cultural contexts.	The social, historical and cultural context and structure of the world we live in determines personal and cultural perspective and expression.	Clear and effective communication of various points of view is essential in dealing with the issues of globalisation and ensuring sustainability.	Authors create texts with the purpose of critiquing the fairness and development of social and political systems in allegorical contexts.
ATL skills	<ul style="list-style-type: none"> • Self-Management • Thinking 	<ul style="list-style-type: none"> • Research • Thinking 	<ul style="list-style-type: none"> • Thinking • Communication 	<ul style="list-style-type: none"> • Communication • Social
ASSESSMENT				
Criteria	A: Analysing B: Organisation C: Producing Text D: Using language	A: Analysing B: Organisation C: Producing Text D: Using language	A: Analysing B: Organisation C: Producing Text D: Using language	A: Analysing B: Organisation C: Producing Text D: Using language

Summative Task(s)	<p>CAT 1 Creative Response Students are required to develop their own literary style in an imaginative writing piece which draws on the themes and ideas explored in <i>Of Mice and Men</i></p>	<p>CAT 1 Persuasive speech</p> <p>Requires students to imagine that they are delivering a speech on an issue of global, national or local significance, in that particular context and crafted to appeal to a relevant audience. Thereby, students will practice the role of an orator whose presentation has the ability to affect social change</p> <p>CAT 2</p> <p>Text Response Romeo and Juliet The text response activity requires students to explore how our perspective and existing biases within society can affect gender roles, equality, the fulfilment of social expectations and the oppression of the marginalised in society.</p>	<p>CAT1: Language Analysis</p> <p>Analysis of issue in the media The issues in the media CAT allows students to examine how bonds in society can be impaired by perspectives and literary intentions and aims to give students a vantage point from which they can remain immune to such manipulation.</p>	<p>CAT 1: Comparative Text Response Compare and contrast themes in 'Animal Farm' and 'Lord of the Flies'</p> <p>CAT2: Text Response to Poetry Students must complete a text response looking at poetry, analysing poetic devices, form, structure and theme.</p>
LEARNER Profile	<ul style="list-style-type: none"> • Thinkers • Inquirers 	<ul style="list-style-type: none"> • Communicators • Balanced • Principled 	<ul style="list-style-type: none"> • Thinkers • Open-minded 	<ul style="list-style-type: none"> • Communicators • Reflective

Language Acquisition- Arabic, Turkish & French

	Term 1	Term 2	Term 3	Term 4
Unit Title:	HEALTHY EATING	IMMIGRATION	YOUTH ISSUES	TECHNOLOGY
Duration:	10 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept:	Culture	Connections	Communication	change
Related Concepts:	<ul style="list-style-type: none"> ➤ Meaning ➤ Purpose 	<ul style="list-style-type: none"> ➤ Empathy ➤ Point of view 	<ul style="list-style-type: none"> ➤ Audience ➤ Message 	<ul style="list-style-type: none"> ➤ purpose ➤ message
Global Context:	Personal and cultural expression	Globalization and sustainability	Identities and relationships	Scientific and technical innovation
Statement of Inquiry:	Healthy eating is affected by cultural choice and it also means and expresses the purpose of our personal and cultural background	Migration being conversed about as a prevalent global issue can connect people, assist in the understanding of the point of view of involuntary or voluntary migrants, and to have empathy for those who have faced hardships in the process of doing so.	The communication through different messages between people can shape their identities and relationships	The scientific and technical innovation with different purposes and messages has changed our ways of life
Content	Vocabulary: foods, healthy diet Grammar: prepositions, articles quantities Text: articles , videos, newspaper, flashcard , education perfect	Vocabulary: immigration Grammar: adjectives and sentence structure Text: Articles, videos, newspaper, flashcard , education perfect	Vocabulary items related to youth issues, problems youth are facing Grammar: Demonstrative pronouns, past tense and future tense, adjectives - Text: story book, project, videos, education perfect	Vocabulary: technology, internet,phones Grammar: future tense Text: articles , videos, newspaper, flashcard , education perfect
ATL skills	<ul style="list-style-type: none"> • Communication skills • Creative thinking skills 	<ul style="list-style-type: none"> • Self management • Thinking 	<ul style="list-style-type: none"> • Communication skills • Research skills 	<ul style="list-style-type: none"> • Communication skills • Social skills
ASSESSMENT				

Criteria:	Objective C: Communicating in response to spoken, written and visual Text Objective D: Using language in spoken and written form.	Objective A: Comprehending spoken and visual text. Objective B: Comprehending written and visual text	Objective C: Communicating in response to spoken, written and visual text. Objective D: Using language in spoken and written form.	Objective A: Comprehending spoken and visual text. Objective B: Comprehending written and visual text.
Summative Task(s):	Present your letter to your class. Design and make a booklet about Healthy eating habits and exercising, present your booklet to your class.	Short reading and visual comprehension text which evaluates understanding of written text and the use of language in written answers. Interactive oral activity which evaluates the accuracy of communication skills, appropriateness and fluency.	Students are to write a formal letter to the principal to ask to change the phone policy, explain the problems and suggest solutions.	Reading and visual comprehension text which evaluates understanding of written text and the use of language in written. visual stimulus students to describe the picture for 2-3 minutes a part of oral activity
LEARNER Profile	Inquirer- Communicator	Principled -Caring	Thinkers-Communicators	Thinkers- Risk Takers

Sciences

	Term 1/Term 3	Term 2/Term 4	Term 3	Term 4
Unit Title:	Physics	Astronomy	Physics	Astronomy
Duration:	9 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept:	Relationships	Relationships		
Related Concepts:	Movement	Forms Models		
Global Context:	Orientation in space and time	Orientation in space and time		
Statement of Inquiry:	Movement is change and our world has been changed by freedom of movement.	As we extend the reach of our observations , we better understand the relationships that form our models of the Universe, and so our place in the cosmos .		

<p>Content</p>	<p>Describing motion</p> <ul style="list-style-type: none"> describe straight line motion in terms of distance, change in position, speed, velocity and acceleration using the correct units use a ticker timer or other available technology to gather data to determine the speed and acceleration of an object in straight line motion <p>Forces and Newton's laws of motion</p> <ul style="list-style-type: none"> identify the forces acting on a motor vehicle in straight line motion on a horizontal surface describe the involuntary movement of people and objects in moving vehicles in terms of Newton's First Law of Motion define inertia as the resistance of objects to changes in their motion recall Newton's Second Law of Motion and use it to predict the effect of the net force acting on an object on its motion recall and apply Newton's Third Law of Motion to describe the interactions between two objects <p>Work and energy</p> <ul style="list-style-type: none"> define work as the product of the force acting on an object and the distance travelled by the object in the direction of the force 	<p>Stars</p> <ul style="list-style-type: none"> describe and distinguish between planets, stars, constellations, galaxies and nebulae describe and explain the motion of stars and planets of the solar system as seen from Earth identify the sun as a star explain how stars are able to emit energy describe the lifetime of stars of different sizes and appreciate the timescale over which changes in stars take place interpret the Hertzsprung–Russell diagram in terms of the absolute magnitude, temperature and classification of stars distinguish between absolute and apparent magnitude <p>The changing universe</p> <ul style="list-style-type: none"> identify evidence supporting the big bang theory, such as Edwin Hubble's observations and the detection of background microwave radiation compare the big bang theory with the steady state theory describe how the universe has changed since the big bang and how it might continue to change in the future <p>Science as a human endeavour</p> <ul style="list-style-type: none"> describe how radio telescopes and arrays of radio telescopes are used by astronomers and astrophysicists to observe distant parts of the universe explain how orbiting space telescopes are used to gather data from deep space and 		
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	<ul style="list-style-type: none"> • equate work to a change in kinetic or potential energy • distinguish between elastic, gravitational, electrical, chemical and nuclear potential energy • relate energy transfers and transformations to the Law of Conservation of Energy within a system • recognise that useful energy is reduced during any energy transfer • calculate the efficiency of a simple energy transformation • describe a simple model of energy transformation and transfer within a system 	<p>how they compare with Earth-based telescopes</p> <ul style="list-style-type: none"> • recognise the role of Australian astronomers and astrophysicists and facilities such as telescopes, arrays and observatories in the exploration and study of the universe • recognise the importance of IT specialists and the development of fast computers in processing the data obtained by Earth-based and orbiting telescopes • appreciate that the study of the universe and the exploration of space involves teams of specialists from different branches of science, engineering and technology • recognise that financial backing from governments or other organisations is required for major scientific investigations and that this can determine if and when research takes place 		
ATL skills	<ul style="list-style-type: none"> • Communication • Collaboration • Critical-thinking skills • Creative-thinking skills • Information literacy skills 	<ul style="list-style-type: none"> • Information literacy skills • Critical-thinking skills • Transfer skills 		
Criteria:	<p>Objective A: Knowing and understanding Objective B: Inquiring and designing Objective C: Processing and evaluating Objective D: Reflecting on the impacts of science</p>	<p>Objective A: Knowing and understanding Objective B: Inquiring and designing Objective C: Processing and evaluating Objective D: Reflecting on the impacts of science</p>		

Summative Task(s):	Small Internal Assessment (Simulation Activity) Practical Section Headings: <ul style="list-style-type: none"> • Aim • Hypothesis • Prediction • Apparatus & Materials • Method • Results • Discussion • Conclusion Activity: Measuring deformation of a bungee elastic Activity: Finding the balance point Activity: Measuring the strength of structural forms	Small Internal Assessment (Simulation Activity) Practical Section Headings: <ul style="list-style-type: none"> • Aim • Hypothesis • Prediction • Apparatus & Materials • Method • Results • Discussion • Conclusion Activity: Using a sky chart Activity: It's a star's life Activity: Doppler effect using rotating sounds source		
LEARNER Profile	Open-minded	Knowledgeable		

Individuals and Societies

(Missing)

Design

	Semester 1	Semester 2
Unit Title:	Promoting a business online	Robotics
Duration:	19 weeks	20 Weeks
CONCEPTS		
Key Concept:	Communication	Systems

Related Concepts:	<ul style="list-style-type: none"> ▪ Innovation ▪ Markets and trends 	<ul style="list-style-type: none"> ▪ Collaboration
Global Context:	Globalisation and sustainability	Scientific and technical innovation
Statement of Inquiry:	A local invention can diffuse into a global market through successful and targeted communication.	Collaboration is a key requirement when developing systems to enhance user experience with innovative technology.
Content	<p>Students will research the importance of advertising and discuss local and global impacts of searching for information online. Different forms of advertising will also be researched.</p> <p>As part of the analysis students will develop a design specification and a design brief for a client. Students will also research existing products to assist them in generating their own ideas.</p> <p>Sketch several designs that meet the specification criteria showing page layout, navigational structure, content and purpose.</p> <p>Students will then evaluate the designs and justify its choice.</p> <p>Construct a plan to create the product/solution that has a series of logical steps and makes use of time and resources. A Gantt chart will be the main source for planning</p> <p>Produce an online solution that meets the clients needs.</p> <p>Evaluate the product in terms of its performance against design specification, client’s needs and students view of success of solution. Self evaluation of their performance and products impact on life an society is also looked into.</p>	<p>This unit is designed to introduce students to programming and enable them to work closely with coding in the physical world to see robots perform in a virtual world. Students will be introduced to motion and sonar sensors, and vision tracking through hands-on practical activities. They will then explore coding through game development whilst undertaking testing and debugging issues.</p>
ATL skills	<ul style="list-style-type: none"> • Self-management skills: Organisation • Research: Information Literacy • Thinking: Creative Thinking 	<ul style="list-style-type: none"> • Communication: Communication
ASSESSMENT		
Criteria:	<ul style="list-style-type: none"> A. Inquiring and analysing B. Developing ideas C. Creating D. Evaluating 	<ul style="list-style-type: none"> A. Inquiring and analysing B. Developing ideas C. Creating D. Evaluating
Summative Task(s):	<p>The summative assessment task allows students to gain an understanding of the importance of advertising online and the impacts on a global scale.</p> <p>Students are required to create a website for a client and ensure that it meets the audience needs. After analysing and investigating the purpose and requirements of the product/solution, students will evaluate the success of the solution.</p>	<p>Students are to collaborate and design on a technical innovation that will enhance the experience of a user.</p>

LEARNER Profile	<ul style="list-style-type: none"> ▪ Communicators ▪ Inquirers ▪ Open-minded ▪ Reflective 	<ul style="list-style-type: none"> ▪ Principled and reflective

Art

	Term 1	Term 2	Term 3	Term 4
Unit Title:	Post Modernism		Street Art: Art for an Audience	
Duration:	19 weeks		10 weeks	
CONCEPTS				
Key Concept:	Communication		Aesthetics	
Related Concepts:	➤ Boundaries		➤ Audience	
Global Context:	Orientation in time and space		Orientation in time and space	
Statement of Inquiry:	Artists communicate their ideas within their personal boundaries which are informed by their orientation in time and space.		Street artists utilize public spaces to develop varied aesthetic means to connect and engage people.	
ATL skills	<ul style="list-style-type: none"> • Research • Thinking 		<ul style="list-style-type: none"> • Research • Thinking • Social 	
ASSESSMENT				
Criteria:	A: Knowing and understanding		A: Knowing and understanding	

	B: Developing skills C: Thinking creatively D: Responding	B: Developing skills C: Thinking creatively D: Responding	B: Developing skills C: Thinking creatively D: Responding
Summative Task(s):	CAT 1: Visual Diary CAT 2: Creation of an original artwork	CAT 1: Creation and placement of a public artwork which explores a social problem.	CAT 1: Finished artwork in exhibition CAT 2: Reflection on own and another student's work
LEARNER Profile	Communicators	Communicators	Inquirers Communicators Risk-takers Reflective

Maths

	Term 1	Term 2	Term 3	Term 3- 4
Unit Title:	Measurement and Geometry	Statistics Uni + Probability	Algebra and Equations	Quadratics Equations and Graphs
Duration:	10 weeks	9 weeks	6 weeks	14 weeks
CONCEPTS				
Key Concept:	Perspective	Relationships	Logic	Form
Related Concepts:	<ul style="list-style-type: none"> ➤ Measurement ➤ Space 	<ul style="list-style-type: none"> ➤ Change ➤ Model 	<ul style="list-style-type: none"> ➤ Justification ➤ Pattern 	<ul style="list-style-type: none"> ➤ Representation ➤ Simplification
Global Context:	Personal and cultural expression	Globalization and sustainability	Fairness and development	Identities and relationships
Statement of Inquiry:	Personal perspectives of spatial measurements allows deeper understanding of architecture across different civilisations and cultures.	Models can represent changes in, and relationships between humans' practices and the environment.	Using logic enables us to identify the patterns in markets and reach justified fair solutions that fulfil our personal ambitions towards a hopeful future.	Identifying common elements of relationships helps in representing them in simplified visual forms.
Content	Week 1 Areas of regular and composite 2D shapes <ul style="list-style-type: none"> • Revise the definition of area and the formulae of areas of regular shapes and units of area 	Week 1 Measures of Central Tendency <ul style="list-style-type: none"> • Revision of mean, median, mode of data • Calculating the mean and median from 	Week 1 Substitution <ul style="list-style-type: none"> • Revise BODMAS • Revise directed numbers 	week 1 Solving quadratic equations algebraically , using Null Factor Law, Completing the square and quadratic formula

	<ul style="list-style-type: none"> Introduce Heron's formula for area of a triangle <p>Week 2 Total Surface Area</p> <ul style="list-style-type: none"> Discuss the concept of number of faces, nets and surface area of a 3D shape Calculate the TSA of rectangular prisms, cubes, spheres, cylinders, cones and other solids Calculate the TSA of composite solids <p>Week 3 Volume of Prisms and Pyramids</p> <ul style="list-style-type: none"> Discuss the definition of volume and the units of volume and the difference between volume and TSA Calculate the volume of prisms, spheres, pyramids and cones Calculate volume of composite solids <p>Week 4 Sketching Linear Graphs and Determining Linear Equations</p> <ul style="list-style-type: none"> Revise the features of cartesian plane, table of values and plotting linear graphs Introduce sketching graphs using x and y-intercepts method and using the gradient-intercept method 	<p>frequency tables - Ungrouped Data</p> <p>Week 2 Measures of Central Tendency</p> <ul style="list-style-type: none"> Calculating the mean and median from frequency tables - Grouped Data <p>Measures of Spread</p> <ul style="list-style-type: none"> Revision of range Calculating the lower and upper quartiles Calculating IQR <p>Week 3 Box and whisker plots</p> <ul style="list-style-type: none"> Five number summary Reading a Box-and-whisker plot Constructing a Box-and-Whisker plot Shape of plots <p>Week 4 Comparing Data</p> <ul style="list-style-type: none"> Parallel Box-and-Whisker Plots Histograms Writing a comparison report. <p>Week 5 Exam Revision Semester 1 Exams Start</p> <p>Week 6 Exams continue</p> <p>Week 7 Review of Probability</p> <ul style="list-style-type: none"> The language of probability Probability Scale Experimental probability 	<ul style="list-style-type: none"> Explain how to substitute negative numbers and fractions <p>Solving Simple Equations</p> <ul style="list-style-type: none"> Solving one-step equations using inverse operations Solving two-step equations using inverse operations <p>Week 2 Solving multi-step equations</p> <ul style="list-style-type: none"> Solving multi-step equations with integers. Solving multi-step equations with fractions. Solving multi-step equations with brackets. Solving multi-step equations with unknown on both sides Applications of linear equations <p>Week 3 Graphical Solution of Simultaneous Equations.</p> <ul style="list-style-type: none"> Introduce the concept of simultaneous equations Revise how to graph linear equations by finding x-intercept and y-intercept Find the point of intersection of two graphs. Use substitution to check solutions. <p>Solving Simultaneous Equations using Substitution Method.</p>	<p>Week 2 Quadratic equations.</p> <p>Solving quadratic equations graphically; Use the graph to locate the solutions to quadratic equations</p> <p>Inspect graphs to determine whether the quadratic equations have one solution, no solution and determine whether they make true statement. Problem solving.</p> <p>Week 3 Using the following equation to define discriminant and use its value to determine the number of solutions.</p> $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \quad x = \frac{-b \pm \sqrt{\Delta}}{2a}$ <p>– If $\Delta < 0$, there are no real solutions to the quadratic equation. – If $\Delta = 0$, there is only one solution to the quadratic equation. – If $\Delta > 0$, there are two solutions to the quadratic equation.</p> <p>Using the discriminant to determine if graphs intersect. Problem solving.</p> <p>week 4</p>
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	<ul style="list-style-type: none"> Explain how to use the gradient and y-intercept to write any linear equation in the form of $y=mx+c$ <p>Week 5 The distance between two points and The mid-point of a line segment</p> <ul style="list-style-type: none"> Calculate the distance between two points on the x-axis or the y-axis Use Pythagoras Theorem to generate the distance formula $d(P, Q) = \sqrt{(x_2 - x_1)^2}$ <ul style="list-style-type: none"> Apply the distance formula to any two points. Explain how to calculate the mid-point coordinates Use the mid-point to find unknown coordinates of another point <p>Week 6 Parallel and Perpendicular lines</p> <ul style="list-style-type: none"> Define parallel and perpendicular lines. Introduce the gradient condition for parallel and perpendicular line Explain how to decide if the points are collinear. Calculate the gradient of horizontal and vertical lines <p>Week 7</p>	<ul style="list-style-type: none"> Two-Way tables Theoretical Probability Venn Diagrams Mutually exclusive events Addition Law of Probability <p>Week 8 Tree diagrams</p> <ul style="list-style-type: none"> Two-Steps experiments Three-Steps Experiments <p>Week 9 Independent and dependent events</p> <ul style="list-style-type: none"> Independent events Multiplication Law of probability <p>Week 10 Conditional probability</p>	<ul style="list-style-type: none"> Explain how to substitute expressions Explain when to use substitution. Explain the method of substitution. <p>Week 4 Solving Simultaneous Equations using Elimination Method</p> <ul style="list-style-type: none"> Explain when to use Elimination Explain the method of Elimination. <p>Week 5 Applications of Simultaneous Linear Equations</p> <ul style="list-style-type: none"> Identify different contexts that we use simultaneous equations in. Explain how to identify the two unknowns in a worded problem. Explain how to write two simultaneous from a worded problem. <p>Week 6 Revision and Assessment</p>	<p>Investigation Revision to prepare students for end of unit test; Chapter Review questions and Education Perfect.</p> <p>Week 5 Introduction to non-linear relationships; Define parabola and give examples to show how Parabolas abound in the world around us. Plotting parabolas and state the equation of the axis of symmetry, the coordinates of the turning point and the y-intercept. Explain how placing a number in front of x^2 affects the graph obtained. Explain how a negative sign in front of x^2 affects the graphs.</p> <p>Week 6 Sketching parabolas.</p> <p>Discuss the transformations or changes in the features of the graph using the basic quadratic equation $y = x^2$ The transformations include: – dilation – translation – reflection.</p>
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	<p>Using Trigonometric ratios to calculate side lengths</p> <ul style="list-style-type: none"> • Revise the definition of trigonometric ratios • Label the opposite, adjacent and hypotenuse sides of a right angled triangle • Calculate unknown sides of a right angle triangle with focus on application word problems <p>Week 8</p> <p>Using trigonometry to calculate angle size</p> <ul style="list-style-type: none"> • Introduce the angle units; degree, minutes and seconds. • Demonstrate how to use the inverse functions to calculate unknown angles. • Calculate unknown angles of a right angle triangle with focus on application word problems <p>Week 9</p> <p>Angles of Elevation and Depression</p> <ul style="list-style-type: none"> • Define angles of elevation and depression and brainstorm some of their real life applications. • Calculate unknown sides and angles using angles of elevation and 			<p>Problem solving.</p> <p>Week 7</p> <p>Sketching parabolas using turning point and x- and y-intercepts of quadratic graphs.</p> <p>Solve examples on the board to emphasize the concepts, followed by worksheets</p> <p>Problem solving.</p> <p>Week 8</p> <p>Sketching parabolas of the form $y = ax^2 + bx + c$</p> <p>Complete worksheets</p> <p>Practice questions Education Perfect.</p> <p>Revision to prepare students to end of unit test, using chapter 9 review questions and selected questions from Education Perfect.</p> <p>Week 9</p> <p>Semester 2 Revision to prepare students for End of the year examination.</p>
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	depression in real life contexts.			
ATL skills	Category: Communication <ul style="list-style-type: none"> Cluster: Communication Category: Thinking <ul style="list-style-type: none"> Cluster: Critical Thinking Cluster: Creative Thinking Cluster: Transfer 	Category: Research <ul style="list-style-type: none"> Cluster: Information Literacy 	Category: Thinking <ul style="list-style-type: none"> Cluster: Transfer 	Category: Thinking <ul style="list-style-type: none"> Cluster: Creative Thinking Cluster: Transfer
ASSESSMENT				
Criteria:	A, C, D	A, C	A, C, D	A, C
Summative Task(s):	<ul style="list-style-type: none"> Topic Test Measurement Trig CAT 2019 Pyramids 	<ul style="list-style-type: none"> Univariate Data CAT 2019 Probability Test 	<ul style="list-style-type: none"> Algebra and Equations Test The Cricket World Cup Simultaneous Equations and Linear Relations CAT 	<ul style="list-style-type: none"> Quadratic Equations Ch TEST Quadratic Graphs - Parabola Transformation CAT
LEARNER Profile	<ul style="list-style-type: none"> Thinkers Communicators 	<ul style="list-style-type: none"> Principled 	<ul style="list-style-type: none"> Thinkers 	<ul style="list-style-type: none"> Inquirers

Physical and Health Education

	Term 1	Term 2	Term 3	Term 4
Unit Title:	Fitness	Invasion Sports	Racquet Games	Combat Reloaded
Duration:	10 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept:	Change	Time, place and space	Development	Orientation in time and space
Related Concepts:	<ul style="list-style-type: none"> ➤ Choice ➤ Function 	<ul style="list-style-type: none"> ➤ Interaction ➤ Refinement 	<ul style="list-style-type: none"> ➤ Interaction ➤ Refinement 	<ul style="list-style-type: none"> ➤ Choice
Global Context:	Identities and Relationships	Scientific and technical innovation	Fairness and development	Fairness and development
Statement of Inquiry:	Choose and change functional exercises to shape identity and relationships	Adapt movement in time, place and space to increase scientific and technical innovation in sports.	Refinement of skills and fair play can develop leadership through interaction.	Communication fuels the understanding of varying perspectives about orientations in time and space.
Content	The 'big idea' in the personal fitness unit is for students to make informed decisions to improve their fitness and fulfil their individual needs.	The 'big idea' in the Invasion Sports unit is for students to apply and perform the key concepts of game-sense: time, space, risk and execution. We aim to develop strategic thinking to outwit opponents	The 'big idea' is for students to understand how to assess skills by designing an assessment rubric relevant to a racquet sports skill.	The 'big idea' is for student's to develop strategic game play through manipulation of equipment, time and movement in space.

		throughout small-sided and modified invasion games.		
ATL skills	<ul style="list-style-type: none"> • Self-management 	<ul style="list-style-type: none"> • Thinking 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Self-management
ASSESSMENT				
Criteria:	Criteria A: Knowing and Understanding Criteria B: Planning for Performance	Criteria A: Knowing and Understanding Criteria C: Applying and Performing	Criteria B: Planning for Performance Criteria C: Applying and Performing Criteria D: Reflecting and Improving	Criteria B: Planning for Performance Criteria C: Applying and Performing
Summative Task(s):	Fitness CAT	Written Report: Game-sense CAT	Table Tennis CAT	Archery Performance Demonstration CAT
LEARNER Profile	Inquirers Knowledge Principled	Thinkers Open-minded Risk takers	Communicators Reflective	Risk-takers