





Australian International Academy Year 9, 2021 Curriculum Overview

Language and Literature

	Term 1	Term 2	Term 3	Term 4
Unit Title	Literary Value: Free Verse & Persuasion	Bamboo People	The Giver – Introduction	The Giver – Part 2
Duration	9 weeks	10 weeks	9 weeks	10 weeks
CONCEPTS				
Key Concept	Creativity	Connections	Connections	Connections
Related Concepts	Point of view Style	Context Point of view	Context Theme	Genres Theme
Global Context	Globalization and sustainability	Identities and relationships	Identities and relationships	Identities and relationships
Statement of Inquiry	Creativity in presenting points of view on globalised, sustainable and environmental issues through different text styles.	The context in which we live can create prejudicial opinions, altering out point of view on the world, result in complex relationships and connections with others.	Adolescents can face a difficult journey in life when trying to balance the dynamics of family responsibilities and social pressures of friendship in a rural setting.	Texts of different genres can be connected by the same themes and explored through the study of identities and relationships. .
ATL skills	Category: Communication • Cluster: Communication	Category: Communication • Cluster: Communication	Category: Thinking • Cluster: Critical Thinking	Category: Thinking • Cluster: Creative Thinking • Cluster: Transfer
ASSESSMENT				
Criteria:	Criterion A Analysing	Criterion A Analysing	Criterion A Analysing	Criterion A Analysing

	Criterion B Organizing Criterion C Producing text Criterion D Using language	Criterion B Organizing Criterion C Producing text Criterion D Using language	Criterion B Organizing Criterion C Producing text Criterion D Using language	Criterion B Organizing Criterion C Producing text Criterion D Using language
Summative Task(s):	. LAL9 CAT1 - Whale Rider Free Verse Summative: Written: Narrative LAL9 Free Verse CAT1 2018.docx LAL9 CAT2- Persuasive Writing Summative: Written: Persuasive LAL9 SEM1 CAT2.docx CAT cover sheet LANGUAGE AND LITERATURE.docx	LAL9 CAT 3- Text Response on Film "The Boy in the Striped Pyjamas" Summative: Written: Essay Text response on film 'The Boy In the Striped Pyjamas' Boy In The Striped Pyjamas CAT summative year 9 task.docx CAT cover sheet LANGUAGE AND LITERATURE.docx	Bamboo People - part 2 Formative: Written: Informative Bamboo People Part 2 - Class Assignment - formative assessment  Bamboo People Assignment term 2 year 9.docx LAL CAT 1- Themes of Bamboo People Summative: Written: Essay Area of Study: Analysing Text See attached document for details.  LAL9 CAT 1 SEM 2 2016.docx CAT cover sheet LANGUAGE AND LITERATURE.docx	CAT 2: Persuasive Speech Summative: Oral: Discussion See attached instructions. LAL9 SEM2 CAT2.docx CAT 2 sem 2 Topics oersuasive writing.docx LAL9 SEM2 CAT2 persuasive speech.docx CAT 3: Text Comparison Essay The Giver vs. Truman Show Summative: Written: Essay See attached task sheet. LAL9 SEM2 CAT3.docx CAT cover sheet LANGUAGE AND LITERATURE.docx
LEARNER Profile	Communicators Open-minded	Knowledgeable Thinkers Communicators Risk-takers	Inquirers Knowledgeable Thinkers Open-minded Risk-takers Reflective	Inquirers Knowledgeable Thinkers Communicators Reflective

Language Acquisition- Arabic, Turkish & French

	Term 1	Term 2	Term 3	Term 4
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Unit Title:	environment	media	Celebrations and culinary traditions	Sports
Duration:	9 weeks	10 weeks	10 weeks	9 weeks
CONCEPTS				
Key Concept:	Communities	Communication	Connections	Creativity
Related Concepts:	➤ point of view	➤ audience ➤ message	➤ meaning	➤ purpose ➤ structure
Global Context:	Human impact on the environment	Scientific and technical innovation	Personal and cultural expression	Orientation in time and space
Statement of Inquiry:	The human impact communities have on the environment are based on their point of view.	Technical and scientific innovations have improved communication between the audience and the message being conveyed.	The meaning of personal and cultural expression depends on connections.	The purpose of creativity is structured in time and place.
ATL skills	Category: Communication • Cluster: Communication	Category: Thinking • Cluster: Critical Thinking	Category: Social • Cluster: Collaboration	Category: Research • Cluster: Information Literacy
ASSESSMENT				
Criteria:	Criterion C Communicating in response to spoken and/or written and/or visual text Criterion D Using language in spoken and/or written form	Criterion A Comprehending spoken and visual text Criterion B Comprehending written and visual text	Criterion C Communicating in response to spoken and/or written and/or visual text Criterion D Using language in spoken and/or written form	Criterion A Comprehending spoken and visual text Criterion B Comprehending written and visual text
Summative Task(s):	Task 1: Comprehending written and visual text Task set by school, based on this unit and the global context for the session. 1 or 2 written-visual texts, maximum total length: 800-900 words (Chinese: 600–700 characters, non-Roman alphabetical: 560–720 words).	Task 3 Aural comprehension(Criterion A) Task set by school. 2 texts linked to each other – 1 must contain one or more visual(s). Maximum total length of texts - 5 minutes Questions on all texts and all strands of criterion A.	Task 1 Comprehending written and visual text Task set by school. 2 texts linked to each other and the global context – 1 text must contain visual. Maximum total length of texts: 800-900 words (or equivalent for Chinese and non-Roman alphabetical languages).	Task 3: Comprehending spoken and visual text Task set by school, based on this unit and the global context for the session. 1 or 2 audio-visual texts, maximum total length: 7 minutes. Questions must assess the <u>spoken and visual</u> aspects of

	<p>Questions must assess the <u>written and visual</u> aspects of the text(s) and cover <u>all strands</u> of criterion B.</p> <p>Clearly indicate which strand is being assessed in each question.</p> <p>Questions and responses must be in the target language.</p> <p>The task must be completed in one sitting and assessed against phase 4 criteria.</p> <p>Task 2: Using language in spoken and/or written form</p> <p>Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 3-4 minutes and the whole recording must not last more than 6 minutes.</p>	<p>Task 4 Written comprehension (Criterion B)</p> <p>Task set by school.</p> <p>2 texts linked to each other – 1 must contain one or more visual(s).</p> <p>Maximum total length of texts: 400-500 words.</p> <p>Questions on all texts and all strands of criterion B.</p> <p>Time allowance: 50 minutes.</p>	<p>Questions on all texts and all strands of Criterion B.</p> <p>Time allowance: 60 minutes.</p> <p>Please indicate clearly which strand of the criterion is being assessed in each question.</p> <p>Questions and responses must be in target language.</p> <p>Task 2 Using language in spoken and/or written form</p> <p>Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 3-4 minutes and the whole recording must not last more than 6 minutes.</p> <p>Preparation time: 10 minutes</p>	<p>the text(s) and cover <u>all strands</u> of criterion A.</p> <p>Clearly indicate which strand is being assessed in each question.</p> <p>Questions and responses must be in the target language.</p> <p>The task must be completed in one sitting and assessed against phase 4 criteria.</p> <p>Task 4: Comprehending written and visual text</p> <p>Task set by school, based on this unit and the global context for the session.</p> <p>1 or 2 written-visual texts, maximum total length: 800-900 words (Chinese: 600–700 characters, non-Roman alphabetical: 560–720 words).</p> <p>Questions must assess the <u>written and visual</u> aspects of the text(s) and cover <u>all strands</u> of criterion B.</p> <p>Clearly indicate which strand is being assessed in each question.</p> <p>Questions and responses must be in the target language.</p>
LEARNER Profile	<ul style="list-style-type: none"> • Communicators • Caring 	<ul style="list-style-type: none"> • Knowledgeable • Thinkers 	<ul style="list-style-type: none"> • Reflective • Inquiries 	<ul style="list-style-type: none"> • Risk-takers • Balanced

Sciences

	Term 1	Term 2	Term 3	Term 4
Unit Title:	Chemical Reactions	Control and Coordination, Systems	Energy transmission	Ecosystems – flow of energy and matter
Duration:	9 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept:	Change	Change	Global interactions	Relationships
Related Concepts:	Energy and Consequences	Consequences, patterns	Energy and Consequences	Function Environment Interaction Energy Balance Patterns
Global Context:	Scientific and Technical innovation	Scientific and Technical Innovation	Globalization and sustainability	Identities and Relationships
Statement of Inquiry:	Different types of chemical change have their own evidence	How do humans make use of the energy in chemical reactions?	Mans ever increasing need for energy has a range of consequences. Response will need to be both considered global interactions and everyone to be more aware of the requirements of sustainability.	How can using models create understanding of real world systems and situations?
Content	<p>All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms</p> <p>Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed</p>		<ul style="list-style-type: none"> • Describe examples of the transmission of energy without the transmission of matter • Compare the transmission of waves through different media • Distinguish between transverse waves and compression (longitudinal) waves 	<ul style="list-style-type: none"> • Energy in cells (photosynthesis and respiration) – plant nutrition • Energy flow in an ecosystem • The concept of transport and transfer of energy in living systems – transpiration and photosynthesis

	<ul style="list-style-type: none"> • Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer • Atomic structure The particulate nature of matter The properties of the different states of matter (solids, liquids, gases) in terms of the particle model, including gas pressure change of state in terms of the particle model. • Atoms, elements and compounds A simple (Dalton) atomic model differences between atoms, elements and compounds, chemical symbols and formulae for elements and compounds conservation of mass changes of state and chemical reactions. • Periodic table 		<ul style="list-style-type: none"> • Describe the transmission of sound energy • Relate the pitch and loudness of sound to the properties of sound waves • Explain how sound is transmitted through the human ear and detected by the brain • Describe the properties and uses of the waves that make up the electromagnetic spectrum • Describe the transmission, reflection and refraction of light • Describe photons and compare the wave and particle models of light • Explain how light is transmitted through the human eye and detected by the brain • Outline the effect of biconvex and biconcave lenses on the transmission of light • Describe the use of total internal reflection in optical fibres • Describe the transmission of radio waves in terms of carrier waves and audio and visual signals • Describe the advantages of digital over analogue signals 	<ul style="list-style-type: none"> • Structure and function of plant cells • Biological diversity within and across species and the selective advantage for survival • The role and responsibilities of individuals and societies in the sustainable use and exploitation of natural resources – role of agriculture in plant production • Controversial issues such as climate change, genetically modified crops and their social, economic, political, environmental and ethical implications.
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	<p>The varying physical and chemical properties of different elements The principles of underpinning the Mendeleev periodic table The periodic table: periods, groups, metals, non-metals How patterns in reactions can be predicted with reference to the periodic table Properties of metals and non metals</p> <ul style="list-style-type: none"> • Endothermic and Exothermic Energy changes on changes of state (qualitative) Exothermic and endothermic chemical reactions • Rates of reaction Chemical reactions as the rearrangements of atoms Representing chemical reactions word equation Combustion reactions 		<ul style="list-style-type: none"> • Explain the basic operation of the digital mobile phone network • Describe examples of the use of ultrasound by engineers and in medicine and industry • Explain the operation and impact of the cochlear implant 	
ATL skills	<p>Communication skills</p> <p>Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use intercultural 	<p>Critical Thinking : Creative Thinking : Transfer</p>		<p>Communication Information Literacy Critical thinking skills Reflection Transfer skills Organisation skills</p> <ul style="list-style-type: none"> • Collect, record and verify data

	<p>understanding to interpret communication</p> <ul style="list-style-type: none"> • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers • Participate in, and contribute to, digital social media networks • Collaborate with peers and experts using a variety of digital environments and media <p>Critical-thinking skills Collaboration skills Information literacy skills</p>			
<p>Criteria:</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>	<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>	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> • i. explain scientific knowledge • ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations • iii. analyse and evaluate information to make scientifically supported judgments.

				<p>C: Processing and evaluating</p> <ul style="list-style-type: none"> • i. present collected and transformed data • ii. interpret data and explain results using scientific reasoning • iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation <p>D: Reflecting on the impacts of science</p> <ul style="list-style-type: none"> • ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue.
<p>Summative Task(s):</p>	<p>Project: Modelling atoms</p> <ul style="list-style-type: none"> • Students task is to build a physical model of an atom and describe its parts and properties. <p>Practical activity: The electrical atom.</p> <ul style="list-style-type: none"> • Students will: • demonstrate static electricity in three different ways • analyze their observations as evidence that atoms contain positively and negatively charged particles <p>CHAPTER 6 TOPIC TEST: Inside the atom</p>	<p>Practical investigation Formative: Performance: Lab Assignment</p> <p>Investigating microbes: Students design their own investigations to grow bacteria on nutrient agar plates. each experiment conducted by any group should have a control plate that shows bacteria growth under normal conditions and two or more test plates in which they change certain variables to examine results. examples of variables to test are temperature or the presence of antiseptics. how do these variables affect bacterial growth?</p> <p>Summative: Written: Essay</p>	<p>End of unit test Criterion A Summative: Test: Written</p> <p>Prac report on reflection and refraction of light Formative: Performance: Lab Assignment</p> <p>light and optics common assessment task Formative: Oral: Oral Report</p> <p>Eye dissection report Formative: Performance: Lab Assignment</p>	<p>Ecology Test Laboratory activity.</p> <p>Test will evaluate the factual and conceptual questions.</p> <p>Blast off into the future Summative: Written: Essay</p> <p>Focus activity Formative: Oral: Oral Report</p> <p>In groups students choose one of the focus activities to research and reports their findings back to the class. OR</p>

	<p>Experiment: Chemical Reactions</p> <ul style="list-style-type: none"> Students will observe and explain what happens during the combustion of two household products: charcoal (Part 1) and steel wool (Part II) <p>Practical activity: Indicators</p> <ul style="list-style-type: none"> In this activity students will: predict the pH of some common substances determine the colour litmus paper changes in the presence of acid, base and neutral solutions <p>Project – Design a hand warmer</p> <ul style="list-style-type: none"> In this activity students play the role of a chemist who has been asked to design a hand warmer involving this reaction. How will you make sure the reaction delivers the desired result for your customers? <p>CHAPTER 7 TOPIC TEST: Chemical reactions</p>	<p>Human Neurological diseases and vaccination persuasive article</p> <p>Infectious and non-infectious diseases presentations</p> <p>Formative: Oral: Oral Report</p> <p>Working in pairs students are required to research one infectious and one non-infectious disorder and prepare a PowerPoint presentation to present their findings to the class.</p> <p>End of unit test</p> <p>Summative: Test: Written</p> <p>End of unit test chapter 2 and 4</p>		<p>Students make and justify their decision about a proposed housing development on grassland. (digital interactive and classroom activity)</p>
<p>LEARNER Profile</p>	<p>Knowledgeable Communicators</p>	<ul style="list-style-type: none"> Inquirers Knowledgeable Thinkers Open-minded Reflective 	<ul style="list-style-type: none"> Inquirers Knowledgeable Thinkers Open-minded Reflective 	<p>Balanced: like all ecosystems, students must balance the aspects of their lives.</p>

Individuals and Societies

	Term 1	Term 2	Term 3	Term 4	
Unit Title:	THE INDUSTRIAL REVOLUTION 1750-1914	WORLD WAR 1 (1914-1918)	MAKING A NATION	HOW CAN WE FEED THE WORLD?	GEOGRAPHIES OF INTERCONNECTION
Duration:	10 weeks	10 weeks	8 weeks	5 weeks	4 weeks
	CONCEPTS				
Key Concept:	Change	Identity	Identity	Systems	Connection
Related Concepts:	<ul style="list-style-type: none"> ➤ Innovation and revolution ➤ Beliefs 	<ul style="list-style-type: none"> ➤ Conflict ➤ Significance 	<ul style="list-style-type: none"> ➤ Culture ➤ Perspective 	<ul style="list-style-type: none"> ➤ Globalization ➤ Interdependence 	<ul style="list-style-type: none"> ➤ Globalization ➤ Perspective
Global Context:	Scientific & technical innovation	Identities and relationships	Fairness and development	Scientific and technical innovation	Globalization and sustainability
Statement of Inquiry:	The Industrial Revolution has caused significant change through innovations for life right up to the 21st century. It marked the end of cottage industries and the agricultural way of life for many and sparked the beginning of modern industries.	Australia's identity and consciousness was further developed by the significance of their involvement in World War One.	Inequality in culture, often helps shape the perspectives that form national and personal identity.	People are interdependent and require complex systems to solve world food shortage.	Globalisation has changed connections between people, place, communication and consumption.
Content	<p>THE INDUSTRIAL REVOLUTION 1750-1914</p> <p>The Industrial Revolution marked a period of development in the latter half of the 18th century that transformed largely rural, agrarian societies in Europe and America into industrialized, urban ones</p>	<p>WORLD WAR 1 (1914-1918)</p> <p>World War I was a turning point in Australia's history, and for the world. It brought about death and destruction on a massive scale, saw the rise of communism and the fall of empires, and planted the seeds of fascism. Wars</p>	<p>MAKING A NATION</p> <p>Colonisation and conflict in Australia (1750 to 1918) saw the European settlement of Australia and the resulting interaction and subsequent conflict with the Aboriginals. At the time of Cook's landing Aboriginals had already inhabited and lived</p>	<p>HOW CAN WE FEED THE WORLD?</p> <p>This unit examines the personal and global patterns of food production and consumption. Students will examine the different types of biomes that dictate agriculture as well as</p>	<p>GEOGRAPHIES OF INTERCONNECTION</p> <p>Students inquire on the extensive reach of globalisation which enables us to become more interconnected as a global society. While there are many benefits of becoming interconnected through</p>

		have terrible consequences, but they do not simply ‘happen’. They can be investigated and understood, and learning from the past could help us to avoid war in the future.	on the Australia continent tens of thousands of years.	how different societies manage their agriculture and food security. Students will investigate the capacity of the world’s ability to feed the projected future population by examining innovative ideas to produce more food as well as distribute food more efficiently.	travel, communication and trade at what cost? Globalisation is also responsible for increased environmental damage, cultural degradation and the rise of global extremism. As a collective society how do we effectively manage an ever increasing globalised world with increasingly diverging perspectives?
ATL skills	<ul style="list-style-type: none"> • Critical Thinking • Creative Thinking 	<ul style="list-style-type: none"> • Communication • Research 	<ul style="list-style-type: none"> • Communication • Critical Thinking • Creative Thinking • Self-Management • Collaboration 	<ul style="list-style-type: none"> • Communication • Collaboration • Media Literacy 	<ul style="list-style-type: none"> • Critical Thinking • Creative Thinking
ASSESSMENT					
Criteria:	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p> <p>Objective C: Communicating.</p> <p>Objective D: Thinking Critically</p>	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p> <p>Objective C: Communicating.</p> <p>Objective D: Thinking Critically</p>	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p> <p>Objective C: Communicating.</p> <p>Objective D: Thinking Critically</p>	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p> <p>Objective C: Communicating.</p> <p>Objective D: Thinking Critically</p>	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p> <p>Objective C: Communicating.</p> <p>Objective D: Thinking Critically</p>
Summative Task(s):	CAT 1 - Essay task: Students will be asked to write an essay on a topic given to them regarding the Industrial Revolution	CAT 1 - Research Report WW1 Powerpoint presentation battles of World War One CAT 2 - WW1 Extended Response Diary Entry	CAT 1 - Diary Entry exploring identities in Australia following the arrival of the first fleet and their unequal treatment of Indigenous Australians.	CAT 1 – How do we feed the world? Brochure outlining two solutions to world hunger.	CAT 1 – Globalisation research task- students to research a world issue.

			CAT 2 – Research task on Indigenous Australian perspectives and cultures		
LEARNER Profile	<ul style="list-style-type: none"> • Inquirers • Knowledgeable • Thinkers • Communicators • Balanced • Reflective 	<ul style="list-style-type: none"> • Communicators • Open-minded • Caring • Balanced • Reflective 	<ul style="list-style-type: none"> • Inquirers • Knowledgeable • Thinkers • Communicators 	<ul style="list-style-type: none"> • Communicators • Inquirers 	<ul style="list-style-type: none"> • Thinkers • Open-minded

Design

	Semester 1	Semester 2
Unit Title:	Digital Design – Multimedia Solutions	Product Design (Food) – A twist on the familiar
Duration:	19 weeks	20 Weeks
CONCEPTS		
Key Concept:	Communication	Communities
Related Concepts:	<ul style="list-style-type: none"> ▪ Innovation ▪ Perspective 	<ul style="list-style-type: none"> ▪ Innovation
Global Context:	Identities and relationships	Personal and cultural expression
Statement of Inquiry:	<i>Using mobile digital innovation to communicate personal perspective.</i>	Products designed for mass consumption can be adapted through innovation to meet the needs of particular groups.
Content	<ul style="list-style-type: none"> ▪ Develop skills in video editing: create new projects, import images, videos and audio, apply transitions and special effects, develop start and finish credits, publishing and playing videos ▪ Design storyboards to plot the development of movie storylines ▪ Use a process journal to record progress and evaluate activities ▪ Write an evaluation report to demonstrate how software can be used to unite and enhance images and video clips 	In this course the student will become well acquainted with a variety of cooking techniques, recipe interpretations and adjustments for improving nutrient content and practice consistent use of safety and sanitation principles. Students will use the Design Cycle to explore recipes and develop skills required to plan, prepare and present various foods, both savory and sweet.

ATL skills	<ul style="list-style-type: none"> • Communication: Communication 	<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>Students are able to explain some characteristics that would enable them to categorise a way of problem solving or inventing or creating something as being ingenious, as they can express their thoughts easily vis digital media.</p>	<p>The student produces a process book showing criterion A - D clearly labeled and which follows the design cycle to create a solution that effectively communicates the required information:</p> <ul style="list-style-type: none"> • Students are required to research and understand their chosen international Cuisine • Students are required to develop a food-based solution for the chosen client (School Community Classmates) • Final product must be based on an international Cuisine • Final product must meet the needs of the 'Client' • Final product must be completed within a double period • Final product must adhere to the key concept of Communities and related concept of Innovation
LEARNER Profile	<ul style="list-style-type: none"> ▪ Communicators ▪ Open-minded 	<ul style="list-style-type: none"> ▪ Thinkers ▪ Reflective

Art

	Term 1 and 2	Term 3 and 4
Unit Title:	An Enlightened Perspective	Printmaking
Duration:		
CONCEPTS		
Key Concept:	Change	Change
Related Concepts:	➤ Composition	➤ Representation
Global Context:	Identities and relationships	Scientific and technical innovation
Statement of Inquiry:	Changing the perspective can result in challenging the interpretation. Courageous artists can provoke change in both individuals and societies.	Artists can provoke change in both individuals and societies through their use of scientific and technical innovation producing unique representations of the natural world.
ATL skills	<ul style="list-style-type: none"> • Communication • Self-management 	<ul style="list-style-type: none"> • Communication • Self-management
ASSESSMENT		
Criteria:	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding

Summative Task(s):	CAT 1: Written Art Criticism Task CAT 2: Design Process Journal CAT 3: Final Art Piece Presentation	CAT 1: Visual Analysis and Artist's Page CAT 2: APJ Arts Process Journal CAT 3: Final Art Piece and presentation
LEARNER Profile	<ul style="list-style-type: none"> • Thinkers • Communicators • Principled • Caring • Risk-takers • Reflective 	<ul style="list-style-type: none"> • Thinkers • Communicators • Principled • Caring • Risk-takers • Reflective

Maths

	Term 1	Term 2	Term 3	Term 3- 4
Unit Title:	Measurement and Geometry	Statistics Uni + Probability	Algebra - Linear	Algebra - Quadratic
Duration:	10 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept:	Time, place and space	Logic	Relationships	
Related Concepts:	<ul style="list-style-type: none"> ➤ Measurement ➤ Space 	<ul style="list-style-type: none"> ➤ Representation ➤ Justification 	<ul style="list-style-type: none"> ➤ Equivalence ➤ Simplification 	➤
Global Context:	Orientation in time and space	Fairness and development	Identities and relationships	
Statement of Inquiry:	Natural and human-made landscapes is understood using measurement of spatial dimensions of places and objects over time.	Representing data in a variety of ways helps us to observe and predict the risk and consequences of our decisions to act fairly and responsibly through a logical process of justification.	Finding and expressing things in common help us to simplify and improve relationships	
Content	<p>Week 1</p> <p>Understanding Pythagoras' theorem</p> <ul style="list-style-type: none"> • Understand right angled triangles 	<p>Week 1</p> <p>Theoretical Probability (13.2 Jacplus Yr 9)</p> <ul style="list-style-type: none"> • Language of Probability • Probability Scale • Key Terms 		

	<ul style="list-style-type: none"> • Understand Pythagoras' Theorem • Apply Pythagoras' theorem to calculate the hypotenuse and other sides of a right angled triangle • Apply Pythagoras' theorem to calculate the unknown length in composite shapes <p>Week 2</p> <p>Using Pythagoras to find ratios and unknown lengths.</p> <p>Name the sides in a right angled triangle</p> <ul style="list-style-type: none"> • Understand the trigonometric ratios • Apply the trigonometric ratios to find side length in a right angled triangle <p>Week 3</p> <p>Calculating unknown angles using trigonometric ratios</p> <ul style="list-style-type: none"> • Understand how to find angles by using the inverse trigonometric ratio • Understand how trigonometry is used in the real world from the outdoor activity by 	<ul style="list-style-type: none"> • Theoretical Probability <p>Week 2</p> <p>Experimental Probability (13.3 Jacplus Yr 9)</p> <ul style="list-style-type: none"> • Relative frequency • Experimental Probability = $\frac{\text{Frequency of outcomes}}{\text{Total no of trials}}$ • Difference between theoretical and experimental probability <p>Week 3</p> <p>Venn Diagrams and Two-way tables (13.4 Jacplus Yr 9)</p> <ul style="list-style-type: none"> • The complement of an event • Venn Diagrams • Two-way tables • Number of outcomes • Event A or B <p>Week 4</p> <p>Two Step Experiments (13.5 Jacplus Yr 9)</p> <ul style="list-style-type: none"> • The Sample space • Two-steps experiment with replacement • Two-step experiment without replacement <p>NAPLAN TEST</p>		
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	<p>Referring to the inquiry question and doing some investigation on how drones work.</p> <p>Week 4</p> <p>Revision and assessment</p> <ul style="list-style-type: none"> Week 5 Start on the New topic Measurements - Area and Perimeter Understand the different types of units used when measuring Understand how to convert from one unit to the other Understand the difference between area and perimeter and how to calculate each one. <p>Week 6</p> <p>Total surface area of rectangular and triangular prisms and cylinders</p> <ul style="list-style-type: none"> Understand the different types of prisms and how to calculate their surface area 	<p>Week 5</p> <ul style="list-style-type: none"> Review Questions (13.8 Jacplus Yr 9) Common Assessment Task / Quiz <p>Week 6</p> <p>Statistics - Sampling (14.2 Jacplus Yr 9)</p> <ul style="list-style-type: none"> Types of data Size of data sets Types of data collection Question design and data collection methods <p>Collecting Data (14.3 Jacplus Yr 9)</p> <ul style="list-style-type: none"> Recording and organising data Stem Plots <p>Week 7</p> <p>Displaying Data (14.4 Jacplus Yr 9)</p> <ul style="list-style-type: none"> Bar charts Pie charts Histograms and Frequency Polygons Comparing Data sets Back to back Stem and Leaf Plots <p>Week 8</p>		
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	<ul style="list-style-type: none"> Understand how to calculate the surface area of a cylinder <p>Week 7 Volume of prisms and cylinders</p> <ul style="list-style-type: none"> Understand the difference between volume and area Understand how to calculate the volume of prisms and cylinders <p>Week 8</p> <p>Prepare students for their assessment tasks by Revising the topic measurements</p> <p>Week 9</p>	<p>Measures of Central Tendency (14.5 Jacplus Yr 9)</p> <ul style="list-style-type: none"> Mean, Median and Mode Grouped Data - Modal class <p>Week 9</p> <p>Measures of Spread (14.6 Jacplus Yr 9)</p> <ul style="list-style-type: none"> Range, Inter Quartile Range, Types of Distribution <p>Week 10</p> <p>Review Exercises (14.7 Jacplus Yr 9) Assessment Tasks</p>		
ATL skills	<p>Category: Thinking</p> <ul style="list-style-type: none"> Cluster: Creative Thinking 			
Criteria:	A, D	A, B, C		
Summative Task(s):	<ul style="list-style-type: none"> Topic Test Measurement Measurement Real Life Problem CAT Criteria A & D 	<ul style="list-style-type: none"> CAT Probability Examining multiple independent events Year 9 Statistics Survey 		•
LEARNER Profile	<ul style="list-style-type: none"> Inquirers Thinkers 	•	•	•

Physical and Health Education

	Term 1	Term 2	Term 3	Term 4
Unit Title:	Fitness	Invasion Games/Game-sense	Racquet Sports	Close-quarter Combat Games
Duration:	10 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept:	Change	Time, place and space	Relationships	Logic
Related Concepts:	<ul style="list-style-type: none"> ➤ Energy ➤ Systems 	<ul style="list-style-type: none"> ➤ Environment ➤ Space 	<ul style="list-style-type: none"> ➤ Adaptation ➤ Environment 	<ul style="list-style-type: none"> ➤ Choice
Global Context:	Scientific and technical innovation	Orientation in time and space	Orientation in time and space	Fairness and development
Statement of Inquiry:	A fitness program that expends energy and exhibits change in bodily systems can be used for scientific and technical innovation by decreasing risk of disease.	Game environments such as time and space highlight transitional strategies.	Changes in circumstance requires adaptive thinking and choice-making that recognizes orientations in time and space.	Fairness ensures students develop logical choices in a safe environment.
Content	Students will devise and partake in a fitness programme to improve their physical fitness.	The Game-sense approach places the game centrally in the teaching session, rather than just at the end. Skill development is not forgotten but is incorporated into the game situation.	Basic content in racquets sports is delved into. This is includes practicing technique in forehand, backhand and serve.	Aim and hit a still or moving target in archery attack
ATL skills	<ul style="list-style-type: none"> • Research • Thinking 	<ul style="list-style-type: none"> • Self-management 	<ul style="list-style-type: none"> • Self-management • Thinking 	<ul style="list-style-type: none"> • Thinking
ASSESSMENT				
Criteria:	Criteria A: Knowing and Understanding Criteria B: Planning for Performance	Criteria A: Knowing and Understanding Criteria B: Planning for Performance Criteria C: Applying and Performing Criteria D: Reflecting and Improving	Criteria A: Knowing and Understanding Criteria D: Reflecting and Improving	Criteria C: Applying and Performing Criteria D: Reflecting and improving

Summative Task(s):	Fitness Program	Instructional Video	Wimbledon Case Study Racquet Sports Self Evaluation	Peer Assessment
LEARNER Profile	Inquirers Thinkers Principled Caring Balanced	Communicators Risk-takers Reflective	Thinkers Principled Balanced Reflective	Risk-takers