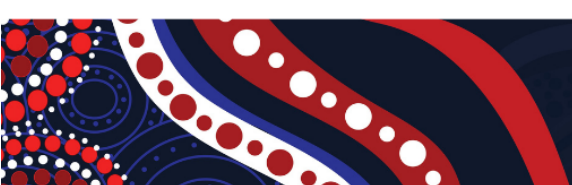


AMAROO SCHOOL

Year 9 and 10 Elective Classes Unit Outlines Semester 2, 2023





Year 9 and 10 (Elective Classes)

Semester 2, 2023

Unit Outlines

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Assessment Calendar

1. Click this link: [Assessment Calendar](#)
2. In the top left hand corner, type in your child's student number. Don't type 0s at the start of the student number.
3. The number will appear below. Click on it. ***Please ensure you've clicked on the number and the tick appears.***

 12345

Note: Don't type 0's at the start of your student ID

12345 ✓

4. The assessment calendar will then appear.

TERM 3

Assessment due dates shown below are a rough guide only. These dates are subject to change.

Subject Na...	Ongoing 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 8	Week 9	Week 10
English						Comparative Scene Analysis				Creative Response
Food Technology - Paddock To Plate										
Graphic Design - Marketing						Graphic Design Research			Success Criteria + Graphic Design Project	
Health and PE										Discrimination Task
Humanities and Social Science					Rights and Freedoms Essay					
Mathematics				Parabolas and Other Graphs Test			Trigonometry Assignment			Probability Test
Science						Motion Practical Report			Motion Test	



ARTS



Band

Arts

Year 9 and 10

Students will have the opportunity to refine their performance techniques on their chosen instrument. If students are wanting to move on to a different instrument they need to discuss it with the band teacher. Students will have the opportunity to collaborate on composing music for the band to rehearse and perform. There will be performance opportunities throughout the year. Students will apply their theory knowledge to composing and performing.

Australian Curriculum Standards

The student:

- Analyses different scores and performances aurally and visually
- Uses understanding of music making in different cultures, times and places to inform and shape interpretations, performances and compositions
- Interprets, rehearses and performs solo and ensemble repertoire in a range of forms and styles
- Interprets and performs music with technical control, expression and stylistic understanding
- Uses knowledge of the elements of music, style and notation to compose, document and share music

Assessment Items

Workshop	Week 5
Small Group Composition	Week 9
Composition	Week 13
Music Analysis	Week 15
Rehearsals and Performances	Ongoing/Formative



Dance

Arts

Year 9 and 10

In this unit students will collaborate to create themed performances for a specific audience. Students will plan all production elements for their performance such as lights, media specials, speeches, costumes, music and choreography. They will have opportunities to practise their technical skills and expand their dance repertoire in a variety of dance styles.

Australian Curriculum Standards

The student:

- Analyses the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances make, perform and view
- Choreographs dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate choreographic intent
- Choreographs, rehearses and performs dances, demonstrating technical and expressive skills appropriate to the genre and style

Assessment Items

Dance Performance Planning Documents	Week 4
Practical Participation	Ongoing/Formative
Performance	Week 12
Reflective Theory	Ongoing/Formative



Drama: Page to Stage

Arts

Year 9 and 10

Students will be reading an Australian Drama and create a Drama workbook and performance using the script selected by the teacher. Some themes included in the unit are: coming of age, sexuality, confidence, fantasy, rebellious phases and mild references to adult themes.

Students will have the opportunity to explore acting skills such as characterisation, stagecraft and the elements of Drama while producing, acting and directing scenes with a partner or in a group.

Australian Curriculum Standards

The student:

- Develops and sustains different roles and characters for given circumstances and intentions
- Collaborates with others to plan, direct, produce, rehearse and refine performances
- Selects and uses the elements of drama, narrative and structure in directing and acting to engage audiences
- Refines performance and expressive skills in voice and movement to convey dramatic action

Assessment Items

Page to Stage Work Book	Week 8
Page to Stage Scene	Week 6



Graphic Design

Arts

Year 9 and 10

This unique course, combining student-centred learning with the design thinking principles of Stanford's d.school, will usher you into the vast world of visual communication. Here, we celebrate both traditional and digital realms of design. From the tactical feel of sketching on paper to the precision of digital software, we will traverse the full spectrum of graphic design. Our approach—empathise, define, ideate, prototype, and test—encourages constant learning from real-world challenges, shaping meaningful design solutions that resonate. In this cooperative environment, every idea is valued, and curiosity is our guiding star. As we explore colour theory, typography, layout design, and more, we'll fail, learn, and succeed together. An exciting journey of creativity and problem-solving, shaping not just compelling designs, but also our future.

Australian Curriculum Standards

The student:

- Explains how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments
- (Part 1) Establishes detailed criteria for success, including sustainability considerations, (Part 2) and uses these to evaluate ideas and designed solutions and processes
- Selects and uses appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose
- Collaboratively applies design, production and distribution processes
- Creates designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities

Assessment Items

Graphic Design Research	Week 5
Success Criteria	Week 9
Graphic Design Exploration	Week 9
Evaluation	Week 16
Graphic Design Practice	Week 16



Music

Arts

Year 9 and 10

So, you want to be a musician?

To become a complete and versatile musician, it is of the utmost importance to develop your skill set on the instrument/s you choose to pursue. This includes developing the physical skills required to achieve the sounds you are aiming for, as well as developing an understanding of the theoretical components of music.

Becoming a musician is a journey you undertake for life. To be successful on your journey to developing a high level of skill, it is critical that you push beyond your current musical tastes and venture into musical spaces that are unfamiliar to you. It is in these spaces where you will learn of true musicianship and how it takes on many forms that will ultimately mould your life experiences and challenge you to create your own unique playing style and interpretations of what your musical peers are striving to achieve.

Australian Curriculum Standards

The student:

- Analyses different scores and performances aurally and visually
- Evaluates the use of elements of music and defining characteristics from different musical styles
- Uses understanding of music making in different cultures, times and places to inform and shape interpretations, performances and compositions
- Interprets, rehearses and performs solo and ensemble repertoire in a range of forms and styles
- Interprets and performs music with technical control, expression and stylistic understanding
- Uses aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences
- Uses knowledge of the elements of music, style and notation to compose, document and share music

Assessment Items

Score / Performance Analysis and Evaluation	Week 9
Listening Analysis and Evaluation	Week 10
Performance and Written Reflection	Week 12
Music Theory Booklet	Ongoing/Formative
Performance Composition and Rationale	Week 14



Painting and Drawing

Arts

Year 9 and 10

This engaging and explorative visual art unit is designed for students in years 9 and 10, aiming to foster their unique artistic voice while deepening their understanding of art's fundamental elements and principles. Students will delve into the vibrant world of art, exploring various artists, their masterpieces, and the reasons behind art creation. The unit encourages students to use their curiosity, drawing from personal interests to create meaningful artwork. Through this student-centred approach, learners will experiment with different media and techniques, connecting their explorations to broader art contexts and cultural significance. This unit will not only build practical skills but also cultivate an appreciation for art's role in self-expression and societal commentary. "Explorations in Art" aims to empower students to articulate their thoughts, ideas, and emotions through the universal language of art.

Australian Curriculum Standards

The student:

- Evaluates how representations communicate artistic intentions in artworks made (by self and others) and viewed
- Evaluates artworks and displays from different cultures, times and places
- Analyses connections between visual conventions, practices and viewpoints that represent the ideas of self and others
- Manipulates materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in artworks

Assessment Items

Task 1	Week 6
Task 2	Week 12
Task 3	Week 16
Practical work	Ongoing



Sculpture and Ceramics

Arts

Year 9 and 10

Students will have the opportunity to explore and develop skills in a range of 3D media. This unit of study allows for the introduction and specialisation of sculptural and ceramic techniques. Students will experiment with three-dimensional media such as clay, card, wire, papier-mache, and recycled materials. A range of techniques will be explored and a theory component will complement practical studies.

Australian Curriculum Standards

The student:

- Evaluates how representations communicate artistic intentions in artworks made (by self and others) and viewed
- Evaluates artworks and displays from different cultures, times and places
- Analyses connections between visual conventions, practices and viewpoints that represent the ideas of self and others
- Identifies influences of other artists on personal artworks
- Manipulates materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in artworks

Assessment Items

Practical	Ongoing/Formative
Body of work 1	Week 7
Body of work 2	Week 13
Body of work 3	Week 16

HEALTH & PE



Outdoor Education Land

Health and Physical Education

Year 9 and 10

This semester, students will do a range of activities inside and outside of the classroom. The unit includes health benefits of physical activities, safety, challenge and adventure activities and lifelong physical activities. In these areas students will develop knowledge, understanding and skills to move safely and competently while valuing positive relationships with and promoting the sustainable use of our environment. Students will also be encouraged to engage in practical and active learning experiences in natural environments and settings typically beyond the school boundary. This will include walking/hiking, bike riding, artificial rock climbing, natural rock climbing, abseiling, camping and cooking. These activities are an important part of learning in the Health and Physical Education curriculum as they promote lifelong physical activity and skills.

Australian Curriculum Standards

The student:

- Proposes and evaluates interventions to improve fitness and physical activity levels in communities
- Examines the role physical activity has played historically in defining cultures and cultural identities
- Demonstrates leadership, fair play and cooperation across a range of movement and health contexts
- Applies decision-making and problem-solving skills when taking action to enhance own and others' health, safety and wellbeing
- Applies and transfers movement concepts and strategies to new and challenging movement situations
- Works collaboratively to design and apply solutions to movement challenges

Assessment Items

Classroom Workbooks for each unit	Ongoing/Formative
Location and Equipment Report	Week 14
Ongoing Practical Assessment (Incursions and Excursions)	Ongoing/Formative

HUMANITIES



Legal Studies

Humanities

Year 9 and 10

In Legal Studies students will be introduced to some core concepts fundamental to the Australian legal system, such as the Pillars of Democracy and the Australian Court System. Students are then able to extend their understanding through interactive activities like mock trials, mock parliament, and in-depth research tasks. Students will be asked what are the real issues that impact us today, and how can the legal and political system be used to present solutions to these issues.

Australian Curriculum Standards

The student:

- Reflects on how groups participate and contribute to civic life
- Evaluates a range of questions when researching to investigate Australia's political and legal systems and critically analyses information gathered from different sources for relevance, reliability and omission
- Considers multiple perspectives and ambiguities when planning for action, uses democratic processes, and negotiates solutions to an issue
- Develops and presents evidenced-based arguments incorporating different points of view on civics and citizenship issues
- Evaluates ways to be an active and informed citizen in different contexts

Assessment Items

Terms and Concept Quiz	Week 3
Mock Trials	Week 6
Mock Parliament	Week 15



Philosophy

Humanities

Year 9 and 10

Philosophy is a way of thinking about certain subjects such as ethics, thought, existence, time, meaning and value. The aim is to deepen understanding. The hope is that by doing philosophy we learn to think better, to act more wisely, and thereby help to improve the quality of all our lives. What is fairness? What is beauty? Who decides? Is anything absolutely wrong or right, or is it all relative? Is zero a number? What is freedom? Through debating these questions and more, we will develop our higher order thinking and communication skills through inquiry-based learning.

Australian Curriculum Standards

The student:

- Makes presentations and contributes actively to class and group discussions, comparing and evaluating responses to ideas and issues
- Explains different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments
- Sustains and extends conversations by elaborating on opinions and ideas, expanding questions, and seeking and discussing responses and opinions
- Examines sources to compare different points of view
- Develops and presents evidence-based conclusions and reasoned arguments incorporating different points of view

Assessment Items

Philosophy Assignment 1 (Oral)	Ongoing/Formative
Philosophy Assignment 2 (Written)	Ongoing/Formative
Classwork	Ongoing/Formative

LANGUAGES



French

Languages

Year 9 and 10

This semester students will have a range of opportunities for self expression, across themes centred on social engagement, francophone histories and institutions, media and associated narrative forms. These themes will be explored through media and materials drawn from the francophone world, including francophone television, documentaries, music, cinema, and social movements. The course aims to provide students with a range of collaborative and communicative learning experiences. Similarly, students will continue to develop their French language expression across authentic competencies and skills. These will include the construction of different types of narrative, the use of past tenses, and the acquisition of specific vocabularies associated with giving opinions, conveying emotions, and expressing attitudes about social issues.

Australian Curriculum Standards

The student:

- Uses written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments
- Approximates rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress
- Locates, interprets and analyses information from different print, digital and community sources, and communicates information, ideas and views in a range of contexts using different modes of presentation
- Uses French to narrate and describe, matching modes of presentation to context and intended audience
- Creates bilingual texts (such as guides, event commentaries, cultural glossaries), and interprets observed interactions in terms of cultural practices and comparisons
- Uses metalanguage for talking about language (such as formal and informal language, body language) and for reflecting on the experience of French language and culture learning

Assessment Items

Credibility Passport	Week 6
Cinema Task	Week 9
The World Today	Week 13



Japanese

Languages

Year 9

This semester students will use their language skills to discuss topics such as healthy eating, shopping and changing social norms in Japan. Students will learn to write more complex sentences; conjugating verbs, linking ideas as well as learning to express their opinions in Japanese. They will expand their knowledge of kanji characters as well as continuing to use hiragana and katakana within their writing. Students will also have the opportunity to experience some Japanese food, calligraphy and other cultural activities.

Australian Curriculum Standards

The student:

- Analyses and extracts information from a range of spoken and written texts and multimodal sources
- Provides explanations, opinions and reasons
- Uses set phrases and modelled language to transact and make arrangements when collaborating in shared tasks and activities
- Applies appropriate conventions of pronunciation, rhythm and phrasing in speech
- Uses written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences
- Asks and responds to questions using spontaneous language
- Extends or qualifies message by using adverbs and link ideas by using conjunctions

Assessment Items

Fast Food Task	Week 4
Is Fast Food Healthy? Writing Task	Week 5
Shopping VLOG	Week 11
Arranging a Date Role Play	Week 15



Japanese

Languages

Year 10

In this course students will use their language skills to discuss topics such as Homestay and part-time jobs as well as exploring what students would like to do in the future. Students will learn to write more complex sentences; conjugating verbs, linking ideas as well as learning to express their opinions in Japanese. They will expand their knowledge of kanji characters as well as continuing to use hiragana and katakana within their writing. Students will also have the opportunity to participate in a range of cultural activities such as: Japanese cooking, calligraphy as well as having a job interview simulation with their teacher in Japanese.

Australian Curriculum Standards

The student:

- Understands gist and predicts the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge
- Creates and presents informative and imaginative texts, taking into account audience and purpose
- Applies understanding of conjugation to produce negative and past adjectives
- Recognises that kanji can be pronounced differently using (on) or (kun) readings
- Understands the function of verb stems and conjugates a range of verb tenses and forms

Assessment Items

Interview And Writing Resume	Week 5
Listening Assessment	Week 10
Homestay Reading Assessment	Week 13

SCIENCE



Psychology

Science

Year 9 and 10

The Semester 2 Psychology Elective is separated into six modules: 1. brain biology, 2. ethics and experimental psychology, 3. theories (personality, needs, love, cognitive load), 4. psychology models (biological, behavioural, evolutionary, cognitive, psychoanalytical, humanistic), 5. psychopathology (generalised anxiety and panic disorder, depressive and bipolar disorder, trauma and addiction, schizophrenia and dissociative disorder, eating and body dysmorphic disorder) and 6. therapy types (psychodynamic, behavioural, exposure-based, cognitive, emotions-focussed, behaviour and cognitive, acceptance and mindfulness, dialectical behavioural, client-centred).

Students will be assessed on their understanding through a series of mini-quizzes, a research project around a topic of their choice, and an oral presentation.

Australian Curriculum Standards

The student:

- Analyses how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter
- Designs questions that can be investigated using a range of inquiry skills
- Evaluates others' methods and explanations from a scientific perspective and uses appropriate language and representations when communicating findings and ideas to specific audiences
- Describes social and technological factors that have influenced scientific developments and predicts how future applications of science and technology may affect people's lives
- Explains the processes that underpin heredity and evolution
- Analyses how the models and theories used have developed over time and discusses the factors that prompted a review
- Develops questions and hypotheses and independently designs and improves appropriate methods of investigation, including field work and laboratory experimentation
- Constructs evidence-based arguments and selects appropriate representations and text types to communicate science ideas for specific purposes

Assessment Items

Brain Biology Quiz	Week 3
Psychological Models and Theories Quiz	Week 6
Psychological Disorders Quiz	Week 8
Schools of Therapy Quiz	Week 10
Research Report	Week 12
Research Oral Presentation	Week 14

SL@M



SL@AM

SL@AM

Year 9 and 10

This unit is designed to develop students' understanding of leadership and provide practical experiences as a student leader within the Amaroo School community and beyond. Students will be given the opportunity to acquire theoretical and practical knowledge in regards to leadership, with key features including global and historical leadership, discovering innate personal skills and the development of new leadership skills. Through these new understandings students will develop a capacity to effectively influence student values, attitudes and behaviours. They will gain new insight into practical forms of leadership and communication and examine the importance of teamwork, public speaking, goal setting, strategic planning, risk taking and responsibility.

Australian Curriculum Standards

The student:

- Develops and justifies own interpretations of texts
- Explains different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments
- Makes presentations and contributes actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments
- Develops texts, particularly explanations and discussions, incorporating historical argument
- Considers multiple perspectives and ambiguities when planning for action, uses democratic processes, and negotiates solutions to an issue
- Evaluates ways to be an active and informed citizen in different contexts

Assessment Items

Lesson Plans	Week 1
Lesson Delivery	Week 12
Group Project Portfolio	Week 13
Group Evaluations	Ongoing/Formative

TECHNOLOGY



3D Modelling and Animation

Technology Year 9 and 10

The 3D Modelling unit is a dynamic course that will teach students the basics of digital design and computer graphics. Students will use Blender 3D to create and manipulate 3D objects, scenes, and characters. Through hands-on projects and class discussions, students will learn about 3D modelling techniques including design, sculpting, rigging, animation, and rendering. By the end of the unit, students will have a strong understanding of 3D modelling and the skills to create their own unique 3D creations. This unit is perfect for students interested in digital design and developing valuable technical skills.

Australian Curriculum Standards

The student:

- Creates designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities
- Selects and uses appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose
- Plans and manages digital projects using an iterative approach.
- Creates and connects design ideas and processes of increasing complexity and justifies decisions.

Assessment Items

Theory test	Week 5
Modelling Assignment 1	Week 8
Modelling Assignment 2	Week 14
Portfolio	Week 15
In-class activities	Ongoing/Formative



Building Foundations

Technology Year 9 and 10

Building Foundations is a unit designed for year 9 and 10 students. The purpose of this unit is to provide students with a strong understanding of the fundamental concepts and principles that form the basis for the study of construction and design. Through interactive activities and hands-on projects, students will develop their knowledge of materials, structures, and building systems, and learn how to apply these concepts to real-world situations. Additionally, they will learn important problem-solving and critical thinking skills as they work through challenges and design projects. By the end of this unit, students will have a solid foundation in the key concepts of building and construction, and will be well-prepared for further study in these areas.

Australian Curriculum Standards

The student:

- Explains how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments
- Creates and connects design ideas and processes of increasing complexity and justifies decisions
- Selects and uses appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose

Assessment Items

Project 1	Week 5
Project 2	Week 12
Project 3	Week 18
In-Class Tasks	Ongoing/Formative



Computer Programming

Technology Year 9 and 10

This is a beginner programming unit that will introduce students to the fundamentals of computer programming and help them develop a strong foundation in the basics of coding. The unit will cover key programming concepts such as data types, variables, operators, control structures, functions, and basic algorithms. The students will learn how to write code using the C# programming language. The unit will also teach the students how to debug their code, as well as introduce them to problem-solving strategies and algorithmic thinking. Through hands-on learning and engaging projects, students will gain a solid understanding of the basics of programming and be well on their way to developing their own software applications.

Australian Curriculum Standards

The student:

- Plans and manages digital projects using an iterative approach.
- Designs and evaluates user experiences and algorithms.
- Designs and implements modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities.
- Tests and predicts results and implements digital solutions.
- Creates and connects design ideas and processes of increasing complexity and justifies decisions.

Assessment Items

Algorithm/Flowchart Assignment	Week 4
Theory Test	Week 8
Programming Assignment 1	Week 10
Programming Assignment 2	Week 14
Theory Test 2	Week 15
class tasks	Ongoing/Formative



Food Technology - Food for All

Technology Year 9 and 10

This unit is to teach students the skills of basic cooking and food preparation. They will learn how to make pastry, bread, pasta, and simple sauces. Students will be guided to choose their own recipes that will be within a budget which will give them the basic life skills to support themselves when they move out of home. They will learn to present their food, establish success criteria then reflect on their cooking using sensory language.

Australian Curriculum Standards

The student:

- Evaluates the features of technologies and their appropriateness for purpose for one or more of the technologies contexts, when producing designed solutions for identified needs or opportunities
- Establishes detailed criteria for success, including sustainability considerations, and uses these to evaluate ideas and designed solutions and processes
- Independently and collaboratively applies sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary
- Selects and uses appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose

Assessment Items

Classwork	Ongoing/Formative
Integrated Assessment Tasks	Ongoing/Formative
Assignment	Week 14



Hospitality

Technology

Year 9 and 10

Skills for Hospitality and Beyond is a unit that focuses on work skills. Students will learn about working safely and hygienically in the kitchen, learn how to serve customers and handle money as well as other general work skills, this will be done in the Cooinda Café run during class and break times. Students will learn basic barista skills, and how to cater for large groups of people using healthy and sustainable recipes. They will learn to present their food, establish success criteria then reflect on their cooking using sensory language.

Australian Curriculum Standards

The student:

- Explains how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments
- Establishes detailed criteria for success, including sustainability considerations, and uses these to evaluate ideas and designed solutions and processes
- Independently and collaboratively applies sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary
- Selects and uses appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose

Assessment Items

Cooinda Café Workbook	Week 10
Cooinda Café Practical task	Ongoing/Formative
Classwork	Ongoing/Formative
Practical Skills	Ongoing/Formative



International Cooking

Technology Year 9 and 10

This unit is for students who have basic cooking skills and aims to extend their understanding of developing flavours when they cook. We will look at the culture and cuisine of various countries from around the world. Students will learn how to make curry pastes, how to balance recipes with sweet, sour and bitter flavours so they can create tasty recipes from scratch. In teams they will choose a country to research then find sustainable recipes that represent that culture for the class to cook. They will also research and develop a fusion recipe in their teams. Students will learn to present their food, establish success criteria then reflect on their cooking using sensory language.

Australian Curriculum Standards

The student:

- Evaluates the features of technologies and their appropriateness for purpose for one or more of the technologies contexts, when producing designed solutions for identified needs or opportunities
- Establishes detailed criteria for success, including sustainability considerations, and uses these to evaluate ideas and designed solutions and processes
- Independently and collaboratively applies sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary
- Selects and uses appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose

Assessment Items

Practical Skills	Ongoing/Formative
Classwork	Ongoing/Formative
International Cooking Assignment	Week 10
Fusion Food Assignment	Week 16



Metalwork

Technology Year 9 and 10

Students will further develop Metalworking skills to plan and create design solutions to metal based projects using advanced workshop techniques. students will also develop CAD skills and a design portfolio to document and support their work.

Australian Curriculum Standards

The student:

- Identifies the changes necessary to designed solutions to realise the preferred futures described
- Evaluates the features of technologies and their appropriateness for purpose for one or more of the technologies contexts, when producing designed solutions for identified needs or opportunities
- Creates designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities
- Communicates and documents projects, including marketing for a range of audiences
- Selects and uses appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose

Assessment Items

Project 1	Week 6
Project 2	Week 13
Project 3	Week 17



Senior Paddock to Plate

Technology Year 9 and 10

This unit is for students that want to learn about planting seasonal vegetables using a rotational system. We will maintain the vegetable patch and harvest the produce as well as cultivate native edible plants. They will plan menus and learn to cook healthy meals with the fruit and vegetables that they grow. We will also explore ways to preserve fruit and vegetables so nothing we grow is wasted. Students will research Indigenous hunter and gatherer techniques and compare that to Modern farming.

Australian Curriculum Standards

The student:

- Evaluates the features of technologies and their appropriateness for purpose for one or more of the technologies contexts, when producing designed solutions for identified needs or opportunities
- Establishes detailed criteria for success, including sustainability considerations, and uses these to evaluate ideas and designed solutions and processes
- Selects and uses appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose
- Independently and collaboratively applies sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary

Assessment Items

Practical Skills	Ongoing/Formative
Classwork	Ongoing/Formative
Written Assignment	Week 14



STEM Rockets 3D Design and Projects

Technology

Year 9 and 10

STEM is a hands-on, inquiry-based subject in which students will develop questions and explore ideas. Students will work independently and collaboratively on projects that aim to demonstrate the planning and design thinking process. This will help students develop the skills for specialised occupations and further study.

Australian Curriculum Standards

The student:

- Explains how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments
- Identifies the changes necessary to designed solutions to realise the preferred futures described
- Creates and connects design ideas and processes of increasing complexity and justifies decisions
- Independently and collaboratively applies sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary
- Selects and uses appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose

Assessment Items

Design Challenge Task	Week 6
Bionics Assessment	Week 10
Major Project	Week 15



Textile Techniques

Technology Year 9 and 10

Students will research textile designers and use this knowledge as inspiration for their own art works. They will develop observation and technical drawing skills to improve their design skills and to assist them in the creation of their artistic textile work. Students will have the opportunity to experiment with a variety of textile techniques as well as learning how to sew using a machine and by hand as well as how to follow a pattern to create a tote bag. They will design and make a textile artwork or garment from recycled denim.

Australian Curriculum Standards

The student:

- Evaluates the features of technologies and their appropriateness for purpose for one or more of the technologies contexts, when producing designed solutions for identified needs or opportunities
- Creates and connects design ideas and processes of increasing complexity and justifies decisions
- Creates designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities
- Selects and uses appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose

Assessment Items

Practical skills	Ongoing/Formative
Visual Diary	Ongoing/Formative
Written Assignment	Week 3
Tote Bag	Week 14
Passion Project	Week 18



Woodwork

Technology Year 9 and 10

Students will develop skills to plan a design solution to problems using advanced techniques in the workshop, developing both hand drawn and CAD skills and graphic representation to produce a design portfolio. This course will be based around timber products.

Australian Curriculum Standards

The student:

- Creates and connects design ideas and processes of increasing complexity and justifies decisions
- Creates designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities
- Independently and collaboratively applies sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary
- Selects and uses appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose
- Evaluates the features of technologies and their appropriateness for purpose for one or more of the technologies contexts, when producing designed solutions for identified needs or opportunities

Assessment Items

Project 1	Week 7
Project 2	Week 12
Project 3	Week 17