

# St Joseph's School Stanthorpe

2014

Year 10

		Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4
English AC	<b>Silos:</b>	<b>Inform / Instruct</b>	<b>Describe and Reflect</b>	<b>Entertain/Critique</b>	<b>Analyse/Persuade</b>
	<b>Title:</b>	<b>The Hunger Games</b>	<b>A Zombie is always in want of more brains</b>	<b>The World Is But a Stage...</b>	<b>Elementary my dear Watson! Crime Fictions</b>
	<b>Course Overview:</b>	Using the text, "The Hunger Games" students will undertake a detailed study of violence as entertainment. Violence as entertainment is not a new idea – and particular parallels can be drawn between the ancient Romans and the futuristic society of The Hunger Games and their violent treatment of humans for entertainment purposes. Even in our own society, violence consumes audiences through a variety of ways including video games, television, newspapers, movies, advertisements, and even sport. Violence as entertainment has essentially become normal and audiences barely ponder its existence. It is only when horrendous violent crimes take place that questions emerge as to whether or not there are detrimental effects from routine exposure to high level violence.	Satire has the unique ability to make an audience laugh, outraged and morally challenged, and is often recognised as the most misunderstood of rhetoric. Many times satirists are blurring the line between absurdity and reality, and their humor can be misconstrued for honest opinion. This unit will allow students to explore this complex literary genre by utilizing the focus text "Pride and Prejudice and Zombies" and the outrage that surrounded this text's construction.	Shakespeare's canonical play, "Romeo and Juliet" is re-energised within this unit, as students undertake a study of how this play has been constantly adapted over time since its writing in 1562. Focus should therefore be placed on how universal themes transcend time, whilst also expanding upon critical thinking skills by closely examining characters, symbols, positions and themes.	Crime fiction is one of the most popular literary genres, due to its ability to grip a reader through distinct positioning, stereotypical characterisations and visual language. This unit aims to engage students by studying various crime fiction novels and allow them to self select a novel to review  The murders have been countless adapted into sensationalized stories and movies, providing students with a unique opportunity to examine how individual authors can adapt the same story, yet position audiences to accept different conclusions
	<b>Text types:</b>	Novel - The Hunger Games and supporting texts	The teacher should draw on other satirical texts, such as Alexander Pope's "A modest proposal"; Chris Liley's "We Could be Heroes"/ "Summer Height High"; and The Simpsons	After viewing key scenes from the original text, the students should then look at modern adaptations of the story – including Baz Lurhman's movie, manga, Taylor Swift's "Love Song" and CJ Dennis' modern poem, "The Play".	Teachers should provide students with a selection of crime fiction novels from which they can choose to read independently throughout the term. Additionally, teachers should focus on the study of the original crime fiction detective - Sherlock Holmes - to demonstrate how language is adapted to suit different times, contexts and audiences. Both Sherlock Holmes novels and modern film/television adaptations can be used to demonstrate the key elements of crime fiction (such as suspense, red herring etc).
	<b>Assessment:</b>	<i>Imaginative Text (Oral): Interior Monologue justifying the actions of a minor character (Assignment Conditions)</i>  Informative Text (Written): Literary Analysis focusing on the appropriateness of The Hunger Games for young audiences (Exam)	<i>Imaginative Text (Written): Transformation - Satirical transformation of selected text (Assignment conditions)</i>	Persuasive Text (Written): Editorial - Who is responsible for Romeo and Juliet's Death? (Exam conditions)  Persuasive Text (Multimodal): Discussion - Romeo is the ultimate standard of masculinity (Assignment conditions)	Informative Text (Oral): Literary Analysis - Podcast reviewing Crime Fiction genre (Assignment conditions - group work)
	<b>Scaffolding:</b>	This unit should include traditional text analyses techniques of 'The Hunger Games', in addition to the viewing of documentaries such as "Bowling for Columbine" and drawing on other various media reports focused on incidence of violence.  The question this unit should therefore pose to students is: "Is violence as entertainment ever acceptable?"	Extracts from the novel should be read in class and is available as a podcast to assist those with weaker reading levels. In addition to traditional novel study exercises, students will be taught the literary devices unique to satire – exaggeration, incongruity, reversal and parody.	Due to the complexity of Shakespearean works, teachers should take time to scaffold this play and provide students opportunities to read, discuss and analyse the storyline and characters by working through the individual acts. Teachers may like to read and perform acts as a class, before viewing film adaptations or rewriting acts into modern English. Glossary of shakespearean language should be provided, as should character and plot maps in conjunction with relevant historical information.	Students will explore the literary techniques associated with crime fiction, such as emotive language, sensationalism, positioning and suspense building. Exposure to various short stories and media reports will assist in this understanding. As the assessment item is a large scale project - time should be taken to revisit each of the writing genres. As a whole, this should be a highly creative and engaging unit that is limited only by the student's imagination.
Mathematics AC	<b>Title:</b>	<b>Number &amp; Algebra</b>	<b>Solving Problems</b>	<b>Measurement &amp; Geometry</b>	<b>Statistics &amp; Probability</b>

<p><b>Course Overview:</b></p>	<p>Compound Interest Students will extend on their knowledge of simple interest to examine the mathematics of compound interest. They will use online resources to calculate repayments required and write repayment schedules for housing loans.</p> <p>Algebraic, binomial and quadratic expressions Students will commence the unit by developing their understanding of algebraic expressions, including simplifying and solving algebraic fractions and expressions and linear equations. The mathematics of binomial and quadratic expressions will then be examined, including expanding binomial products and factorising quadratic expressions.</p>	<p>Linear Equations This unit introduces the algebra relating to linear equations. Students will explore connections between algebraic and graphic representations of the relationships between sets of binary data and will make generalisations in relation to parallel and perpendicular lines. Students will apply their knowledge to model the relationship between variables physical variables e.g. displacement and velocity.</p> <p>Simultaneous Equations This unit will continue to develop the students' knowledge of linear algebra in the previous unit. Students will develop their skills in identifying the solution to two intersecting linear equations, applying graphical, elimination and substitution methods and solving word problems.</p> <p>Linear Inequalities Students will recognise the difference between linear equations and linear inequalities, graphing linear inequalities and solving simple problems.</p> <p>Non-Linear Equations This unit introduces the algebra relating to polynomials of order 2 and 3. Students will graph quadratic equations, including plotting the turning point and finding the roots using both factorization and the quadratic formula. The application of quadratic functions to motion under constant acceleration will be explored. The graphs of polynomials of order 3 will be drawn.</p> <p>Mathematical Modelling using Algebra This unit will revise many algebraic concepts studied in year 10 e.g. linear and quadratic equations, solving equations, drawing and interpreting graphs and simultaneous equations. These techniques will then be used as the basis for a series of mathematical modeling activities.</p> <p>Surface Area and Volume of Compounds Shapes Students will revise rules for area and volume of plain standard shapes. The surface area and volume of compound and complex shapes will be examined.</p> <p>Algebraic Fractions and Quadratics Students will simplify and solve algebraic fractions and expressions and linear equations. They will also expand, factorise and solve quadratic equations using a variety of techniques.</p>	<p>Trigonometric Ratios Students will revise Pythagoras' Theorem and solving contextualised problems. This unit will then introduce applying the trigonometric ratios to solve problems by substituting into formulas, in two and three dimensions and solving contextualised trigonometric problems including surveying and orienteering.</p> <p>Congruent and Similar Triangles Students will revise the basic rules of geometry relating to parallel lines and standard shapes e.g. triangles and circles. They will utilise the rules of congruent and similar triangles to find the lengths of unknown sides.</p>	<p>Modelling Experimental Data This unit will require students to use the techniques of mathematical modeling of motion under constant acceleration to determine the acceleration due to gravity. This task will also introduce students to practical experimentation and report writing which will be required in Years 11 and 12 mathematics and will teach students how to write a research project proposal and final report.</p> <p>Probability Students will describe the results of two- and three-step chance experiments, assigning and determining probabilities including conditional probability and investigating the concepts of dependence and independence.</p> <p>Analysing and Reporting Data Students will analyse datasets using appropriate analysis techniques and present data in a concise and structured report. They will describe the limitations applicable to the analysis of a dataset e.g. adequate sample size. Students will examine statistical reporting of data in the media with a view to identifying shortcomings in the methods of data representation used.</p>
<p><b>Geography AC</b></p>	<p><b>Title: Environmental Change and Management</b></p>	<p><b>Geographies of Human Wellbeing</b></p>		

<b>Course Overview:</b>	<i>Environmental change and management</i> focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.	A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 10 are articulated below. <ul style="list-style-type: none"> <li>• How can the spatial variation between places and changes in environments be explained?</li> <li>• What management options exist for sustaining human and natural systems into the future?</li> <li>• How do worldviews influence decisions on how to manage environmental and social change?</li> </ul>			
<b>Key Sources of Geographical Data:</b>	<p>A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 10 are articulated below.</p> <ul style="list-style-type: none"> <li>• How can the spatial variation between places and changes in environments be explained?</li> <li>• What management options exist for sustaining human and natural systems into the future?</li> <li>• How do worldviews influence decisions on how to manage environmental and social change?</li> </ul>				
<b>Thinking Tools and Graphical Organisers:</b>					
<b>Assessment Ideas:</b>					
<b>Fieldwork and Local Resources:</b>					
<b>History AC</b>	<b>Title:</b>	<b>Depth Study 1: World War II</b>	<b>Depth Study 2: Rights and Freedoms</b>	<b>Depth Study 3: The Globalising World - Popular Culture (1945 - Present)</b>	
<b>Course Overview:</b>	<p>Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. The study should focus on the following key content:</p> <ul style="list-style-type: none"> <li>- An overview of the causes and course of World War II</li> <li>- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.</li> <li>- The experiences of Australians during World War II (such as POWs, the Battle of Britain, Kokoda, the Fall of Signapore).</li> <li>- The impact of World War II, with particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship).</li> <li>- The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia.</li> </ul>	<p>Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world content. This depth study should focus on the following key content:</p> <ul style="list-style-type: none"> <li>- The origins and significance of the the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration.</li> <li>- Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations.</li> <li>- The US civil rights movement and its influence on Australia.</li> <li>- The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report; the Apology.</li> <li>- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle.</li> <li>- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration of the Right of Indigenous Peoples (2007).</li> </ul>	<p>Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. This historical depth study should focus on the following key content:</p> <ul style="list-style-type: none"> <li>- The nature of popular culture in Australia at the end of World War II, including music, film and sport.</li> <li>- Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock n roll.</li> <li>- The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Bollywood, Hollywood and the animation film industry in China and Japan).</li> <li>- Australia's contribution to international popular culture (music, film, television and sport).</li> <li>- Continuity and change in beliefs and values that have influenced the Australian way of life.</li> </ul>		
<b>Primary Source Document Focus:</b>					

	Thinking Tools and Graphic Organisers:	<p>Timelines Glossary of relevant historical terms Maps Venn Diagramas Brainstorming Identify origin and purpose of primary sources Comparison of sources (primary and secondary) Investigating perspectives Research and corroborate evidence Cause and effect tables</p> <p>Teachers are to develop one assessment item per unit. They may select from the following techniques:</p> <ul style="list-style-type: none"> <li>- Research</li> <li>- Collection of Work</li> <li>- Supervised assessment</li> </ul> <p>Pieces should be either written, spoken or multimedial. Format as indicated in QSA Year 8 History Syllabus</p>				
	Assessment Ideas:					
	Local Resources:					
<b>Science AC</b>	<b>Title:</b>  <b>Course Overview:</b>	<p align="center"><b>The Big Ideas of Science</b></p> <p>This term students describe and analyse interactions and cycles within and between Earth's spheres. They understand various features of the universe and explore theories that can be used to explain the origin of the universe. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.</p> <p>Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.</p>	<p align="center"><b>Chemical Reactions Matter</b></p> <p>This term students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.</p> <p>Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.</p>	<p align="center"><b>Galileo's New Science</b></p> <p>This term students explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.</p> <p>Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.</p>	<p align="center"><b>The Recipe of Life</b></p> <p>This term students explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.</p> <p>Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.</p>	