

Subject and Unit Studied	Overview	Assessment Tasks	Check Point Dates	Draft Date	Due Date
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>Explaining how advertisements influence a target audience.</li> </ul>	1. Explanation and comparison of advertisements	1. 4 March	1. 14 March	1. 28 March
<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>Probability, Finance and Numbers</li> </ul>	1. Project - Maths Fun Fair	1. 25 February 1. 4 March	1. 11 March	1. 18 March (Prac) 25 March (Written)
<b>SCIENCE</b> Energy for my Lifestyle	<ul style="list-style-type: none"> <li>Understanding the importance of energy in our everyday lives</li> <li>Describing and explaining energy transformations to produce a desired outcome</li> </ul>	1. Assignment - Multimedia presentation	1. 5 March 2. 12 March 3. 18 March	1. 19 March	1. 26 March
<b>HUMANITIES AND SOCIAL SCIENCE</b> Polynesian expansion across the Pacific	<ul style="list-style-type: none"> <li>Polynesian expansion across the Pacific explores the remarkable journeys and navigational skills the methods of navigation, that enabled the settlement of islands from New Zealand to Hawaii and Easter Island.</li> <li>cultural, social, and environmental factors that influenced these migrations</li> </ul>	1. Exam	1. 24 March		1. 1 April
<b>AGRICULTURAL SCIENCE</b>	<ul style="list-style-type: none"> <li>The salad table</li> </ul>	1. Student Experiment/Growth Trial	1. 6 February 2. 13 February	1. 27 March	1. 3 April
<b>VISUAL ART</b> Earthbound – Environmental Art and Land Art	<ul style="list-style-type: none"> <li>Written Investigation of two Environmental and/or Land artists to inform own artwork</li> </ul>	1. Investigation and plan for artwork	1. 20 February	1. 20 March	1. 27 March
<b>BUSINESS</b>	<ul style="list-style-type: none"> <li>Students will demonstrate their knowledge in the current world of economics.</li> <li>Describing key economic terms</li> <li>Consumers and producers</li> <li>Circular flow models of the economy</li> <li>Regulating the financial sector</li> </ul>	1. Exam			1. 24 March (Class 1) 27 March (Class 2)

<b>DANCE</b>	<ul style="list-style-type: none"> <li>Investigation into weather patterns</li> <li>Explore creating meaning through movement</li> <li>Choreograph and perform</li> </ul>	1. Performance		1. 17 March	1. 24 March
<b>DIGITAL TECHNOLOGIES</b>	<ul style="list-style-type: none"> <li>Students will learn how to create a stop-motion animation</li> </ul>	<ol style="list-style-type: none"> <li>Written Component</li> <li>Practical project</li> </ol>	<ol style="list-style-type: none"> <li>10 February</li> <li>21 February</li> <li>24 February - 24 March</li> </ol>	<ol style="list-style-type: none"> <li>3 March</li> <li>17 March</li> </ol>	<ol style="list-style-type: none"> <li>15 March</li> <li>31 March</li> </ol>
<b>DRAMA</b>	<ul style="list-style-type: none"> <li>Revision of elements, skills and conventions</li> <li>Exploration of the human condition and experiences through the study of monologues and duologues from Indigenous and Asian playwrights</li> </ul>	1. Performance	1. 6 March	1. 20 March	1. 27 March
<b>FOOD AND TEXTILES</b>	<ul style="list-style-type: none"> <li>Create a product that is based on the application of skills, theory, and conceptual understanding</li> <li>Research and analyse data and/or information in the process of the development of the product</li> <li>Creative input and the application of skill in providing a solution to the task/design brief</li> </ul>	<ol style="list-style-type: none"> <li>Practical cook</li> <li>Written component</li> </ol>		<ol style="list-style-type: none"> <li>6 March</li> <li>7 March</li> </ol>	<ol style="list-style-type: none"> <li>20 March</li> <li>21 March</li> </ol>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>Explore digital music</li> <li>Become a DJ</li> <li>Learn how to use DJ equipment</li> </ul>	1. Performance	1. 17 March	1. 17 March	1. 24 March
<b>PHYSICAL EDUCATION</b> Alcohol and other Drugs	<ul style="list-style-type: none"> <li>Investigation into legal and illegal drug types and their changes to body functions.</li> <li>Analyse social situations and develop decision-making around healthy choices.</li> <li>Practical lessons will allow the girls to develop their lifesaving skills</li> </ul>	<ol style="list-style-type: none"> <li>Persuasive Essay</li> <li>Lifesaving Practical Assessment</li> </ol>	<ol style="list-style-type: none"> <li>11 March (8G)</li> <li>12 March (8W)</li> <li>Ongoing throughout the term</li> </ol>	<ol style="list-style-type: none"> <li>18 March (8G) 19 March (8W)</li> <li>Ongoing throughout the term</li> </ol>	<ol style="list-style-type: none"> <li>25 March (8G) 26 March (8W)</li> <li>Ongoing throughout the term</li> </ol>

**SPANISH**

- Use the vocabulary studied in this unit, conjugating the verbs correctly according to the subject pronouns: yo, él/ella
- Add the time when you perform the activities. Example: I get up at twenty past seven.
- Add extra information in some sentences, such as the weekdays and adverbs of frequency: siempre, nunca, a veces...
- Name at least ten activities for your routine and ten activities for someone else's routine.
- You do not need to record the actions of your friend or family member. You are allowed to record your voice explaining his/her routine.

- Complete the writing task-script in the assessment sheet.
- Create the video:
  - Record a video performing your daily routine actions while naming them in Spanish (see examples in OneNote)

1. 17 March

1. 20 March

1. 24 March