### Term 1

**Connected Curriculum Titles**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>Partners in Persuasion</td>
<td>Don't Judge a Book by its Cover</td>
<td>Please inform me!</td>
<td>Pondering poetry and nail biting narratives</td>
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<tr>
<td>Spoken/Signed: Discussion</td>
<td>Written: Response to literature</td>
<td>Informative: Discussion</td>
<td>Spoken/Signed: Short presentation</td>
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<tr>
<td>Multimodal: Students participate in a discussion with written and visual elements for an online class magazine</td>
<td>Students participate in a literary discussion and then create a summary of a personal response to a text (see Year 3 ACARA English folio)</td>
<td>Students create an informative text about a topic of their own interest. They use varied sentence structures, punctuation, diagrams and illustrations to extend their text</td>
<td>Students present and share their folios with their peers. They discuss the devices and their reactions to them.</td>
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**BIOLOGICAL SCIENCES: Is it living?**

Students will justify groupings of living and non-living things according to observable features and the need for recognition of once-living things. Students will investigate the diversity of living and non-living things in their local environment and recognise the use of this knowledge in their lives.

**PHYSICAL SCIENCES: Hot stuff**

In this unit students investigate how heat can be produced and transferred. Students explore factors affecting heat transference and safety practices required. The unit provides opportunities to use this knowledge to analyse real life applications of heat production and transference.

**EARTH AND SPACE SCIENCES: Balancing Earth**

Students will demonstrate their knowledge of the Earth’s rotation on its axis in relation to the position of the sun to explain how day and night is made. Students will make predictions using their prior experiences and collect and present data on shadows to help answer questions about everyday observations. This unit will provide students with the opportunity to engage in cultural representations of the relationship between the sun, moon, Earth and time.

**CHEMICAL SCIENCES: What’s the matter?**

In this unit students will investigate the properties of solids and liquids and the effect of adding or removing heat. Students will evaluate how adding or removing heat affects materials in everyday life.

**GEOGRAPHY & CIVICS: Use, NOT abuse!**

During this unit, students will investigate our reliance on the Earth’s resources and how we need to take steps to ensure we can use and not abuse this magnificent planet.

**HISTORY: The hands that built the coast.**

During this unit, students will investigate the stories of and relationship between the land and the traditional custodians of our community. Students will also investigate the changes that have occurred in the local area since European arrival to establish how people from various backgrounds, have contributed to development and character of our community.

**GEOGRAPHY & CIVICS: My marvelous place.**

Students will continue to develop their mapping skills as well as building their ability to describe place, and compare their own place to others. Students will ultimately find that people have feelings about places.

**HISTORY: How and why do people celebrate?**

During this unit, students will investigate the origin and significance of celebrations and commemorations both here in Australia and in other countries around the world.

**PERSONAL DEVELOPMENT: Reliable me.**

During this unit, students will explore how they are their own greatest resource for success, as well as realising their potential to be a resource for others.

- Self-assessment and reflection of their own abilities.
- Work cooperative in partnership to complete design task (board game [TECH]) and then to teach another partnership how to play the game.
- Work sample style assessments.

**HEALTH: Switched on!**

Cognitive health. (Brain function, sleep, etc)

**HEALTH: The strange of human body.**

Questions about how our body works.

**PERSONAL DEVELOPMENT: I appreciate you.**

- Each student plans how they can show appreciation for various people in their lives. They create the devices necessary and then implement their plan. They reflect on the results. (Ideas such as thoughtful thank-you cards, friend vouchers, etc.)
## Chancellor State College

Chancellor State College is using the Australian Curriculum developed by ACARA (Australian Curriculum, Assessment and Reporting Authority) to set the learning intent in ENGLISH, MATHMATICS, SCIENCE, HISTORY, GEOGRAPHY & HEALTH. All other areas of curriculum are informed by the Essential Learnings framework developed by the QSA (Queensland Studies Authority).

### Please note:
Details on this plan are subject to ongoing review and checking for alignment, therefore may change.

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### The Arts

<table>
<thead>
<tr>
<th>Topic</th>
<th>MEDIA: Magazine madness.</th>
<th>VISUAL ARTS: Celebrating the Coast and our history.</th>
<th>VISUAL ARTS &amp; DRAMA</th>
<th>DRAMA: Take to the stage.</th>
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<tbody>
<tr>
<td></td>
<td>During this unit, students will investigate media techniques and practices used in magazines. In particular, the focus will be on still images and representations which are created for particular audiences and purposes. (such as animal activists and environment groups) Students present to a class audience, an analysis of a personally chosen media text from a magazine. E.g. Child presents a chosen magazine, talking about its key media features, plus then analyzing the key visual media techniques of a particular text within the magazine (e.g. ad).</td>
<td>During this unit, students will create artworks that include landscape paintings and drawings of local landmarks and other significant places. Students will also explore traditional Aboriginal artworks.</td>
<td>During this unit, students will use dramatic role play to present their Green Screen presentation, as well as creating props for their presentation using visual arts techniques.</td>
<td>Students will be acting as an eye witness reporter on location at a specific celebration from around the world. We will be using the green screen technology to make this a polished and professional production.</td>
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### Arts and Electives

<table>
<thead>
<tr>
<th>Topic</th>
<th>MEDIA: Magazine madness.</th>
<th>Board not bored games.</th>
<th>In the Green Room</th>
<th>Transported to another Place and Time</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>During this unit students will explore magazines, their characteristics and elements, to then design and create using ICTs their own magazine for a particular purpose and target audience.</td>
<td>During this unit, students will explore board games, their characteristics and elements, to then design and physically create their own for a particular purpose and target audience.</td>
<td>During this unit, students will explore Green Screen technology as well as Vokis as mediums for presenting information from their Health Investigations.</td>
<td>Students will be acting as an eye witness reporter on location at a specific celebration from around the world. We will be using the green screen technology to make this a polished and professional production.</td>
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### Variations & Excursions

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<tr>
<th>Topic</th>
<th>Australia Zoo – Animal Hospital</th>
<th>Buderim walk, Buderim Cottage and Ginger Factory, Yandina Cross country Athletics</th>
<th>Questfest</th>
<th>Swimming</th>
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