

Year 10 – Term 2 2026 Curriculum Placemat

	Mathematics	English	History	Science	Elective - Health & Physical Education	Elective - Art	Elective – Cert II in Applied Digital Technology	Elective – Textiles, Food & Fibre	Elective – Cert I in Furnishing	Elective – Agriculture Science
Unit Name	Keeping Connected	Responding to Literary Texts	Research Essay	Car Safety - Physics	Identities in Sport	Cultural Art	Interactive Media	A Taste of the World	Construction And Theory of the Counter Lever Utility Box	Nursery Skills
Assessment Type	<p>Students apply networking to a real-world context, determining the shortest path between locations. They design methods to describe the connectedness of a network and apply this to real world application such as travel plans.</p> <p>Up to 800 words</p>	<p>Students will create an imaginative response to the novel "Deadly, Unna?". They will write from a marginalised characters perspective using textual features, social/moral/ethical issues and literary devices.</p> <p>Length: 600-800 Words</p>	<p>Students will focus on the ongoing struggle for civil rights for minority groups within Australia (within the time period of 1900 to the current day), or you can focus on a specific topic during this time period Your task is to research this topic, analyse sources and and construct an essay.</p> <p>Length 600-800 words</p>	<p>Students will design and conduct an experiment to investigate the impact of safety features in cars. They will simulate a car crash and collect relevant data to their research question. They will present their findings in a scientific report.</p> <p>800-1000 Words</p>	<p>Students will identify how playing and spectating sport influences identities of Australians. By analysing information about a chosen sport, students will identify participation statistics, and factors that influence participation in their selected sport.</p> <p>Length: 600-800 words</p> <p>Conditions: Individual, in-class</p>	<p>In this unit, students will explore how different cultures throughout time and place have used art to communicate. Students will research and engage with a range of artistic mediums from across cultures and historical time periods to develop an understanding of the importance of art in recording history, telling stories, sharing culture and communicating information. Students will engage in a series of workshops to experiment with a range of techniques and mediums. Students will create one medium-large piece, or a collection of small pieces, using one or more of the selected mediums for this task - sculpture/ pottery, body art or textile design. Their cultural artifact must take inspiration from a cultural art explored through the unit and have a clear connection to their inspiration, as well as personal context.</p> <p>Technique:</p> <ul style="list-style-type: none"> Resolved Artwork – Practical <p>Conditions:</p> <ul style="list-style-type: none"> 1 medium-large resolved artwork OR a collection of up to 4 small pieces. Visual diary – documenting making process Completed in class 	<p>tudents will design and create an interactive digital experience where user choices lead to different outcomes. They will plan a branching structure using flowcharts and storyboards, then build their product using linked slides (e.g. Google Slides or PowerPoint). Each slide acts as a "screen," and users navigate through the experience by making decisions that link to different slides. Students will test their product with peers, identify issues with navigation and clarity, and refine their work to improve user experience and engagement. The unit focuses on decision-making, structure, and designing a functional digital product for a specific audience.</p> <p>Assessment (Wk 2-10):</p> <p>Students will design and create an interactive digital experience where the player makes choices that lead to different outcomes (i.e. a "choose your own adventure" style game).</p>	<p>Students will be investigating cultural foods from around the world. They will manipulate ingredients and how they can be incorporated into everyday cooking experiences. The aim of this unit is to encourage our students and families to use native Australian ingredients and the ingredients of different cultures, in healthy family meals. Students will research a country or culture of their choice and investigate how geography and climate influence the foods and flavours commonly found in that culture. They will identify key ingredients unique to the chosen culture and design a full day's menu (breakfast, lunch, dinner, dessert, drinks, and snacks) to showcase the culture. The assignment will culminate in a multi-modal presentation and four cooking experiences in which they will prepare and present dishes from the chosen culture.</p> <p>Technique: Written and Practical</p> <p>Independent</p>	<p>Theory Completed: Complete the theory for the counter lever utility box assessments about furnishing tools, measurements and quantities and placed in folio behind the project task sheet and check sheets. Then tick of your check list on the back of your folder as completed.</p> <p>Practical Project: Students building a timber cantilever utility box engage in a comprehensive woodworking project that merges functional design with precise manufacturing skills. This type of project, often designed as a "vintage sewing box" modernization, tasks students with constructing a multi-layered storage solution that opens automatically.</p>	<p>During the following unit student will participate in Agritech competition and complete competencies of AHCMOM101 Assist in routine maintenance of machinery and equipment. AHCWRK102 Maintain the workplace. Books and practicals for these competencies to be completed</p>
Cognitive Verbs	<ul style="list-style-type: none"> Interpret Design Describe Justify Compare Identify Use 	<ul style="list-style-type: none"> Create Select Use Identify Justify Develop 	<ul style="list-style-type: none"> Explain Describe Compare Synthesise Analyse Evaluate 	<ul style="list-style-type: none"> Analyse Explain Justify Develop 	<ul style="list-style-type: none"> Identify Analyse Justify Evaluate Research 	<ul style="list-style-type: none"> Evaluate Investigate Experiment Select Manipulate 	<ul style="list-style-type: none"> Analyse Design Create Evaluate 	<ul style="list-style-type: none"> Research Investigate Adapt Create Analysis 	<ul style="list-style-type: none"> Construct, Estimate, Plan, Reinforce Analyze, Interpret, Assess, Evaluate, Resolve Clarify, Summarize, Recommend, Justify, Reflect. 	<ul style="list-style-type: none"> Identify Analyse Justify Evaluate Research Develop Use

Cluster 15/16 Expectations	<p>Cluster 15 – Reading texts</p> <ul style="list-style-type: none"> Independently selects and reads an increasing volume and range of complex texts. Strategically navigates texts with speed and efficiency.
Cluster 15/16 Expectations	<p>Cluster 15 – Aspects of writing</p> <ul style="list-style-type: none"> Creates a range of coherent texts for imaginative, informative and persuasive purposes. Explores challenging ideas and ethical dilemmas. Uses sophisticated grammatical features to express complex ideas and concepts. Constructs texts that have a variety of well developed, effective sentences for clarity and coherence. Manipulates language features and structures to suit context. Applies knowledge of word origins to spell unknown words. Uses complex punctuation strategically for effect. Efficiently revises, edits and proofreads texts to enhance accuracy and quality.

Year 10 - Term 2 Student Planning Calendar

Year 10 Term 2		Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
1	20 – 24 Apr			9/10B TFF – TURNAL – Task handed to students 9/10 ART – Skateboards Due	9/10A TFF – TURNAL – Task handed to students 9/10 ART – REARSI – Task handed out	Period 1 – ANZAC ceremony	ANZAC DAY
2	27 Apr – 1 May	10 Furnishing – MOFFBR- Theory elements for Term 2 handed out 10VAT - SMITWI – Assessment project handed out					
3	4 – 8 May	LABOUR DAY					
4	11 – 15 May	HPE – FOWKEM - Assessment Hand out	10A ENG - MCLEBR – Assessment Handed Out		10AG –KNIGVI- Booklet due	10 MAT – CRAWCA - Exam	
5	18 – 22 May	Year 10 QMEA – Careers Day 10SCI –KNIGVI - Assessment Handout		10HSS – WILSSI - research essay handout	9/10 ART – REARSI – Project Drafts due		Chinchilla Show
6	25 – 29 May			9/10B TFF – TURNAL – Draft Due	9/10A TFF – TURNAL – Draft Due 9/10 ART – REARSI – Diary Check in	10 MAT – CRAWCA – Task Handout	
7	1 – 5 Jun	HPE – FOWKEM - Draft due			10AG-KNIGVI- Booklet Due 9/10 ART – REARSI – WIP Check in	10A ENG - MCLEBR – Draft Due	
8	8 – 12 Jun	HPE – FOWKEM - Assessment DUE		9/10B TFF – TURNAL – FINAL Due	9/10B TFF – TURNAL – FINAL Due	10 MAT – CRAWCA – Draft Due	
9	15 – 19 Jun	10SCI-KNIGVI- REPORT DUE 10VAT – SMITWI – Assessment Project due	10A ENG – MCLEBR – Final Due	9/10 ART – REARSI – Final Project due 10 HSS - WILSSI - research essay due 10 Furnishing –MOFFBR-Practical Project: Counter Lever Unit Completed	NAIDOC – Engagement	10 MAT – CRAWCA – Assignment Due	
10	22 – 26 Jun			MSHS – Athletics ½ day	MSHS – Athletics full day	Year 9/10 Dance Workshop	