### Curriculum Planning - Term Planners

Detailed term planners with the standards clearly outlined for all domains. Interdisciplinary standards incorporated into all Physical, Personal and Social Learning and Discipline-based Learning strands.

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### Moorooduc Park PS - Victorian Essential Learning Standards

**Senior Unit - Kirsten Dickins, Glen Burdellin, Mikala Roberts**

**Strand - Physical, Personal and Social Learning**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Health and Physical Education</th>
<th>Interdisciplinary Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Domain</strong></td>
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<tr>
<td>Students identify the likely physical, emotional and social changes that will occur during puberty, including how their role and responsibilities within the family setting and among friends may change.</td>
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<tr>
<td>ICT</td>
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<td>Students independently use a range of skills, procedures and functions to process different data types and produce accurate, neatly formatted products to suit different purposes and audiences.</td>
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<tr>
<td>Thinking</td>
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<tr>
<td>They collect relevant information from a range of sources and check if for accuracy. They distinguish between fact and opinion. They use the information they collect to develop concepts, make predictions and inform decision-making.</td>
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<tr>
<td>Physical, Personal and Social Learning</td>
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<td>Personal Learning</td>
<td>Students monitor and describe progress in their learning. They negotiate learning improvement goals and justify the choices they make about their own learning. Student develop and implement plans to complete tasks within externally imposed time frames.</td>
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<td>Interpersonal Development</td>
<td>Students display empathy for others' points of view and feelings. They demonstrate, through their interactions, support for a diverse range of people and groups.</td>
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### Course Outline

**Week 3 - Life Story**

Students watch episodes and complete mind maps. Students plan and start to produce their first slide for the timeline SS. Students welcome real-life babies to the room. Students to care for these during school day. A table group makes a concept map about babies and their needs. To be hung with collage of pictures of this group taken from magazines.

**Week 5 - First Step**

Students watch episode and complete mind map. Students plan and start to produce their second slide for the timeline SS. A table group makes a concept map about toddlers/children and their needs. To be hung with collage of pictures of this group taken from magazines.

**Week 6 - Rearing Teens**

Students watch episode and complete mind map. Students plan and start to produce their third slide for the timeline SS. A table group makes a concept map about teenagers and their needs. To be hung with collage of pictures of this group taken from magazines.

**Week 7 - Rearing Teens continued.**

Provide an anonymous question box for students to ask questions regarding puberty. Teacher can answer these at any time. Hold a classroom forum on thinking about puberty. See guiding questions/statements attachment. Students to complete a FAB about their feelings on puberty. During the week run the special lunch for girls/boys for students to ask questions about puberty.

**Week 8 - At Times Ge’er By.**

Students watch episode and complete mind map. Students plan and start to produce their fourth slide for the timeline SS. A table group makes a concept map about adults and their needs. To be hung with collage of pictures of this group taken from magazines. A table group makes a concept map about adults and their needs. To be hung with collage of pictures of this group taken from magazines.

**Week 9 - The End of Life.**

Students watch episode and complete mind map. Students plan and start to produce their fifth slide for the timeline SS.

**Week 10 - Human Development Timeline task.**

Students complete the timeline of stages of human development and specify the needs of each group at that stage. Students can use slides from class and WW to complete their timeline.

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### Portfolio Tasks

- Cost of Arms
- Human Development Timeline (Globalview) [Link to Human Development Timeline]
- Documentary mind map (optional to do)
- Health/Welfare mind map [Link to Health/Welfare mind map]

### Classroom Assessment Tasks

- Human Development
- Human Body Systems (BIO) [Link to Human Body Systems]
- Classroom Forum [Link to Classroom Forum]
- Health/Welfare about puberty [Link to Health/Welfare about puberty]

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Detailed breakdown of weekly sessions.

Student assessment documents hyperlinked. All assessment tasks clearly stated.