

2026 Year 9/10 Unit Outline

Horticulture

Teacher(s): Luke Endrulis

Faculty: Science and Agriculture

Unit Duration: Semester 2, 2026

The **Australian Curriculum Achievement Standards** positions Horticulture within the broader Food and fibre context, where students learn how plants are produced, managed and sustained in designed and natural environments to support human needs.

Australian Curriculum Achievement Standard (1. Technology and 2. Science):

1. By the end of Year 9/10 students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools.
2. By the end of Year 9/10 students describe how the processes of sexual and asexual reproduction enable survival of the species. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to specific audiences.

This demonstrates scientific understanding of plant biology, soils and ecosystems integrated with design processes for sustainability and enterprise.

Unit Description: Students develop the knowledge and practical skills required to plan, establish and maintain a productive vegetable garden using sustainable horticultural practices. They investigate the factors that influence successful plant growth, including soil quality, seasonal conditions, water management, plant nutrition and crop selection. Through hands-on learning, students gain experience in soil preparation, seed sowing, transplanting, irrigation, fertilising, mulching, weed control, pest and disease management, and harvesting, while applying safe work practices and responsible use of horticultural tools and equipment.

Throughout the unit, students explore sustainable gardening principles that promote environmental stewardship and efficient food production. They investigate composting, worm farming, companion planting, crop rotation, water conservation and biodiversity, and apply these practices within the school garden. By monitoring plant growth, maintaining production records and evaluating the success of their vegetable garden, students develop problem-solving, teamwork and project management skills while gaining an appreciation of the role horticulture plays in supporting healthy communities and sustainable food systems.

This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. **V9.DST.910.01** Explains how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living.
2. **V9.DST.910.04** Creates, adapts and refines design ideas, processes and solutions and justifies their decisions against developed design criteria that include sustainability.
3. **V9.DST.910.05** Communicates design ideas, processes and solutions to a range of audiences, including using digital tools.
4. **V9.S.9.02** Describes how the processes of sexual and asexual reproduction enable survival of the species.
5. **V9.S.9.15** Selects and uses content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to specific audiences.

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment: **hat, water bottle, enclosed shoes**

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include: catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers **before** the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

Week / Date Due

Essential Learning

1. Vegetable Garden Project	10	1, 2, 3, 4, 5
2. Sustainability Research Task	16	1, 2, 3, 5
3. Propagation Journal	Ongoing	4, 5
4. Safe and Effective Horticultural Practical Activities	Ongoing	1, 2, 3
5. Classwork and Participation	Ongoing	1, 2, 3, 4, 5

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A	Demonstrating excellent achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
B	Demonstrating a high achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
C	Demonstrating satisfactory achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
D	Demonstrating partial achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
E	Demonstrating limited achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Gary Rolfe 24/07/2026