

Curriculum Overviews

Year 7
Semester 2





YEAR 7 ENGLISH: SEMESTER 2 OVERVIEW

	Term 3	Term 4
Unit Title	<i>Black Snake</i> Novel Study: Australia and Australians in literature	Motivational Speeches
Description	In this unit students listen to, read and view literature about Australia and Australians, including the close study of the novel <i>Black Snake: The Daring of Ned Kelly</i> by Carole Wilkinson. They explore ideas and viewpoints about events, issues and characters represented in the text and examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers.	In this unit students will examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. Text structures and language features of speeches, including persuasive devices, will be examined to consider how these can be used to motivate and persuade.
Assessment	Informative Text Comprehension Students read and comprehend an informative extract from the novel. Due Week 4 Analytical Essay Students write an analytical essay to convince the reader to accept a particular point of view about Ned Kelly as hero, villain or victim. Due Week 9	Persuasive Speech Students create and deliver a motivational speech using text structures and language features to persuade, as well as selecting voice qualities and body language to influence an audience. Drafts due week 7. Final submission week 8.
Literacy Development in English	Free Reading: students read for pleasure for 15-20 minutes three times a week. Books and other reading material will be provided through classroom libraries or students can bring their own texts. Students will participate in reflecting on, and sharing what they have read each week. Big Write: students improve their writing skills by generating and sharing ideas about their writing then independently participating in a sustained writing exercise each week.	

YEAR 7 HUMANITIES: SEMESTER 2 OVERVIEW

	Term 3- Geography	Term 4-Civics and Citizenship
Unit Title	Ancient Egypt	Rights and Responsibilities of all Australians
Description	In this unit students investigate the characteristics of ancient Egyptian society. They will identify how geography influenced the development of this civilisation, the role of different groups in society and, in particular, the role of the Pharaoh, with a focus on Hatshepsut as a significant individual. They will investigate other aspects of Egyptian society such as daily life, law, religion, the role of women, conflict and death and funerary customs.	In this unit, students learn the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.
Assessment	<p>3. Short Response Exam</p> <p>Students demonstrate knowledge and understanding of Egyptian society and the use of historical sources.</p> <p>Due Week 9</p>	<p>4. Assignment: Information Brochure</p> <p>Students demonstrate knowledge and understanding of the Australian Government and constitution. They examine different points of view relating to the suitability of both constitutional monarchy and republic as the ideal system of government for Australia. They explain how the issue might be addressed through constitutional reform and the process to do so.</p> <p>Due Week 9</p>

YEAR 7 MATHS: SEMESTER 2 OVERVIEW

	Term 3	Term 4
Unit Title	Chance and Number	Algebra and Shapes
Description	In this unit, students will identify sample spaces for single step events, conduct one-step chance experiments, and calculate probabilities from experimental data. They will review index notation and standard notation and explore the powers of 10 and convert numbers to expanded notation. They will compare, order, add and subtract integers using written strategies, solve problems involving addition and subtraction of integers.	In this unit, students will explore using variable to represent numbers and model relationships between variables and plot points on the Cartesian Plane. They will simplify algebraic expressions use expressions to represent everyday situations. and They will classify triangles, rectangles, quadrilaterals and types of angles, construct 3D objects, draw 3D objects from a different viewpoint.
Assessment	Collection of work: Probability Week 5 Exam: Number Week 9	Exam Algebra Week 4 Exam Geometry Week 8
Numeracy Development in Maths	<p>Maths Mastery Series program (Elementary Maths Mastery and Junior Elementary Maths Mastery): The Maths Mastery Series instils fluency and automaticity in fundamental math skills and serves as a diagnostic tool to map student progress. These programs consist of direct instruction, instant feedback and correction procedures.</p> <p>Problem Solving Model: Using Polya’s Problem Solving Thinkboard (See, Plan, Do and Check) and the explicit teaching of appropriate strategies that students can use to solve problems. By allowing students build up their toolbox of strategies, they can apply these strategies to unfamiliar problems in maths and other curriculum tasks where numeracy is incorporated.</p>	

YEAR 7 SCIENCE: SEMESTER 2 OVERVIEW

	Term 3	Term 4
Unit Title	Moving Along	Fit to Drink
Description	Students build on their knowledge of how forces affect motion. They develop understandings of balanced and unbalanced forces and apply these to predict and justify conclusions about changes in motion. Students build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces within more complex systems.	Students will be able to understand the water cycle and how humans affect the water cycle. They gain practical understanding of various separation techniques and write laboratory reports.
Assessment	Student Experiment Report Due Date : Week 9	Student Experiment Report Due Date : Week 8
Science Inquiry Approach	Inquiry means that students are handling science. Inquiry implies that students are “in control of an important part of their own learning where they can manipulate ideas to increase understanding”. Some of the standards that embed Science Inquiry are: <i>Describe objects and events; Ask questions; Construct explanations; Test explanations against current scientific knowledge; Communicate their ideas to others; Identify their assumptions; Use critical and logical thinking and; Consider alternative explanations.</i>	

YEAR 7 Music OVERVIEW (1 term)

Term 3 OR Term 4

Music:-POP STARS - GUITAR

Over the course of one term students will cover two principal aspects of music; exploring the six elements of music and guitar performance. In this unit students begin to discover the meaning and interpretation around the six elements of music. They analyse contrasting repertoire from a range of eras, styles and artists and apply this knowledge into the form of a Pod Cast.

The performance aspect of this unit will see students learn seven chords on the guitar, which then students will use to perform a recent pop song.

Pod Cast Draft Due: Week 7

Pod Cast Final Due : Week 8

Performance Due: Week 9

YEAR 7 Visual Art OVERVIEW (1 term each)

Term 3 or 4

Visual Arts:- CULTURE & ME – Patterns & Design

Unit Title

Description

In this unit students will be required to explore and plan art making in response to techniques and processes associated with the visual elements: *line, shape, colour, texture, and pattern*.

Students produce a folio of work based on cultural narratives and patterns, demonstrating a variety of media to reflect the concept **Culture and Me**. They will combine their skills in a final mixed media artwork, with students evaluating their own art making experiences in an Artist Statement.

They will explore, practise and document a variety of techniques and processes in a Visual Journal including response to the artworks of others in annotations and a written TEEL response.

Assessment

Visual Art Process Journal:- Ongoing. Due Week 7-8

TEEL paragraph:- Due week 8

Folio:- Due week 9

Artist statement:- Due week 10

YEAR 7 HPE Semester 2 OVERVIEW

	Term 3	Term 4
Unit Title	Wealth of Health (Theory)	You Are What You Eat
Description	They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.	This unit provides students with the knowledge, understanding and skills to enhance their health by learning how to make healthy/nutritional food choices.
Unit Title	Touch	Multicultural Games
	This unit provides students with the knowledge, understanding and skills to establish respectful relationships and promote fair play and inclusivity across a range of touch football game contexts. Students apply and refine movement concepts and offensive and defensive strategies to suit different touch football game contexts	This unit provides students with the knowledge, understanding and skills to maintain respectful relationships and promote safety, fair play and inclusivity in multicultural games.
Assessment	Exam:- Week 9 Continuous Assessment Performance Journal:- Week 9	Investigative Report:- Week 8 Continuous Assessment Performance Journal:- Week 9

YEAR 7 Food Technology/Industrial Design and Technology -Semester 2 OVERVIEW

	Food-Term 3	Food-Term 4	IDT-Term 3	IDT-Term 4
Unit Title	Nutrition for life Cooking	Masterchef-Practical Cooking	Workshop Safety / Robotics	Industrial Tech & Design
Description	<p>Students will develop skills by safely using a range of materials, tools, equipment and techniques to produce products. Individuals will develop their literacy skills through reading recipes and understanding of cookery terminology. They will measure accurately and understand the numeracy needs of baking and participate in weekly evaluation activities, working with criteria for success.</p> <p>Students will discuss the food model 'Australian Guide to Healthy Eating' and will identify the food groups and classify foods into each of these groups. They will complete a food diary and will analyse their own food intake and make suggestions on where they can improve. Students will explain the adolescent food requirements, identify recommended food servings and sizes and will describe the nutrients and their importance to every day eating</p>		<p>Beyblade Folio -Intro to design elements, principles and assessment preparation. Students develop research of existing products, sketching techniques and produce design solutions to generate, test and communicate design ideas, plans and processes utilising workshop skills and practices. Students learn appropriate techniques, technical terms and technologies including graphical representation techniques.</p>	<p>Workshop Safety:- Students establish safety routines and procedures that minimise risk, when meeting designed solutions.</p> <p>Robotics:- Lego EV3- Students will learn coding, produce flow charts and sequence commands. Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account. And produce a robotics log.</p>
Assessment	<p>Prac Skills/Ongoing Journal:- due Week 9</p> <p>Exam:- Week 7</p>	<p>Online Exam:- Due Wk 4</p> <p>Draft log:- Due Wk 6</p> <p>Final Log: Due Wk 9</p>	<p>Concept sketches: Due Wk 4</p> <p>Draft Folio:- Due Wk 5</p> <p>Final Folio:- Due Wk 9</p>	<p>Online Exam:- Due Wk 4</p> <p>Draft log:- Due Wk 6</p> <p>Final Log: Due Wk 9</p>

