Dear Parent/Caregiver

The information contained in this booklet outlines the key curriculum content and assessment which will be covered for students at Kinross College for Semester 2 2016.

The exact timing of assessments may vary from this outline, however the general curriculum plan will remain in place and students will be notified in advance of any prospective changes.

I would suggest that you read through the information with your child and help them to prepare for the heaviest assessment periods. This could be done by working out a study plan and creating a space at home where completion of work and study can be conducted away from the hustle and bustle of family life.

In order to ensure each student is catered for, all students have been allocated a TAG teacher. Students will see their TAG (Teacher Advisory Group) teacher, in TAG class for a 40 minute session each Thursday, as well as at specially organised times or events. The TAG teacher is often the best ‘first point of contact’ in many cases regarding your child on either a pastoral or academic front. Alternatively, you could contact relevant subject teachers directly. Year Coordinators can also be a useful contact. The Year 7 Coordinator is Ms Krystal Tasovac and can be reached on 9306 6000 or krystal.tasovac@education.wa.edu.au.

In the booklet, nearly all subjects offered to Year 7 students have been included. Some additional outlines will be added in the near future. Please note that semester-based courses may have less than 100% of assessment schedule, due to ongoing assessment next term.

Updates to curriculum information will be provided via an e-bulletin link as they occur.

If you have any curriculum queries, please contact the relevant class teacher.

Regards

Dale Beaton
Associate Principal (School Services)
(08) 9306 6000
July/August 2016
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Concepts and Content</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Term 3 1 | Film Study: Focus on: setting, symbolism, characters, plot and themes  
• Cars and Stars | Newspaper Article: Term 2 newspaper task 10% |
| 2 | Film Study Focus on: film techniques, themes and symbolism  
• Watch the film |  |
| 3 | Film Study: Focus on: film techniques, themes and symbolism  
• Guided Reading |  |
| 4 | Film Study: Focus on: film techniques, themes and symbolism  
• In Class Assessment | Film Study 1: The Karate Kid 10% |
| 5 | Novel Study: Before Reading Activities  
Predicting and analyzing the novel cover, Cinderella a fairy tale, researching the author and discussing Chinese civilization. |  |
| 6 | Novel Study: Themes  
What are the main themes in the story, what are the morals, how does the author convey these themes? | Cars and Stars: 20% |
| 7 | Novel Study |  |
| 8 | Novel Study: Exploring Characterization  
Protagonist and antagonist, character description and character traits | Novel Study 1: Chinese Cinderella 20% |
| 9 | Novel Study: Setting and Structure  
Where is the novel set, and what is the structure of the novel |  |
| 10 | Novel Study: Chinese Cinderella  
Point of View and Language  
Is the story told in 1st, 2nd or 3rd point of view, why did the author choose this type of point of view? Is the language descriptive or emotive, finding quotes and examples within the text. |  |

*Assignment and test are subject to teacher discretion and may be altered*
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Concepts and Content</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Term 4 | Novel Study: Chinese Cinderella 2  
- Before Reading Activities  
  Predicting and analyzing the novel cover, Cinderella a fairy tale, researching the author and discussing Chinese civilization. | Bookwork /Journal |
| 1 | Novel Study: Chinese Cinderella 2  
Themes / Exploring the fairytale  
What are the main themes in the story, what are the morals, how does the author convey these themes? | |
| 2 | Novel Study: Chinese Cinderella 2  
Chapter Summaries  
Summarizing the main events in each chapter, reading as a class and making a poster | |
| 3 | Novel Study: Chinese Cinderella 2  
Exploring Characterization  
Protagonist and antagonist, character description and character traits | |
| 4 | Novel Study: Chinese Cinderella 2  
Setting and Structure  
Where is the novel set, and what is the structure of the novel | Novel Study 2: 10% |
| 5 | Novel Study: Chinese Cinderella  
Point of View and Language  
Is the story told in 1st, 2nd or 3rd point of view, why did the author choose this type of point of view? Is the language descriptive or emotive, finding quotes and examples within the text. | |
| 6 | Exam Week | Exam 30% |
| 7 | Film Study: A Cinderella Story  
Focus on: setting, symbolism, characters, plot and themes | |
| 8 | Film Study: A Cinderella Story  
Focus on: researching and putting together assignment | |
| 9 | Film Study: A Cinderella Story  
Assignment Completion  
Prepare for year Eight | |

*Assignment and test are subject to teacher discretion and may be altered*
## Faculty of Mathematics
### Year 7 - MATHEMATICS
#### Semester Two 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Key Concepts/Essential Content</th>
<th>Assessment/Weighting</th>
</tr>
</thead>
</table>
| Term 3 1-2 | **Number: Integers**  
- Place integers on the number line  
- Place integers on the number plane  
- Add integers  
- Subtract integers | **Test 1 (15%): Number** |
| 3 - 5 | **Number and Algebra: Algebra**  
- Introduction to Algebra  
- Substitute and evaluate expressions  
- Equivalent expressions  
- Like terms (collecting, adding and subtracting) | **Test 2 (15%) Algebra** |
| 6-7 | **Statistics and Probability: Data**  
- Classify data  
- Display data in tables  
- Measures of centre and spread  
- Represent data graphically  
- Compare data |  |
| 8-10 | **Measurement:**  
- Understand units of measurement and converting units of measurement  
- Read scales and measure length  
- Perimeter  
- Area  
- Area of composite shapes  
- Volume  
- Capacity | **Test 3 (15%): Measurement** |

Please note that dates are a guide only and may change to suit teacher/student needs. Some courses run across Semesters, therefore some assessments will already have taken place. CAMS & STAMS, Classwork and Homework will make up 10% of grade.
## Faculty of Mathematics
### Year 7 - MATHEMATICS
#### Semester Two 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Key Concepts/Essential Content</th>
<th>Assessment/Weighting</th>
</tr>
</thead>
</table>
| **Term 4** 1-2 | **Number and Algebra: Linear and Non-linear relationships**  
- Investigate number patterns  
- Spatial patterns  
- Tables and rules  
- The Cartesian plane and graphs | Test 4 (15%): Linear and Non-linear Equations |
| 3 - 4 | **Linear Equations**  
- Solve simple linear equations  
- Solve real-life problems by using pronumerals to represent unknowns | |
| 5 | **Number: Money and financial mathematics**  
- Money and percentages  
- Expressing quantity as a proportion  
- Unitary method | |
| 6 | **Statistics and Probability: Chance**  
- Learn the language of chance  
- The sample space  
- Simple probability  
- Use a table to show sample spaces  
- Experiment with chance | |
| 7 | **EXAM WEEK** | Exam: (30%) |
| 8 | **Measurement and Geometry: Location and Transformation**  
- Symmetry  
- Reflection and rotation  
- Translation | |
| 9-10 | **Measurement and Geometry: Shape**  
- Draw solids  
- Nets and the Platonic solids  
- Isometric drawing | |

Please note that dates are a guide only and may change to suit teacher/student needs. Some courses run across Semesters, therefore some assessments will already have taken place. CAMS & STAMS, Classwork and Homework will make up 10% of grade.
**SCIENCE COURSE OUTLINE SUMMARY 2016**

The Science curriculum for 2016 will be delivered in 16 week blocks, with most topic rotations occurring half way through. For example, three Year 9 classes will study Biology and the other three will study Chemistry. After 7-8 weeks they will swap topics. This time frame allows for sufficient depth in a course, whilst also providing students with sufficient breadth. It also maximises the resources available to staff teaching each topic. Classes will continue to run right up to the holiday break, with a quick revision at the start of the next term, followed by continuation of the topic, thus maximising effective teaching time.

Two full rotations of 16 weeks allows for most of Term 4 to be negotiated with students to best reflect their area of interest and need. For example Year 10 students wishing to study more difficult Science subjects in Year 11 will be encouraged to select extension classes. A focus on process skills can also occur during this time. Students in Years 7-9 will study courses that will assist their learning in the following year. e.g. Year 8s will study Biology (Body parts) to assist their Year 9 Biology course (Body system interactions).

Please encourage your child to retain their notes over the holidays for study purposes.

**ASSESSMENT AND REPORTING**

Process skills will be assessed continuously throughout the year. Knowledge and understanding of specific Science fields will depend on the topics being taught in each rotation.

The Semester 1 report will reflect achievement from the first rotation (i.e. the first 16 weeks of the year). The Semester 2 report will reflect achievement in the second rotation.

If you have any questions regarding your child’s education in Science please contact me at the College on 9306 6000.

John Avenell
HOD Science
Kinross College
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Concepts/Essential Content</th>
<th>Assessment/Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>Topic 1: Chemistry</strong>&lt;br&gt;Lab Rules, naming equipment, Bunsen Burner</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Observations, measuring, Skills test</td>
<td>20 marks</td>
</tr>
<tr>
<td>3</td>
<td>Particle model, States of Matter (properties and explanations)&lt;br&gt;Making slime, Robert Brown study</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Changes of state: adding and removing heat.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mixtures, solutions, suspensions, colloids&lt;br&gt;Practical: surface area and dissolving rates</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Separating insoluble substances: decanting, filter, magnetic, centrifuge, electrostatic</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Separating soluble substances: distillation, absorption. Evaporation, chromatography&lt;br&gt;Separation Practical assessment: purification of water</td>
<td>30 marks</td>
</tr>
<tr>
<td>8</td>
<td>Applications of separation techniques. Water supply and sewage.&lt;br&gt;Topic Test&lt;br&gt;Attitude, Behaviour, Effort assessment</td>
<td>50 marks&lt;br&gt;10 marks</td>
</tr>
<tr>
<td>9</td>
<td><strong>Topic 2: Biology</strong>&lt;br&gt;Classification &amp; the Importance of Classification&lt;br&gt;Taxonomy and Dichotomous Keys</td>
<td></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>What are the Hierarchical Levels of Taxonomy?&lt;br&gt;The 5 Kingdoms</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>From Kingdoms to Species&lt;br&gt;Binomial Nomenclature and How Names are Derived</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Animal Classification&lt;br&gt;Plants and other Kingdoms</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Other Classification Keys and Why they are Used&lt;br&gt;Create a dichotomous key to identify insects (Assessment)</td>
<td>Dichotomous key Assignment 25%</td>
</tr>
<tr>
<td>5</td>
<td>Ecosystems, Biospheres, Biomes, Habitats and Microhabitats&lt;br&gt;Physical Attributes of Ecosystems</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Food Chains and Food Webs&lt;br&gt;Testing for Soil Acidity Around the Schoolyard (Practical)</td>
<td>Practical Assessment 25%</td>
</tr>
<tr>
<td>7</td>
<td>Effects Of Humans on the Ecosystem&lt;br&gt;The Human Impact of Palm Oil Harvesting&lt;br&gt;Topic Test</td>
<td>Topic Test 40%&lt;br&gt;ABE 10%</td>
</tr>
<tr>
<td>8 - 10</td>
<td>Focus on any areas of learning deficiency</td>
<td></td>
</tr>
</tbody>
</table>

Please note that dates are a guide only and may change to suit teacher/student needs. Assessments are in marks rather than percentages and therefore may not add up to 100. Topic 1 and 2 may be taught in either order to maximize the use of resources within the Science department.
Explanatory Notes
The HASS curriculum addresses the National Curriculum across the following Learning Areas:
1. Geography
2. Civics and Citizenship
3. Economics
4. History

The depth and breadth of the curriculum is such that a focus is placed on four main units of study; Geography, Civics and Citizenship, Economics and Business and History.

A range of assessments will be used and include the following:
- Exams
- Tests and quizzes
- In class assessments (written responses, activities etc.)
- Assignments
- Peer assessments
- Skill assessment (research etc.)
- Mini research projects

To support student learning a number of thinking tools are taught. These tools might include: De Bono’s Thinking Hats, Multiple Intelligences, Cooperative Learning strategies, graphic organisers, mind maps, Bloom’s taxonomy and Venn diagrams to name a few.

Critical and creative thinking underpins the teaching and learning programs developed in this learning area, catering for a number of learning styles.

Portfolio Use
All Humanities & Social Sciences classes will use a portfolio as a revision tool and evidence of a student’s grade. The pieces chosen for the portfolio will include a wide range of samples, from their workbook marking key to assignments and tests.

Students will be responsible for the organisation and maintenance of their portfolios. As such marks are awarded for this effort. Teachers will annotate student work where appropriate and provide timely constructive feedback. It is expected that all students from Years 7 to 10 will have a portfolio at the beginning of the year. As they are large items, they may be kept in the classroom.

If you have any queries regarding your child’s education in HASS, please contact me at the College on 9306 6000 or at janette.thompson@education.wa.edu.au.

Yours sincerely

Janette Thompson (Mrs)
Head of Department
Humanities & Social Sciences
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Concepts and Content</th>
<th>Assessment/Weighting</th>
</tr>
</thead>
</table>
| Term 3 1 | **An Introduction: Investigating the past**  
- Why we study it  
- Timelines  
- Experts | Assessment One:  
Bookwork  
Participation  
Learning Area Effort |
| 2 | **The Earliest humans**  
- The Stone Age:  
  - Paleolithic period  
  - Mesolithic period  
  - Neolithic period | Assessment Two:  
Summary  
5% |
| | **Introduction to ancient Greece**  
- The rise of Greek city – states  
- Geography of Ancient Greece | |
| 4 | **Government**  
- Sparta and Athens  
- Life in ancient Greece | |
| 5 | **Comparative task**  
- Students compare life between a woman/man/child from Ancient Greece to a woman/man/child now | Assessment Three:  
Comparison  
Learning Area Effort |
| 6 | **Greeks at War**  
- Introduction to war with Persia  
- Fighting in formation  
- Greek armour  
- Alexander the Great | |
| 7 | **The Olympic games**  
- Games of Olympia  
- Myths, Gods and Oracles | |
| 8 | **Heritage of ancient Greece**  
Students are to work in small groups to research the contributions of the ancient Greeks to later ages. | Assessment Four:  
Historical research  
10% |
| 9 | **Modern Day Greece**  
- Unit Revision for test  
- Introduction to Brochure Task | Assessment Five:  
Unit Test  
10% |
| 10 | **Modern day Greece**  
- Brochure task: Research modern day Greece in terms of Geography, tourist destinations, food, climate/weather | Assessment Six:  
Brochure  
10% |

*Assignment and test are subject to teacher discretion and may be altered*
# Year 7 – History
(Australian Curriculum History)

## Semester Two 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Key Concepts and Content</th>
<th>Assessment/Weighting</th>
</tr>
</thead>
</table>
| Term 4 1 | Ancient China  
Location  
Physical features | Assessment One:  
Learning Area Effort |
| 2 | **Social Structure**  
Centralised rule  
Feudalism |  |
| 3 | **Social structure**  
Feudalism | Assessment Two:  
Feudalism  
10% |
| 4 | **Society and values**  
Laws  
Religion |  |
| 5 | **Society and values**  
Religion  
Law and order  
Warfare | Assessment Three:  
Independent learning assignment  
15% |
| 6 | Independent learning assignment (storybook/play)  
A task created by individual classroom teacher in consultation with other teachers for students to develop independent research skills. |  |
| 7 | Continue with Independent Learning assignment related to Ancient China. | Assessment Four:  
10% |
| 8 | **The first Emperor**  
Qin  
The Great Wall of China  
Rise and fall of Han |  |
| 9 | **The ancient Chinese**  
China and the wider world  
Myths and proverbs  
Inventions  
Chinese New Year and festivals | Examination  
30% of Semester’s Grade |
| 10 | **Christmas activities / Missed content**  
Due to public holidays, school activities and WAMSE testing and, test revision, this time is left free to help with the time taken out during the term. | Assessment Five:  
Homework & participation  
Learning Area Effort |

*Assignment and test are subject to teacher discretion and may be altered.*
Students will complete an athletics program leading up to the Kinross College Athletics Carnivals in week 8. Students will then participate in two 6 week sports programs (cricket and tee-ball). Please be advised that the order of when each sport program commences may change due to sharing available space and resources with multiple classes.

<table>
<thead>
<tr>
<th>Week</th>
<th>Key Skills and Strategies</th>
<th>Assessment/Weighting</th>
</tr>
</thead>
</table>
| Term 3 1 - 7 | **Athletics**: Students will develop skills / techniques for a range of athletics events. They will also complete trials for each event which is how they qualify to compete at the College Athletics Carnival. Events include;  
- 100m & 200m (sprint events)  
Running posture, arm action, leg action, starts & finishes.  
- 800m (distance event)  
Pace, judgment and tactics.  
- Hurdles  
Body position, rhythm & stride, arm action and leg action.  
- Relays  
Baton changes, maintaining speed and acceleration.  
- Long, Triple & High (jump events)  
Run-up, take-off, flight and landing phases.  
Scissor kick progressing into the flop for high jump.  
- Shotput & Discus (throw events)  
Throw technique, weight transfer, body rotation and release. | The following % reflects the weighting of the semester grade.  
**Assessment of Focus skills.**  
30%  
- Students will work for one session each week to improve their technique for a specific event. The following session is dedicated to recording trial data for each class by age and gender.  
**Assessment of Self-management skills.**  
10%  
- Completion of all event trials will indicate participation levels, this will be reflected in their Self-management grade.  
**Assessment of Interpersonal skills.**  
5%  
- Students’ ability to work with peers and small groups within practice opportunities, along with their ability to take on feedback to improve performance will reflect their interpersonal skills. |
| 8 | Kinross College Jumps and Throws Carnival – Wednesday 8 September  
Kinross College Track and Tabloid Carnival – Friday 11 September |  |
| 9 - 10 | **Introduction to Modified Cricket.**  
- Throwing & catching  
- Fielding  
- Batting  
- Bowling  
- Positioning and game strategy | - Informal assessment of focus skills & strategies.  
- Informal assessment of self-management & Interpersonal skills. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Skills and Strategies</th>
<th>Assessment/Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 4</strong>&lt;br&gt;1</td>
<td>Revise skills / strategies: Modified Cricket&lt;br&gt;- Throwing, catching, fielding, batting, bowling, field positioning etc.&lt;br&gt;Introduce SEPEP&lt;br&gt;- Students select captains and organise themselves into teams.</td>
<td>- Informal assessment of focus skills / strategies, self-management &amp; Interpersonal skills.</td>
</tr>
<tr>
<td>2 - 3</td>
<td>SEPEP – Modified Cricket round robin competition.&lt;br&gt;- Commence fixtured games - (application of skills and game strategy)&lt;br&gt;- Umpiring – each team participates in an umpiring roster (application of self-management &amp; interpersonal skills)&lt;br&gt;- Student directed warm-ups and pre-game training. (application of self-management &amp; interpersonal skills)</td>
<td>- Assessment of Focus skills &amp; game strategy.&lt;br&gt;30%&lt;br&gt;- Assessment of Self-management skills&lt;br&gt;10%&lt;br&gt;- Assessment of Interpersonal skills.&lt;br&gt;15%</td>
</tr>
<tr>
<td>4</td>
<td>SEPEP – Modified Cricket Finals&lt;br&gt;- Teams play finals (apply target skills and strategies)</td>
<td>Assessment of focus skills &amp; game strategy. 20% (Practical application)</td>
</tr>
<tr>
<td>5 - 7</td>
<td>Introduction to Tee-ball&lt;br&gt;- Throwing &amp; catching&lt;br&gt;- Fielding (ground balls / fly balls)&lt;br&gt;- Batting&lt;br&gt;- Running between bases / getting people out&lt;br&gt;Students will practice target skills and strategies with partners and small groups within in a range of practice activities, drills and modified games.</td>
<td></td>
</tr>
<tr>
<td>8 - 9</td>
<td>SEPEP – Tee-ball round robin competition between classes.&lt;br&gt;- Commence fixtured games - (application of skills and game strategy)&lt;br&gt;- Umpiring – Non-participating students complete umpiring responsibilities (application of self-management &amp; interpersonal skills)&lt;br&gt;- Student directed warm-ups and pre-game training. (application of self-management &amp; interpersonal skills)</td>
<td>- Informal assessment of focus skills &amp; strategies.&lt;br&gt;- Informal assessment of self-management &amp; Interpersonal skills.</td>
</tr>
<tr>
<td>10</td>
<td>SEPEP –Tee-ball Finals&lt;br&gt;- Teams play finals (apply target skills and strategies)</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Key Concepts/Essential Content</td>
<td>Assessment/Weighting</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
</tbody>
</table>
| TERM 3 1 | **PART 1 – SMOKING, THE FACTS**  
*Introduction to topic – What do you know about smoking?*  
- The importance of ‘drug education’ in schools. Particularly targeting smoking.  
- Students access [www.OxyGen.org.au](http://www.OxyGen.org.au) and navigate the website to play games and record answers on an activity sheet.  
- Complete relevant predictions and definitions in the unit glossary. |                                                      |
| 2 | **Contents of a cigarette**  
- What’s in a cigarette?  
- Where else are these chemicals found and what can they do to your body?  
- Tar collection experiment. |                                                      |
| 3 | **The effects of smoking on the body**  
- Short term and long term effects  
- Benefits of being smoke free  
- Effects of cigarette smoking on being active |                                                      |
| 4 | **The effects of smoking on others**  
- Second hand smoke / passive smoking  
- Tobacco and the environment |                                                      |
| 5 | **Assessment Task**  
Mid Topic Quiz | Knowledge and Understanding 25% of semester grade |
| 6 | **PART 2 – REDUCING THE HARM**  
*Facts and Stats*  
- Facts about smoking  
- Smoking and the law  
- Statistics relating to smoking |                                                      |
| 7 | - Smoking and the media  
- Plain packaging – the facts  
- Financial costs associated with smoking |                                                      |
| 8 | **Why do people smoke?**  
- Factors that influence our choices  
- Decision making scenarios |                                                      |
| 9 | **Reducing the harm**  
- Strategies that can be implemented to minimize harm  
- Quitting smoking – advice for others |                                                      |
| 10 | **Assessment Task**  
Topic test with extended answer | Knowledge and Understanding 25% of semester grade |
<p>| | Catch-up week |                                                      |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Concepts/Essential Content</th>
<th>Assessment/Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 4&lt;br&gt;1</td>
<td>- Introduce topic – Nutrition and Exercise  &lt;br&gt;- Understand the relevance of maintaining a healthy diet and participating in regular exercise in promoting health and well-being.  &lt;br&gt;- Revision of body systems / organs and their function – What’s inside our body - activity.</td>
<td>Weighting represents 50% of semester grade.</td>
</tr>
<tr>
<td>2</td>
<td>- Physical features of the heart &lt;br&gt;- How the heart works &lt;br&gt;- Structure and function of the circulatory system</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>- Keeping your heart healthy &lt;br&gt;- Analysing risk factors</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>- Introduction to nutrition &lt;br&gt;- What are healthy foods? What are sometimes foods? &lt;br&gt;- Food groups - My healthy food plate &lt;br&gt;- What do these food groups contribute to our body? &lt;br&gt;- Serving sizes</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>- Energy in, energy out &lt;br&gt;- Reading food labels &lt;br&gt;- Practical task – how long to run off a mars bar</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>- Influences on our food choices &lt;br&gt;- Strategies to eat healthy &lt;br&gt;- <strong>Assessment task</strong> - Plan a health breakfast (this will be completed with a partner). Food will be brought in the following week to participate in ‘Breakfast Master chef’.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>- Healthy and safe hygiene and food handling practices &lt;br&gt;- <strong>Assessment task</strong> - ‘Breakfast Master chef’</td>
<td>Breakfast Plan Knowledge and Understanding (10%) Breakfast Master chef Practical application (10%) Self-management skills</td>
</tr>
<tr>
<td>8</td>
<td>- Physical activity and fitness &lt;br&gt;- How much physical activity do we need to maintain health / wellbeing &lt;br&gt;- Health related fitness components &lt;br&gt;- How much exercise do we need to build / maintain fitness</td>
<td>1 week Nutrition and Exercise Diary. Task requirements introduced. Due next week</td>
</tr>
<tr>
<td>9</td>
<td>- Benefits of regular physical activity &lt;br&gt;- Nutrition requirements for exercise V’s sedentary lifestyle &lt;br&gt;- <strong>Assessment task</strong> - Nutrition and Exercise Diary (1 week)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>- <strong>Assessment task</strong> - Nutrition and Exercise diary DUE &lt;br&gt;- Factors that influence physical activity / exercise choices &lt;br&gt;- <strong>Assessment task</strong> - Personal nutrition and activity reflection and goal setting</td>
<td>Nutrition and Exercise Diary – Self-management skills (10%) Reflection &amp; Goal Setting Knowledge and understanding (20%)</td>
</tr>
<tr>
<td>Week</td>
<td>Key Concepts/Essential Content</td>
<td>Assessment/Weighting</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Term 3 1</td>
<td>Sewing organization &amp; sample sheets- Work ethic</td>
<td>/10</td>
</tr>
<tr>
<td>2</td>
<td>Bookmark</td>
<td>/10</td>
</tr>
<tr>
<td>3</td>
<td>Finger puppet</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Bag tags</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Bag tags</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mobile phone cover</td>
<td>/10</td>
</tr>
<tr>
<td>7</td>
<td>Mobile phone cover</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Cross stitch</td>
<td>/10</td>
</tr>
<tr>
<td>9</td>
<td>Cross stitch &amp; evaluation</td>
<td>/10</td>
</tr>
<tr>
<td>10</td>
<td>Texta Toys</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Key Concepts/Essential Content</td>
<td>Assessment/Weighting</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Term 4 1</td>
<td>Safety &amp; Measurement &amp; work ethic</td>
<td>/5</td>
</tr>
<tr>
<td>2</td>
<td>Fruit &amp; Cheese muffins</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Breakfast comparison &amp; Breakfast Burrito</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pancakes &amp; Breakfast</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Muffins &amp; Design Brief</td>
<td>/25</td>
</tr>
<tr>
<td>6</td>
<td>Pitta Pizza</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Nachos &amp; Pizza</td>
<td>/10</td>
</tr>
<tr>
<td>8</td>
<td>Chicken Chow Mein</td>
<td>/10</td>
</tr>
<tr>
<td>9</td>
<td>Rock Cakes</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Choc Chip Cookies</td>
<td></td>
</tr>
</tbody>
</table>

Please note that dates and topics are a guide only and may change to suit teacher/student needs. Total marks for the semester add up to 100% marks from Textiles and Foods to combine together.
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Concepts/Essential Content</th>
<th>Assessment/Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Term 3</strong>&lt;br&gt;Intro to Non-Verbal communication and its importance in performance.&lt;br&gt;Basic Play-building.&lt;br&gt;Posture and Expressions.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Intro to assessment task; devising a tableau using the Non-verbal communication skills learnt in class.&lt;br&gt;One class rehearsal / Second class performance</td>
<td>“Surprise Party” Non verbal assessment 10%</td>
</tr>
<tr>
<td>3</td>
<td>Intro to vocal communication and its importance in performance.&lt;br&gt;Pitch, pause, pace, tone, volume, clarity</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Intro to Improvisation: Spontaneous improvisation; focus, yielding and spontaneity verbal communication task</td>
<td>Verbal communication task Workshop participation (mid-term) 15%</td>
</tr>
<tr>
<td>5</td>
<td>Rehearsed Improvisation (Playbuilding)&lt;br&gt;Creating Characters (the three questions)&lt;br&gt;Linear Narratives</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Conflict (inner conflict, problem solving)&lt;br&gt;Status (hierarchies)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Intro to assessment task: Playbuilding&lt;br&gt;Students to create a 2 minute play based upon the title “The Nightmare” or “The Haircut”&lt;br&gt;Week to devise and rehearse</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Rehearsals for assessment task&lt;br&gt;Blocking and staging tasks</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Assessment performance</td>
<td>Improvisation assessment task Workshop participation (whole term) 20%</td>
</tr>
<tr>
<td>Week</td>
<td>Performing Arts (Continued)</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key Concepts/Essential Content</td>
<td>Assessment/Weighting</td>
</tr>
</tbody>
</table>
| Term 4 1 | Introduction to dance  
Necessities of warm-ups  
Dance in the 1950’s: The Hucklebuck | |
| 2 | Revise routine learnt last lesson  
The 1960’s: The Nutbush  
The 1970’s: The Hustle | |
| 3 | The 1990’s: Macarena & 5,6,7,8 | |
| 4 | Assessment task introduced and rehearsals | |
| 5 | Social dance assessment performances  
Introduction to set choreography task | Social dance assessment task  
Workshop participation (mid-term) 20% |
| 6 | Jazz technique: turns and kicks  
Learn set routine; first 8 counts | |
| 7 | Jazz technique: Leaps and Jumps  
Learn set routine: second 8 counts | |
| 8 | Problem solving movements  
Finish set routine | |
| 9 | Students rehearse in small groups for assessment of set routine | |
| 10 | Set routine assessment task | Set routine assessment task 15%  
Workshop participation (whole semester) 20% |
Faculty of the Arts  
Year 7 – ART  
Semester Two 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Key Concepts/Essential Contents</th>
<th>Assessment/Weighting</th>
</tr>
</thead>
</table>
| Term 1  
1 | Introduction, drawing, shading, basic tools, texture, 3d shapes and colour blending. |  |
| 2-3 | Pastel waves, drawing, variation, light and dark colour blending and basic colour mixing. | Pastel waves 10 Marks |
| 4-5 | Colour Wheel using acrylics- What are acrylic paints, types, grades, etc, procedures for painting brushes and types, which brushes to use. | Acrylic colour wheel 5 marks |
| 6 | Seascape acrylic painting, blending, layers and stepped out stages. | Acrylic painting 15 marks |
| 7-10 | Mambo design lino project – designing, carving and printing | Whole Project 40 Marks |
| Term 2  
1-5 | Introduction to clay – Identity shields, design the shields, using traditional shield shapes. Create and form 3d shields using clay. Working with glazes. | 20 Marks |
| 6-10 | Introduce Picasso and his various work styles, students will complete a research activity and create a Picasso-like portrait. Students will be directed to focus on Cubism sketching samples. | Skill Development 10 marks |

Please note that dates and topics are a guide only and may change to suit teacher/student needs.
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Concepts/Essential Content</th>
<th>Assessment/Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 5</td>
<td><strong>Coding 1</strong>: Introduction to basic code processes. Using visual pieces to construct solutions to problems. Progressing from simple Math to basic Algebra to solve simple algorithms.</td>
<td>20%</td>
</tr>
<tr>
<td>6 - 10</td>
<td><strong>Introduction to Excel Spreadsheets</strong>: Spreadsheet orientation, progressing to data entry, manipulation of data and introduction to basic formulae.</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Term 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 - 15</td>
<td><strong>Coding 2 – 20 hour problem</strong>: Based on Frozen the movie students will solve problems along this theme using the information learnt in Coding 1.</td>
<td>30%</td>
</tr>
<tr>
<td>16-20</td>
<td><strong>Touch typing</strong>: Learning the basics of touch typing to improve typing speeds and providing a starting point for those wishing to continue to touch type.</td>
<td>20%</td>
</tr>
</tbody>
</table>

Please note that dates and topics are a guide only and may change to suit teacher/student needs.