



**KINROSS  
COLLEGE**

Believe · Act · Achieve

# Year 7 Course Outlines

Semester 1 - 2017

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 1 2017.

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 Melissa Boyer and can be reached on 9306 6000 or [Melissa.boyer@education.wa.edu.au](mailto:Melissa.boyer@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  
February 2017

Faculty of English  
**YEAR 7 ENGLISH**

Semester 1, 2017

Week	Key Concepts/Essential Content	Assessment (%)
<b>Term 1</b> <b>Week 1</b>	<b>Diagnostic Testing</b> <i>Schonell Spelling Test</i> <i>CARS &amp; STARS Placement tests</i> <i>Writing sample (narrative)</i> <i>NAPLAN: Language Conventions and Reading</i>  <u><b>Links to the Curriculum:</b></u> <b>Spelling</b> - Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539) <b>Journal Writing</b> - Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)	<b>Ongoing Assessments</b>  <i>Spelling (5%)</i>  <i>Reading Log (5%)</i>  <i>Journal Writing (5%)</i>
<b>2</b>	<b>Narrative Writing &amp; Persuasive Writing</b> <i>Introduction to Narratives (history, genres, short story mind map)</i> <i>Introduction to Persuasive Writing – what it is and strategies used to help persuade an audience, modality.</i>  <b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b>  <u><b>Links to the Curriculum:</b></u> <b>Narrative text:</b> Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622) <b>Persuasive text:</b> Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)	
<b>3</b>	<b>Narrative Writing &amp; Persuasive Writing</b> <i>Structure of a narrative – orientation, complication and resolution. Point of view and language features</i> <i>Structure of persuasive essays – introduction, body and conclusion. Point of view and language features</i>  <b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b>	
<b>4</b>	<b>Narrative Writing</b> <i>Identify and developing elements of a narrative –setting, character, plot and conflict.</i>  <b>Sound waves spelling strategies</b> <b>CARS &amp; STARS reading program</b> <u><b>Links to the Curriculum:</b></u> <i>Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)</i>	

5	<p><b>YEAR 7 ENGLISH Term 1, Semester 1 2017 (Continued)</b>  <b>Narrative Writing</b>  <i>Write a narrative on a given stimulus. Peer and Teacher feedback.</i></p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p>	<p>NAPLAN 2016  Language Conventions  Assessment  (5%)</p>
6	<p><b>Narrative Writing</b>  <i>Review narratives</i>  <i>Write a narrative on a given stimulus (in class assessment)</i></p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><b><u>Links to the Curriculum:</u></b>  <i>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</i></p>	<p>In class assessment  2016 NAPLAN  Narrative Writing  Stimulus  (10%)</p>
7	<p><b>Persuasive Writing</b>  <i>Review structure of persuasive writing</i>  <i>Task – 2 minute speech persuading audience to participate in environmental sustainability initiative such as taking shorter showers.</i>  <i>Connectives and Persuasive Devices</i></p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><b><u>Links to the Curriculum:</u></b>  <i>Persuasive text: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)</i></p>	
8	<p><b>Persuasive Writing</b>  <i>Writing an introduction, writing body paragraphs.</i></p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><b><u>Links to the Curriculum:</u></b>  <i>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</i></p>	<p>NAPLAN 2016 Reading  Assessment (5%)</p>
9	<p><b>Persuasive Writing</b>  <i>Writing conclusions and write a persuasive argument for a given NAPLAN stimulus.</i></p> <p><b>Sound waves spelling strategies.</b>  <b>CARS &amp; STARS reading program</b></p> <p><b><u>Links to the Curriculum:</u></b>  <i>Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)</i></p>	

<p><b>10</b></p>	<p><b>YEAR 7 ENGLISH Term 1, Semester 1 2017 (Continued)</b>  <b>Persuasive Writing</b>  <i>Write a persuasive essay for a given NAPLAN stimulus.</i></p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><b><u>Links to the Curriculum:</u></b>  <i>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</i></p>	<p>NAPLAN 2015  Language Conventions  assessment (5%)</p>
------------------	---	---

Faculty of English  
**Year 7 English**  
 Semester 1 2017

Week	Key Concepts/Essential Content	Assessment (%)
Term 2 Week 1	<p><b>Narrative &amp; Persuasive Writing.</b>  <i>Review narrative and persuasive writing</i>            NAPLAN Language Conventions and Reading</p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p>	
2	<p><b>Narrative &amp; Persuasive Writing</b>  <i>Review narrative and persuasive writing</i>            NAPLAN Language Conventions and Reading</p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p>	
3	<b>NAPLAN TESTING -Year 7</b>	
4	<p><b>Film Study – Rabbit Proof Fence</b>  <i>Film Techniques – SWAT codes</i></p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><u><b>Links to the Curriculum:</b></u>  <i>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</i></p>	
5	<p><b>Film Study – Rabbit Proof Fence</b>  <i>Watch Film</i></p> <p><b>Sound waves spelling strategies</b></p> <p><u><b>Links to the Curriculum:</b></u>  <i>Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)</i></p>	CARS Benchmark Testing – online (20%)
6	<p><b>Film Study – Rabbit Proof Fence</b>  <i>Film Techniques – SWAT codes.</i></p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><u><b>Links to the Curriculum:</b></u>  <i>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</i></p>	Film SWAT In Class test (10%)
7	<b>EXAM WEEK</b>	Exam (30%)
8	<b>YEAR 7 CAMP – Busselton</b>	

<b>Year 7 English Semester 1 2017 Term 2 (Continued)</b>		
<b>9</b>	<p><b>Film Study – Rabbit Proof Fence</b>  <i>Looking at the future of the people of Rabbit Proof Fence and Western Australia.</i>  <i>Film review – purpose and information to include</i></p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><b><u>Links to the Curriculum:</u></b>  <b>Film study:</b> <i>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)</i></p>	
<b>10</b>	<p><b>Film Study – Rabbit Proof Fence</b>  <i>Film review – purpose and information to include</i></p> <p><b>Sound waves spelling strategies</b>  <b>CARS &amp; STARS reading program</b></p> <p><b><u>Links to the Curriculum:</u></b>  <b>Film study:</b> <i>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</i></p>	<p><i>Film Review – in class (10%)</i></p>

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

**Weighting goes on a 16 week cycle.**

**In class Film Review will be a part of Semester 2 grade**

**Links to curriculum:**

**CARS and STARS**

Use prior knowledge and text processing strategies to interpret a range of types of texts ([ACELY1722](#))

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources ([ACELY1723](#))

**WRITING**

Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact ([ACELY1726](#))

Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods ([ACELY1727](#))

Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts ([ACELY1728](#))

**SPELLING**

Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating ([ACELA1528](#))

**Year 7 MATHEMATICS**

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b> Week – 1-4	<b>Integers</b> <ul style="list-style-type: none"> <li>- Compare, order, add and subtract</li> <li>- Associative, commutative and distributive laws</li> <li>- Connect fractions, decimals and percentages</li> <li>- Compare fractions</li> </ul>	<b>1: Integer test</b>  <b>(15%)</b>
5-6	<b>Probability</b> <ul style="list-style-type: none"> <li>- Sample space</li> <li>- Assign probabilities</li> </ul>	<b>2: Probability test</b>  <b>(15%)</b>
7-9	<b>Indices</b> <ul style="list-style-type: none"> <li>- Index notation</li> <li>- Square roots</li> </ul>	<b>3: Indices investigation</b>  <b>(15%)</b>
10	<b>Prisms and solids</b> <ul style="list-style-type: none"> <li>- Draw different views</li> </ul>	
<b>Term 2</b> Week - 1-2	<b>Fractions</b> <ul style="list-style-type: none"> <li>- Add and subtract</li> </ul> <b>NAPLAN revision</b>	
3	<b>NAPLAN</b>	
4-6	<b>Area</b> <ul style="list-style-type: none"> <li>- Rectangle, triangle and parallelograms</li> </ul> <b>Volume</b> <ul style="list-style-type: none"> <li>- Rectangular prisms</li> </ul>	<b>4: Area and volume test</b>  <b>(15%)</b>
7	<b>EXAM WEEK</b>	<b>5: Exam</b>  <b>(30%)</b>
8-10	<b>Fractions</b> <ul style="list-style-type: none"> <li>- Multiply and divide</li> <li>- Express one quantity as a fraction of another</li> <li>- Rounding decimals</li> </ul>	

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

There are 5 assessments in Semester 1, consisting of three tests, one investigation and one exam, with a total weighting of 90%.

10% is allocated for classwork and homework.



**Year 7 MATHEMATICS****Semester 2 2017**

<b>Week</b>	<b>Key Concepts/Essential Content</b>	<b>Assessment/Weighting</b>
<b>Term 3</b> <b>Week</b> 1-2	<b>Statistics</b> <ul style="list-style-type: none"> <li>- Calculate mean, median, mode and range</li> <li>- Describe and interpret data</li> </ul>	<b>1: Statistics test</b> <b>(15%)</b>
3-5	<b>Algebra</b> <ul style="list-style-type: none"> <li>- Variables</li> <li>- Algebraic expressions</li> <li>- Substitution</li> <li>- Laws and properties of arithmetic</li> </ul>	<b>2: Algebra test</b> <b>(15%)</b>
6-8	<b>Transformations</b> <ul style="list-style-type: none"> <li>- Translations, reflections and rotations</li> </ul> <b>Angles</b> <ul style="list-style-type: none"> <li>- Corresponding, alternate and co-interior</li> </ul>	<b>3: Transformations investigation</b> <b>(15%)</b>
9-10	<b>Percentages</b> <ul style="list-style-type: none"> <li>- Percentages of quantities</li> </ul> <b>Ratios</b> <ul style="list-style-type: none"> <li>- Recognize and solve problems</li> </ul>	
<b>Term 4</b> <b>Week</b> 1-2	<b>Linear</b> <ul style="list-style-type: none"> <li>- Plot points on the Cartesian plane</li> <li>- Read and plot coordinates</li> <li>- Solve linear equations</li> <li>- Investigate, interpret and analyse graphs</li> <li>- Calculate surface area and volume of cylinders and right prisms</li> </ul>	<b>4: Linear test</b> <b>(15%)</b>
3-4	<b>Angles</b> <ul style="list-style-type: none"> <li>- Triangle and quadrilateral</li> <li>- Classify triangles and quadrilaterals</li> </ul>	
5	<b>Exam week</b>	<b>5: Exam</b> <b>(30%)</b>
6-7	<b>Best buys</b> <ul style="list-style-type: none"> <li>- Investigate and calculate best buys</li> <li>-</li> </ul>	
8-9	<b>Statistics</b> <ul style="list-style-type: none"> <li>- Numerical data</li> <li>- Stem-and-leaf plots</li> <li>- Dot plots</li> </ul>	
10	<b>Revision</b>	

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

There are 5 assessments in semester 1, consisting of three tests, one investigation and one exam, with a total weighing of 90%.

10% is allocated for classwork and homework.

## SCIENCE COURSE OUTLINE SUMMARY 2017

The Science curriculum for 2017 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.

Dennis Majekodunmi  
HOD Science  
Kinross College  
Semester 1 2017

Faculty of Science  
**Year 7 SCIENCE**

**Semester 1 2017**

Topics	Lesson Titles and MLO	Assessment/weightings.
Term 1 Week – 1 Science Toolkit	<ol style="list-style-type: none"> <li>General lab rules and behavioural and academic expectations in science.</li> <li>Science is the study of the natural and the physical world.</li> <li>Scientists use specialised equipment.</li> <li>Scientists take safety precautions.</li> </ol>	Pre-test: Assessing prior knowledge. <b>Science Toolkit.</b>
2	<ol style="list-style-type: none"> <li>Scientists use observations and inferences to answer questions.</li> <li>Science relies on measuring with accuracy.</li> <li>A Bunsen burner is an essential piece of laboratory equipment.</li> </ol>	
3	<ol style="list-style-type: none"> <li>A fair test is a controlled experiment.</li> <li>Graphs and tables are used to show results.</li> <li>Scientific reports communicate findings.</li> </ol>	
4	<ol style="list-style-type: none"> <li>Science as a human endeavour: Science skills are used to solve important problems.</li> <li>Topic review.</li> <li>End of topic test.</li> </ol>	<p>Assessing progress and understanding. End of topic test: <b>Science toolkit.</b> Weighting 15%</p>
5 Mixtures	<ol style="list-style-type: none"> <li>Mixtures are a combination of two or more substances.</li> <li>A solution is a solute dissolved in a solvent.</li> <li>Mixtures can be separated according to their properties.</li> </ol>	Pre-test: Assessing prior knowledge. <b>Mixtures</b>
6	<ol style="list-style-type: none"> <li>Mixtures can be separated according to their size and mass.</li> <li>The boiling points of liquids can be used to separate mixtures.</li> <li>Solubility can be used to separate mixtures.</li> </ol>	
7	<ol style="list-style-type: none"> <li>Science as a human endeavour: Waste water is a mixture that can be separated.</li> <li>Topic review.</li> <li>End of topic test.</li> </ol>	<p>Assessing progress and understanding. End of topic test: <b>Mixture</b> Weighting 15%</p>
8 Water	<ol style="list-style-type: none"> <li>Water can change state.</li> <li>Water cycles through the environment.</li> <li>Factors in nature that affect the water cycle.</li> </ol>	Pre-test: Assessing prior knowledge. <b>Water</b>
9	<ol style="list-style-type: none"> <li>Human management affects the water cycle.</li> <li>Science as a human endeavour: water is a precious resource.</li> <li>Topic review.</li> <li>End of topic test.</li> </ol>	<p>Assessing progress and understanding. End of topic test: <b>Water</b> Weighting 15%</p>
10	<b>Revise on and catch up contents covered during the term.</b>	

Faculty of Science  
**Year 7 SCIENCE**

**Semester 1 2017**

Topics	Lessons Titles and MLO	Assessment/weighting
Term 2 Weeks – 1 Resources	1. Resources on earth are either renewable or non-renewable. 2. Renewable resources can be quickly replaced. 3. Renewable resources can be harnessed to provide energy.	Pre-test: Assessing prior knowledge. <b>Resources.</b>
2	1. Non-renewable resources are limited. 2. Soil is one of our most valuable resources.	
3	Our future depends on the careful management of resources. Science as a human endeavour: Green jobs will increase in the future.	Assessing progress and understanding. End of topic test: <b>Resources.</b>  Weighting 15%
4	Topic review. End of topic test.	
5	Research assignment. Sewage treatment. Time span 2 weeks	Weighting 15%
6	Research assignment. Sewage treatment. Time span 2 weeks	
7	<b>End of Semester 1, - Exams.</b> <b>EXAM WEEK</b> <b>Exam will cover the following topics:</b> - Science Toolkit - Mixtures - Water - Resources.	<b>End of semester 1 exams</b>   Weighting 20%

Faculty of Science  
**Year 7 SCIENCE**  
 Semester 2 2017

Topics	Lesson Titles and MLO	Assessment and weightings.
<b>Term 1</b>  <b>Week 1</b>  <b>Classification</b>	1. Classification organises our world. 2. Living organisms have characteristics in common. 3. Classification keys are visual tools.	Pre-test: Assessing prior knowledge. <b>Classification.</b>
2	1. Classification system continues to change. 2. All organisms can be divided into five kingdoms. 3. Animals that have no skeleton are called invertebrates.	
3	1. Vertebrates can be organised into five classes. 2. Plants can be classified according to their characteristics. 3. Science as a human endeavour: The first Australian Scientists classified their environment.	
4 <b>Interaction between organisms.</b>	1. Topic review. 2. End of topic test. 3. All organisms are interdependent.	<b>Assessing progress and understanding.</b> <b>End of topic test: Classification.</b> <b>Weighting 15%</b> Pre-test: Assessing prior knowledge. <b>Interaction between organisms.</b>
5	1. All organisms have a role in the ecosystem. 2. Food webs can be disrupted. 3. Human activity can affect local habitats.	
6	Science as a human endeavour: Isolated populations can be used as case studies. Science as a human endeavour: Environments can be responsibly managed. Science as a human endeavour: Modern land managers use traditional indigenous techniques.	
7 <b>Forces</b>	1. Topic review. 2. End of topic test. 3. A force is a push or a pull. 4. An unbalanced force causes change.	<b>Assessing progress and understanding.</b> <b>End of topic test: Interactions between organisms.</b> <b>Weighting 15%</b> Pre-test: Assessing prior knowledge: <b>Forces</b>
8	1. Forces can be contact or non-contact. 2. Magnetic fields can apply a force from a distance. 3. Electrostatic forces are non-contact forces.	
9	1. Friction slows down moving objects. 2. Simple machines decrease the amount effort needed to do work. 3. A pulley changes the size or direction of a force.	
10	1. There are different types of machines. 2. Science as a human endeavour: Forces are involved in sports. 3. Topic review. 4. End of topic test. 5.	<b>Assessing progress and understanding.</b> <b>End of topic test: Forces</b> <b>Weighting 15%</b>

Topics	Yr 7 Science Semester 2 Term 2 (Continued) Lesson Titles and MLO	Assessment and weightings.
Term 2 Week 1 Gravity	1. Earth's gravity pulls objects to the centre of the Earth. 2. Gravity keeps planets in orbit around the Sun. 3.	Pre-test: Assessing prior knowledge: <b>Gravity</b> .
2	The moons gravity causes tidal movement. Science as a human endeavour: Scientists work collaboratively to explore microgravity.	Assessing progress and understanding. End of topic test: <b>Gravity</b> . Weighting 15%
3 Earth, Sun and Moon.	Topic review. End of topic test.	
4	The Earth, Sun and Moon interact with each other. The Moon reflects the Sun's light.	Pre-test: Assessing prior knowledge: Earth, Sun and Moon.
5	Seasons are caused by the tilt of the Earth. Science as a human endeavour: Astronomers explore space.	
6	Topic review End of topic test.	Assessing progress and understanding. End of topic test: Earth, Sun and Moon. Weighting 15%
7	<b>End of Semester 2 Exams.</b> <b>Exam week.</b> <b>Exam will cover the following topics:</b> <b>Classification</b> <b>Interaction between organisms</b> <b>Forces</b> <b>Gravity</b> <b>Earth, Sun and Moon.</b>	<b>End of Semester 2 Exams.</b>  <b>Weighting 20%.</b>
8		

# Year 7 Geography: Water in the World + Live-ability

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1	<b>GEOGRAPHY</b>	
Week 1	<b>Setting the scene:</b> <ul style="list-style-type: none"> <li>Class/individual expectations – bookwork set up.</li> <li>Introduction of Geographical Concepts</li> </ul>	
2	<b>Resources</b> <ul style="list-style-type: none"> <li>What is a resource?</li> <li>Renewable and non-renewable</li> <li>Australia’s natural resources</li> </ul>	
3	<b>Water as a resource</b> <ul style="list-style-type: none"> <li>Is water renewable?</li> <li>Water facts</li> <li>Using water</li> </ul>	
4	<b>Using water</b> <ul style="list-style-type: none"> <li>River systems</li> <li>The world’s water</li> <li>Australia’s climate and water</li> </ul>	
5	<b>Do we have enough?</b> <ul style="list-style-type: none"> <li>Water Supplies</li> <li>Water and health</li> </ul>	Topic Test 10%
6	<b>Investigation</b> <ul style="list-style-type: none"> <li>Students explore the importance and scarcity of water in Africa</li> </ul>	Research Task Content 10% Research Component 5%
7	<b>Live-ability</b> <ul style="list-style-type: none"> <li>Where do we live and why?</li> <li>Living by the water</li> <li>The most live-able cities in the world</li> </ul>	
8	<b>Live-able Community Design</b> <ul style="list-style-type: none"> <li>Students actively design their own live-able community o demonstrate their knowledge on this concept</li> </ul>	In class Assessment 10%
9	Understanding the purpose and values of the <b>Australian Constitution.</b> <ul style="list-style-type: none"> <li>What is a constitution?</li> <li>What is the purpose of our constitution?</li> </ul>	
10	<b>Separation of Powers</b> <ul style="list-style-type: none"> <li>What is parliament?</li> <li>What is the executive?</li> <li>What is the judiciary?</li> </ul>	

# Year 7 Civics & Citizenship:

## Designing Our Political & Legal System

### Semester 1 2017

	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 2</b>	<b>Division of power</b>	Research Assessment Content 10%
<b>Week 1</b>	<ul style="list-style-type: none"> <li>What is the role of the local, state and federal governments in Australia?</li> </ul>	Research Component 5%
2	<b>House of Representatives and the Senate</b> <ul style="list-style-type: none"> <li>What is a bicameral parliament?</li> <li>What is the difference between the House of Representatives and the Senate?</li> </ul>	
3	<b>Referendums</b> <ul style="list-style-type: none"> <li>What is a referendum?</li> <li>What is a direct vote?</li> <li>What are some of the important referendums from the past? E.g. 1999 unsuccessful referendum on becoming a republic.</li> </ul>	In Class Assessment 10%
4	<b>Justice</b> <ul style="list-style-type: none"> <li>What is the rule of law?</li> <li>What is a fair trial?</li> <li>What is the right of representation?</li> </ul>	End of Topic Test 10%
5	<b>Completion</b> of both units Geography and Civics & Citizenship	
6	<b>Examination preparation week</b>	
7	<b>Examination</b>	Examination 30%
8	Research skills: <b>Questioning</b> <ul style="list-style-type: none"> <li>Devising a range of questions to assist research</li> <li>Using keyword when researching</li> </ul>	Teacher Feedback
9	Research skills: <b>Using quality sources</b> <ul style="list-style-type: none"> <li>Checking for bias</li> <li>Looking at relevance</li> <li>Using a variety of sources: not just the internet</li> </ul>	Teacher Feedback
10	Research skills: <b>Writing a bibliography</b> <ul style="list-style-type: none"> <li>Using a structured format to record references</li> </ul>	Teacher Feedback



# Year 7 HEALTH & PHYSICAL EDUCATION

## Physical Education

Semester 1 2017

Students will participate in two 7 week programs in Semester 1. Female classes will begin with Basketball in term 1 and conclude with Auskick in Term 2. Male classes will begin with Auskick and conclude with Basketball. All students will commence an athletics program for the remaining weeks of term 2 which will lead into second semester; however this program will not be included in the semester 1 assessment schedule.

Week	Key Skills and Strategies	Assessment/Weighting
1	<p><b>Team building:</b> Working cooperatively</p> <ul style="list-style-type: none"> <li>- Group expectations.</li> <li>- Communication / organization activities &amp; challenges.</li> <li>- Team building / co-operative games.</li> </ul>	<p>Informal assessment of Self-management skills and Interpersonal skills.</p>
2 – 4	<p><b>Fundamental Skills/Strategies</b> – Girls (Basketball), Boys (AFL and basketball)</p> <ul style="list-style-type: none"> <li>- Develop fundamental skills through individual &amp; partner practice, drills and modified games.</li> <li>- Develop basic offensive and defensive game strategy through drills and modified games.</li> </ul> <p># Students will rotate in groups around skill stations.</p>	<p>Informal assessment of focus skills &amp; strategies.</p>
5 - 7	<ul style="list-style-type: none"> <li>- Girls (Basketball), Boys (AFL)</li> <li>– Students select captains and organise themselves into teams.</li> <li>- Commence fixtured games - (application of skills and game strategy)</li> <li>- Umpiring – each team participates in an umpiring roster (application of self-management &amp; interpersonal skills)</li> <li>- Student directed warm-ups and pre-game training. (application of self-management &amp; interpersonal skills)</li> </ul>	<p>Assessment of <b>self-management skills &amp; Interpersonal skills.</b></p> <p style="text-align: center;"><b>30%</b></p> <p>(Practical application)</p>
8 - 10	<p><b>Finals</b> - Girls (Basketball), Boys (AFL)</p> <ul style="list-style-type: none"> <li>- Students run their own warm-ups and training leading into finals.</li> <li>- Students play finals</li> </ul>	<p>Assessment of <b>focus skills &amp; game strategy.</b></p> <p style="text-align: center;"><b>20%</b></p> <p>(Practical application)</p>

# Year 7 HEALTH & PHYSICAL EDUCATION

## Physical Education

Semester 1 2017

Week	Key Skills and Strategies	Assessment/Weighting
Term 2 Week 1 - 3	<p><b>Fundamental Skills/Strategies</b> - Girls AFL, Boys Basketball</p> <ul style="list-style-type: none"> <li>- Develop fundamental skills through individual &amp; partner practice, drills and modified games.</li> <li>- Develop basic offensive and defensive game strategy through drills and modified games.</li> </ul> <p># Students will rotate in groups around skill stations.</p>	<ul style="list-style-type: none"> <li>- Informal assessment of focus skills &amp; strategies, self-management &amp; Interpersonal skills.</li> </ul>
4 - 6	<ul style="list-style-type: none"> <li>- Girls (AFL), Boys (Basketball)</li> <li>- Students select captains and organise themselves into teams.</li> <li>- Commence fixtured games - (application of skills and game strategy)</li> <li>- Umpiring – each team participates in an umpiring roster (application of self-management &amp; interpersonal skills)</li> <li>- Student directed warm-ups and pre-game training. (application of self-management &amp; interpersonal skills)</li> </ul>	<p>Assessment of <b>self-management skills &amp; Interpersonal skills.</b></p> <p style="text-align: right;"><b>30%</b></p> <p>(Practical application)</p>
7	<p><b>Finals</b></p> <ul style="list-style-type: none"> <li>- Students play finals</li> </ul>	<p>Assessment of <b>focus skills &amp; game strategy.</b></p> <p style="text-align: right;"><b>20%</b></p> <p>(Practical application)</p>
8 - 10	<p><b>Athletics:</b></p> <p>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;</p> <ul style="list-style-type: none"> <li>- <b>100m &amp; 200m</b> (sprint events)</li> </ul> <p>Running posture, arm action, leg action, starts &amp; finishes.</p> <ul style="list-style-type: none"> <li>- <b>800m</b> (distance event)</li> </ul> <p>Pace, judgment and tactics.</p> <ul style="list-style-type: none"> <li>- <b>Hurdles</b></li> </ul> <p>Body position, rhythm &amp; stride, arm action and leg action.</p> <ul style="list-style-type: none"> <li>- <b>Relays (shuttle &amp; 4x100m)</b></li> </ul> <p>Baton changes, maintaining speed and acceleration.</p> <ul style="list-style-type: none"> <li>- <b>Long, Triple &amp; High</b> (jump events)</li> </ul> <p>Run-up, take-off, flight and landing phases.</p> <p>Scissor-kick progressing into the flop for high jump.</p> <ul style="list-style-type: none"> <li>- <b>Shotput &amp; Discus</b> (throw events)</li> </ul> <p>Throw technique, weight transfer, body rotation and release.</p>	<ul style="list-style-type: none"> <li>- Assessment of <b>Focus skills.</b></li> <li>- Trial data is recorded for each year and gender group.</li> <li>- Assessment of <b>Self-management skills.</b></li> <li>- Completion of all event trials will indicate participation levels, this will be reflected in their Self-management grade.</li> </ul> <p><b>Trial &amp; participation data collected for athletics will contribute to next semester's grades.</b></p>
<p><b>Note</b> – Students will rotate through the above events which will continue into next term leading up to the Athletics Carnival in week 8.</p>		

# Year 7 HEALTH & PHYSICAL EDUCATION

## Health Education

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 1</b> Week 1	<ul style="list-style-type: none"> <li>- Introduction to Health Education</li> <li>- Standards and expectations</li> <li>- Curriculum Outline for 2017</li> <li>- Getting to know you activity</li> <li>- Introduce topic – CYBER SENSE</li> <li>- Introduce workbook and expectations</li> </ul>	Weighting represents 50% of semester grade. Workbook presentation represents 10% of overall semester grade.
2 - 3	<ul style="list-style-type: none"> <li>- Signs of Cyberbullying.</li> <li>- Understanding of cyberbullying and electronic forms.</li> <li>- Recognising the risks of cyberbullying.</li> <li>- Bullying in the community and your responsibilities.</li> </ul>	
4 – 5	<ul style="list-style-type: none"> <li>- Review weeks 2-3. (Avoiding Cyberbullying)</li> <li>- Reflections of Cyberbullying Issues.</li> <li>- Avoid Cyberbullying.</li> <li>- Your digital reputation.</li> <li>- Maintain good digital reputation.</li> <li>- Recognising what to do if your being bullied.</li> </ul>	
6 – 7	<ul style="list-style-type: none"> <li>- Review weeks 4-5.</li> <li>- Online security (eSecurity).</li> <li>- Protecting yourself.</li> <li>- Covert versus cyberbullying.</li> </ul>	
8	<ul style="list-style-type: none"> <li>- Revision week, overview of CYBERBULLYING</li> <li>- Complete workbook for assessment</li> <li>-</li> </ul>	
9	<ul style="list-style-type: none"> <li>- <b>Complete Topic Test - Assessment</b></li> <li>- Complete student reflection on unit achievement and effort.</li> <li>- Hand Health book to teacher to complete results section</li> <li>- Take Health book home and have parent comment and sign off.</li> </ul>	<b>Topic Test</b> Knowledge and Understanding. (40%)
10	<ul style="list-style-type: none"> <li>- Student reflection on Cyberbullying.</li> <li>- Introduce next terms topic.</li> <li>- Student reflection on first term.</li> <li>- What went well.</li> <li>- On What can we improve.</li> </ul>	

# Year 7 HEALTH & PHYSICAL EDUCATION

## Health Education

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<b>Term 2</b> Week 1	<ul style="list-style-type: none"> <li>- Review previous unit and learning</li> <li>- Introduce topic – basic nutrition</li> <li>- To gain an understanding of what are nutrients:</li> <li>- How to categories food sources</li> </ul>	Weighting represents 50% of semester grade. Workbook presentation represents 10% of overall semester grade.
2 - 3	<ul style="list-style-type: none"> <li>- Nutrition for adolescent growth</li> <li>- Identifying nutrients (what are the key nutrients during adolescents)</li> </ul>	
4 - 5	<ul style="list-style-type: none"> <li>- To gain an understanding of dietary guidelines</li> <li>- The changes as a result of the body growing</li> <li>- Australian Guide to Healthy eating</li> <li>- Analysing healthy eating</li> </ul>	
6 - 7	<ul style="list-style-type: none"> <li>- Understanding food groups</li> <li>- The word DIET and what it means</li> <li>- Reviewing guidelines</li> <li>- Writing a response to guide lines</li> </ul>	
8	<ul style="list-style-type: none"> <li>- Factors affecting food choice</li> <li>- Evaluating Influences on food choice</li> <li>- Advertising and how it influences food choice</li> <li>- Advertising companies and targeting specific groups</li> </ul>	
9	<ul style="list-style-type: none"> <li>- Evaluating your diet</li> <li>- Better food choices</li> <li>- Analysing food information</li> </ul>	
10	<ul style="list-style-type: none"> <li>- <b>Assessment task –</b></li> <li>- <b>Healthy choices</b></li> </ul>	Assessment task on healthy choices Knowledge and understanding (40%)

**Year 7 – HOME ECONOMICS - COOKING****Semester 1 2017**

<b>Week</b>	<b>Key Concepts/Essential Content</b>	<b>Assessment/Weighting</b>
<b>Term 1</b>		
1a	Introduction, groups	
1b	Safety and measurement	
2a	Fruit kebabs	
2b	Breakfast comparison	
3a	Breakfast burrito demonstration	
3b	Breakfast burrito - practical	
4a	Pancakes demonstration	
4b	Pancakes - practical	/10
5a	Muffins demonstration	
5b	Muffins - practical	
6a	Egg theory	
6b	Omelette - practical	/10
7a	Muffins design brief/ Savoury muffin demonstration	Design brief /25
7b	Muffins design brief	
8a	Nachos demonstration	
8b	Nachos practical	
9a	Pitta pizza demonstration	
9b	Pitta pizza - practical	/5

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

**Year 7 – HOME ECONOMICS -COOKING****Semester 1 2017**

<b>Week</b>	<b>Key Concepts/Essential Content</b>	<b>Assessment/Weighting</b>
<b>Term 2</b>		
1a	Rock cakes demonstration	
1b	Rock cakes - practical	
2a	Choc chip biscuits demonstration	
2b	Choc chip biscuits practical	
3a	Pizza demonstration	
3b	Pizza - practical	
4a	Rice cooking practical	
4b	Fried rice - practical	
5a	Vegetable taste test	
5b	Vegetable theory	
6a	Vegetable soup preparation	
6b	Vegetable soup - practical	/10
7a	Oven fries practical	
7b	Theory	Workbooks /25
8a	Bread quiches demonstration	
8b	Bread quiches - practical	/10
9a	Patty cakes demonstration	
9b	Patty cakes - practical	
10a	Food Video	
10b	Quiz	

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

**YEAR 7 INFORMATION TECHNOLOGY****Semester 1 2017**

<b>Week</b>	<b>Key Concepts</b>	<b>Assessment/ Weighting</b>
<b>Term 1</b> <b>Weeks</b> 1-4	<b>Introduction to Computer Aspects</b> Including different types of networks, including wired, wireless and mobile networks. Hardware components of a network. Work with text, visual and audio data.	20%
5-10	<b>Coding Basics – Using Visual blocks.</b> Working with patterns and solving problems using basic mathematical algorithms using a visual interface.	30%
<b>Term 2</b> <b>Weeks</b> 1-2	<b>Introduction to Data Handling</b> Using Excel Spreadsheets students will learn to manipulate and display data.	10%
3-5	<b>Code Input</b> Students will learn some simple syntax, arguments and strings to test their interest in this area.	10%
6-10	<b>Individual Project</b> Students can choose one of three projects to work on including, creating a webpage, a standalone coding project, or a soundtrack for a small video.	30%

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

Faculty of the Arts  
**Year 7 ART**  
 Semester 1 2017

Week	Details	Assessment
<b>Term 1</b> Weeks 1-2	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	Colour wheel using acrylics- What are acrylic paints, types, grades, etc, procedures for painting. Brushes and types - which brushes to use. How to use colour and apply paint to achieve specific effects.	Acrylic colour wheel 5marks
5 -6	Seascape acrylic painting , blending, layers and stepped out in stages.	Acrylic painting 15 marks
7-10	Mambo design Lino Project – designing, carving and printing	Whole print project 40 Marks
<b>Term 2</b> Weeks 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 Cubism 10 marks



Faculty of the Arts  
**Year 7 MUSIC**  
 Semester 1 2017

Outcome Making	Task	Assessment/Weighting
<b>ACAMUM092/093</b> – Music Literacy (Aural/ Theory)	Rhythm <ul style="list-style-type: none"> <li>• Simple time 4/4, 3/ 4, 2/4</li> <li>• Semibreve, minim, crotchet, quaver, semiquaver</li> <li>• Rests</li> </ul> Pitch <ul style="list-style-type: none"> <li>• Major pentatonic</li> <li>• Major scales up to 1 # and 1b</li> <li>• Tonality – major, minor and pentatonic</li> </ul> Dynamics and expression <ul style="list-style-type: none"> <li>• Pianissimo, piano, mezzo piano</li> <li>• Crescendo and decrescendo</li> <li>• Binary, Ternary,</li> <li>• Riff, ostinato, call and response</li> </ul> Timbre <ul style="list-style-type: none"> <li>• Instrumental and vocal types</li> </ul> Texture <ul style="list-style-type: none"> <li>• Unison/monophonic VS melody/homophonic</li> </ul>	Fortnightly quiz <b>(15% overall)</b>
<b>ACAMUM093/095</b> Composition and arranging	Use of conventional notation, specific music terminology and technologies to record and communicate ideas.	<ul style="list-style-type: none"> <li>• Garage band composition (Term 1) <b>(20%)</b></li> </ul>
<b>ACAMUM094/095</b> Practical and Performance skills	<ul style="list-style-type: none"> <li>• Scales</li> <li>• Ensemble Repertoire list</li> <li>• Report from instrumental lessons</li> <li>• Rehearsal behavior and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Scales barriers (Term 1&amp;2) <b>(10%)</b></li> <li>• Mini Concert (Term 1&amp;2) <b>(15%)</b></li> <li>• Ensemble</li> <li>• Instrumental lessons <b>(20%)</b></li> </ul>
Outcome Responding		
<b>ACAMUM097/098</b> Analysis and Content  Response Interpretation Evaluation	<ul style="list-style-type: none"> <li>• The History of Blues music 1900-1930               <ul style="list-style-type: none"> <li>➤ Spirituals and traditional African music</li> <li>➤ Delta blues</li> <li>➤ Mississippi Blues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• History assessment poster (group assignment) <b>(15%)</b></li> <li>• Song analysis <b>(5%)</b></li> </ul>

**Year 7 - DRAMA AND MUSIC**

Semester 1 2017

DRAMA		
Term 1 Making	Activities	Assessment/Weighting
Voice and movement techniques for selected drama forms and styles ( <a href="#">ACADRM043</a> ) Preparation techniques for voice and movement for selected drama forms and styles ( <a href="#">ACADRM043</a> )	<ul style="list-style-type: none"> <li>- Warm-ups</li> <li>- Voice in performance</li> <li>- Mouth, lips and tongue</li> <li>- Physical intuition</li> <li>- Punctuation and thought strategy</li> <li>- Jostling and obstacles</li> <li>- Physicalising language</li> <li>- Body Language</li> </ul>	Performance task 10%
Improvisation conventions (establishing scenarios and role/character) ( <a href="#">ACADRM043</a> ) Script interpretation of a scene or section through the elements of drama to create mood and reinforce themes ( <a href="#">ACADRM040</a> )	<ul style="list-style-type: none"> <li>- Think Quick</li> <li>- Introduction to improvisation</li> <li>- Improvisation exercises</li> <li>- Character types</li> <li>- Elements of Drama</li> <li>- Script interpretation and presentation</li> </ul>	Improvisation task 10%
Drama conventions for selected drama forms and styles ( <a href="#">ACADRM043</a> )	<ul style="list-style-type: none"> <li>- Types of Drama</li> <li>- Commedia – Introduction</li> <li>- Stock Characters</li> <li>- The Lazzi</li> </ul>	Commedia Sequence 10%
Approaches to characterisation (adapting archetypes) ( <a href="#">ACADRM041</a> ) Effective group work processes (problem-solving, listening skills) in drama ( <a href="#">ACADRM042</a> )	<ul style="list-style-type: none"> <li>- Playbuilding</li> <li>- Creating and controlling focus</li> <li>- Scene transition</li> <li>- Creating characters</li> <li>- Stage and audience</li> </ul>	Creating a play 15%
RESPONDING	ACTIVITY	ASSESSMENT
Reflective processes on their own and others' work, the impact on meaning of the use of the elements of drama in performance and general drama terminology and language ( <a href="#">ACADRR04</a> )	<ul style="list-style-type: none"> <li>- Student reflective journal</li> </ul>	Student Journal 5%

**Year 7 DRAMA AND MUSIC**

Semester 1 2017

MUSIC		
Term 2 Making	Activities	Assessment/Weighting
<p>Development of aural skills, aural memory and inner hearing to identify, sing/play back and transcribe pitch and rhythm patterns (<a href="#">ACAMUM092</a>)</p> <p>Aural recognition in short excerpts of specific elements of music (not all content may be relevant to the selected context):</p>	<ul style="list-style-type: none"> <li>- Taiko Drumming</li> <li>- Time and Rhythm</li> <li>- Key Board Skills</li> <li>- Basic music notation</li> <li>- Instrument groups</li> <li>- Major/ Minor sounds</li> </ul>	<p>Aural +Theory Quiz (5%)</p> <p>Keyboard Assessment (5%)</p> <p>Taiko Drum performance (5%)</p>
<p><b>COMPOSING AND ARRANGING</b></p> <p>Use of structured composition tasks to compose and arrange music, experimenting with specific elements of music to explore and develop music ideas (<a href="#">ACAMUM093</a>; <a href="#">ACAMUM095</a>)</p> <p>Use of invented and conventional notation, specific music terminology and available technologies to record and communicate music ideas (<a href="#">ACAMUM095</a>)</p> <p>Development of technical and expressive skills, through practice and rehearsal, of a variety of solo and ensemble music (<a href="#">ACAMUM094</a>; <a href="#">ACAMUM096</a>)</p> <p>Development of ensemble skills, working together to balance and blend tone and volume; and maintain safety, correct posture and technique when using instruments, voices and technologies (<a href="#">ACAMUM094</a>; <a href="#">ACAMUM096</a>)</p>	<ul style="list-style-type: none"> <li>- <b>How to compose own song using garage band.</b></li> <li>- Short group composition with music notation</li> </ul>	<p>Garage band composition 10%</p> <p>Group composition 10%</p>
Responding	Activity	Assessment/Weighting
<p>Identification of, and discussion about, the use of specific elements of music and stylistic features in structured listening activities, using appropriate music terminology (<a href="#">ACAMUR097</a>)</p> <p>Communication of thoughts and feelings about music using given criteria to form and express personal opinions (<a href="#">ACAMUR098</a>)</p> <p>Exploration and discussion of different audience behaviour and performance traditions across a range of settings and musical styles (<a href="#">ACAMUR098</a>)</p>	<ul style="list-style-type: none"> <li>- Musical Elements</li> <li>- Song Analysis of Hip Hop Music</li> <li>- Hip Hop Song Structure and genre</li> <li>- Performance and audience etiquette</li> </ul>	<p>Song analysis 10%</p> <p>Performance review 5%</p>