



**KINROSS
COLLEGE**

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Year 7 Course Outlines

Semester 2 - 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 2 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.

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
August 2017

Faculty of English
Year 7 ENGLISH
 Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/Weighting (%)
Term 3	<u>Novel Study Unit: Chinese Cinderella By Adeline Yen Mah</u> Students consider the purpose of texts and how knowledge of context can influence meaning. (Opportunity exists to study texts set or written in different cultural contexts.)	<i>Ongoing Assessments</i> Spelling 5% Journal Writing 5%
1		
2	Looking at the context of novel and background.	Reading : Cars and Stars : 10%
3	Chinese Cinderella is an autobiography about being unwanted and unloved. Discuss this statement with specific reference to how Adeline is given the impression of being unwanted and unloved. Brainstorm as a class and produce a mind map. Understand that the coherence of more complex texts relies on devices that signal <u>text</u> 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) Cars and Stars: Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	Task 1: 10 % Creating: Activity Booklet OR Extention Research the context of a text and the author/creator of the text, not studied in class. In a presentation, discuss the extent to which your understanding of the text has been influenced by your research and by an awareness of your own personal context.'
4	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)	
5	Analyse how <u>point of view</u> is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764) Spelling: Sound waves. Understand how to use spelling rules and <u>word</u> 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)	Task 2: 10 % In-class short-answer response questions on the characters and theme. Extention : Explain one way in which your reading of a text has been influenced by knowledge of the context in which it was created.
6	Recognise and understand that subordinate clauses embedded within <u>noun</u> groups/phrases are a common feature of written <u>sentence</u> structures and increase the density of information (ACELA1534)	
7	Researching the background of novel and main characters. Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	
8	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a <u>point of view</u> (ACELT1620)	

<p>English (Cont)</p> <p>9</p>	<ul style="list-style-type: none"> • <u>Essay Writing</u> • <i>using evidence-based argument</i> • <i>using appropriate quotation and referencing protocols, using strategies for planning, drafting, editing and proofreading.</i> <p><i>Recognise and analyse the ways that characterisation, events and settings are combined in narratives and discuss the purposes and appeal of different approaches (ACELT1622)</i></p>	<p>Task 3: 10 %</p> <p>Responding: In-class essay.</p> <p><u>Essential Question:</u> <i>How does the main character overcome the hardships that she encounters in her everyday life, as she tries to excel in her academics? How does her family prevent her from achieving her aspirations? How is she made to feel unwanted?</i></p>
<p>10</p>	<p>Review of Novel Study.</p>	

Faculty of English
Year 7 English
 Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/Weighting (%)
<p>Term 4</p> <p>1</p>	<p>Persuasive writing :</p> <p>Persuasive purpose: Appeal to values and emotions</p> <ul style="list-style-type: none"> •Use of a real child’s story •Use of emotive vocabulary choices •Juxtaposition of negative and positive vocabulary choices, e.g. negative: armed-gangs, kill everyone, horrible time and positive: hope, improved health. •Inclusion of extremely disturbing events to build empathy •Image choices showing happy children and adults, presumably happy because of the effect of the program being promoted in the text <p>Persuasive purpose: Appeal to logic</p> <ul style="list-style-type: none"> •Presents a list of reasons followed with some supporting evidence •Use of reasoning, e.g. make a point and support it with evidence <p>Discuss Structure of Persuasive writing</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of <u>subject</u> matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</p>	<p>Task: 10% In-class essay.</p>
<p>2</p>	<p>Persuasive purpose: Direct appeal to reader</p> <ul style="list-style-type: none"> •Pronoun choices, e.g. you •Lower modality is used to soften a direct appeal to the reader, •Statement of behaviours that readers see as the “right thing”. The choice is yours. Questions that invite a response and “right” answer, according to the author’s position, are used <p>Rhetorical question is asked at the end of the text, e.g. Where will your next plastic bottle end up?</p> <p>Exclamations to emphasise a point, e.g. Your bottle may stay there for hundreds of years!</p>	
<p>3</p>	<p>Persuasive in Advertising.</p> <p>Edit for meaning by removing <u>repetition</u>, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)</p>	<p>Task: 10% Create an advertising poster using persuasive techniques.</p>
<p>4</p>	<p>Use a range of software, including <u>word</u> processing programs, to confidently <u>create</u>, edit and publish written and multimodal texts (ACELY1728)</p>	
<p>5</p>	<p>Persuasive purpose: Appeal to intellect through use of evidence</p> <ul style="list-style-type: none"> •Use of anecdote as evidence and example, showing the reader that environmentally friendly practices are plausible because Denzel and his family have achieved them •Use of a timeline to show evidence •Identification of facts used to support the argument, e.g. The very first Earth Day took place on 22 April, 1970. Across the United States, 20 million people celebrated the occasion. •Use of photographs as evidence, e.g. satellite 	

<p>5 Continued</p>	<p>photographs of lights used across the world Persuasive purpose: Appeal to intellect through use of reasoning •Cause-and-effect relationships, e.g. Polar bears are affected by global warming. Rising temperatures are melting their icy habitat. •Comparison and contrast, e.g. These chemicals kill bugs that damage or destroy crops. However, they don't only harm bugs ... Organic fertilisers and pesticides are often better for soil quality and less harmful to the health of humans.</p>	
<p>6</p>	<ul style="list-style-type: none"> • Revision • Review syllabus content. • Review individual strengths and areas for focus. <p>Review time management skills for test conditions.</p>	
<p>7</p>	<p>EXAM WEEK</p>	<p>Exam 30%</p>
<p>8</p>	<p>Looking at historical, social and cultural contexts in our home country and the global world. Researching a student point of view in a text or film. Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or text.</p>	<p>Task Research task.</p>
<p>9</p>	<p>Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)</p>	
<p>10</p>	<p>Review</p>	

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

Year 7 MATHEMATICS

Semester 2 2017

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

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
Semester 2 2017

Faculty of Science
Year 7 SCIENCE
 Semester 2 2017

Topics	Lesson Titles and MLO	Assessment and weightings.
Term 3 Week 1 Classification	1. Classification organises our world. 2. Living organisms have characteristics in common. 3. Classification keys are visual tools.	Pre-test: Assessing prior knowledge. Classification.
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 Interaction between organisms.	1. Topic review. 2. End of topic test. 3. All organisms are interdependent.	Assessing progress and understanding. End of topic test: Classification. Weighting 15% Pre-test: Assessing prior knowledge. Interaction between organisms.
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 Forces	1. Topic review. 2. End of topic test. 3. A force is a push or a pull. 4. An unbalanced force causes change.	Assessing progress and understanding. End of topic test: Interactions between organisms. Weighting 15% Pre-test: Assessing prior knowledge: Forces
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.	Assessing progress and understanding. End of topic test: Forces Weighting 15%

Topics	Year 7 Science Semester 2 (Continued) Lesson Titles and MLO	Assessment and weightings.
Term 4 Week 1 Gravity	<ol style="list-style-type: none"> 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: Gravity.
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: Gravity. 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	End of Semester 2 Exams. Exam week. Exam will cover the following topics: Classification Interaction between organisms Forces Gravity Earth, Sun and Moon.	End of Semester 2 Exams. Weighting 20%
8	Revision	

Faculty of Humanities and Social Sciences

Year 7 – History

(Australian Curriculum History)

Semester Two 2016

Week	Key Concepts and Content	Assessment/Weighting
Term 3 1	Economics: Trade <ul style="list-style-type: none"> • What are exports? • What are imports? • How do exports benefit the Australian economy? 	Assignment 10%
2	Economics: Being money wise <ul style="list-style-type: none"> • What characteristics does a 'money-wise' person have? • What is a mortgage? • What are the benefits of paying off your mortgage as quickly as possible? 	
3	Economics: Work What is work? <ul style="list-style-type: none"> • What types of work are there? • Why is voluntary work important? 	Test: 10%
	HISTORY	
4	Historical Concepts: Perspectives, continuity and change, cause and effect, evidence, empathy and contestability. These concepts are used to investigate and understand the past. Historical Skills: Questioning and researching, analysing, evaluating and communicating and reflecting. Historical inquiry can be described as 'who we are and why we are the way we are'.	Homework & Learning Area Effort
5	DEPTH STUDY ONE: How historians and archaeologists investigate history. <ul style="list-style-type: none"> • Where and when did civilisations in the ancient world develop? • What is the difference between primary and secondary sources? • What is an archaeological dig? 	
6	Sources that are used in an historical investigation <ul style="list-style-type: none"> • Learn how to conduct an investigation • How to use the internet • What are keywords? 	Assessment 10%
7	The importance of conserving the remains of the past <ul style="list-style-type: none"> • What is conservation? • Why is it important to conserve ancient artifacts? 	
8	Research Task: Ancient sites <ul style="list-style-type: none"> - What is the significance of ancient sites? - How do archaeologists find artifacts? - How are these artifacts conserved? - What can we learn from archaeological digs? 	Assessment 15% (Concepts 10% Research 5%)
9	DEPTH STUDY TWO: Medieval Europe <ul style="list-style-type: none"> • Introduction to a specific ancient civilization: Greece, Rome, or Egypt • Geography and government <ul style="list-style-type: none"> ○ What is the significance of the location of this ancient civilization? ○ How was the government structured? 	
10	Investigating an Ancient Civilisation <ul style="list-style-type: none"> • Understand the significant beliefs, values and practices of an ancient civilisation 	

Year 7 – History

(Australian Curriculum History)

Semester Two 2016

Week	Key Concepts and Content	Assessment/ Weighting
Term 4 1	Comparative Essay Students compare life of men, women and children from ancient times to now. In class assessment.	Assessment 10%
2	Ancient Civilisations and Conflict <ul style="list-style-type: none"> • How did ancient civilisations defend themselves? • How was warfare conducted? 	Homework & Learning Area Effort
3	Significant individuals: Charlemagne <ul style="list-style-type: none"> • Why was Charlemagne known as the ‘father of modern Europe’? • Empire maker • Conflict – three decades of war • Role as emperor and as a family man 	
4	Myths, Gods and Oracles <ul style="list-style-type: none"> • What was the importance of religion? • What are myths? Why were myths important? • What is an oracle? 	
5	Death and Funerals & Everyday Life <ul style="list-style-type: none"> • Explain the rituals involved with death • How were funerals conducted? • How important was the afterlife? 	Assessment 15% (10% Concepts 5% Research)
6	Revision / Catch Up Week A task created by individual classroom teacher in consultation with other teachers for students to develop independent research skills.	
7	EXAMINATION WEEK	Examination 30%
8	Ancient Egypt – Tutankhamun <ul style="list-style-type: none"> • Who was Tutankhamun? • What primary sources have been recovered? • Why are they significant? 	Cooperative strategies
9	The Great Pyramids of Egypt <ul style="list-style-type: none"> • Why were the pyramids constructed? • How were they constructed? • What myths surround the pyramids? 	Group work Board game
10	Hieroglyphics / Christmas Activities <ul style="list-style-type: none"> • Investigate hieroglyphics <ul style="list-style-type: none"> ○ How were they used? ○ Why were symbols important? • Christmas Activities 	

*Assignment and test are subject to teacher discretion and may be altered

Faculty of the Arts
Year 7 ART
 Semester 2 2017

Week	Details	Assessment
Term 3 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 5 marks
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
Term 4 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