

AMAROO SCHOOL

Year 7

Unit Outlines

Semester 2, 2023





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Unit Outlines

CORE SUBJECT

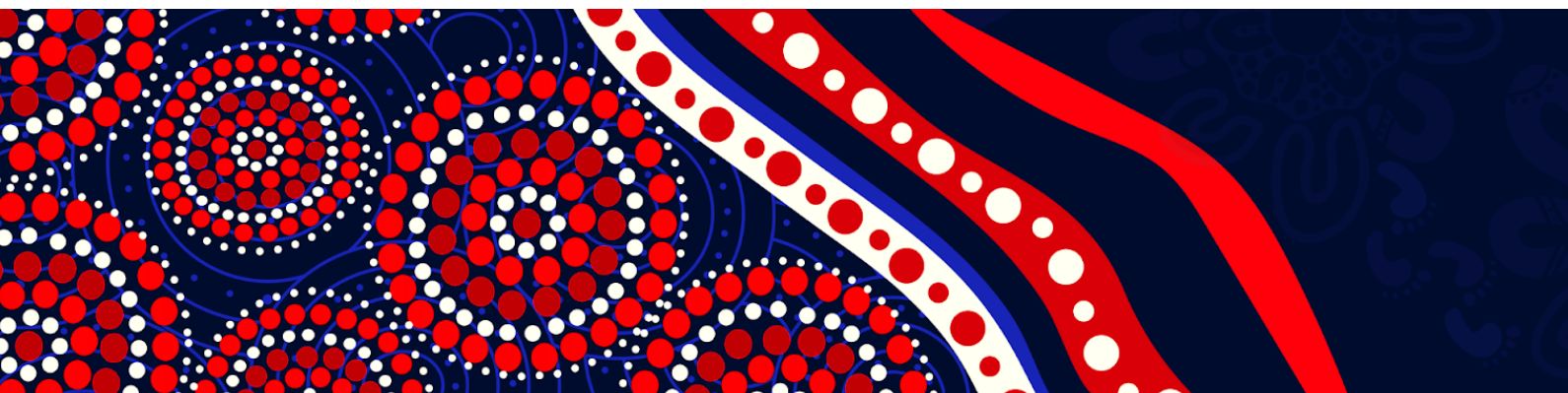
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Assessment Calendar

1. Click this link: [Assessment Calendar](#)
2. In the top left hand corner, type in your child's student number. Don't type 0s at the start of the student number.
3. The number will appear below. Click on it. ***Please ensure you've clicked on the number and the tick appears.***

 12345

Note: Don't type 0's at the start of your student ID

12345 ✓

4. The assessment calendar will then appear.

TERM 3

Assessment due dates shown below are a rough guide only. These dates are subject to change.

| Subject Na... | Ongoing 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 8 | Week 9 | Week 10 |
|------------------------------------|-----------|--------|--------|---------------------------------|---------------------------|----------------------------|-------------------------|--------|-------------------------------------------|---------------------|
| English | | | | | | Comparative Scene Analysis | | | | Creative Response |
| Food Technology - Paddock To Plate | | | | | | | | | | |
| Graphic Design - Marketing | | | | | | Graphic Design Research | | | Success Criteria + Graphic Design Project | |
| Health and PE | | | | | | | | | | Discrimination Task |
| Humanities and Social Science | | | | | Rights and Freedoms Essay | | | | | |
| Mathematics | | | | Parabolas and Other Graphs Test | | | Trigonometry Assignment | | | Probability Test |
| Science | | | | | | Motion Practical Report | | | Motion Test | |



CORE SUBJECTS



English

English

Year 7

In Term 3 students will participate in a novel study unit in which they will listen to and read a class novel. This unit develops the students' knowledge and skills in listening, reading, interpreting, analysing and evaluating literature. They will have the opportunity to form opinions on characters and events, and to communicate their ideas through a structured essay. In Term 4 students will practise explaining and analysing skills through the exploration of poetry and poetic devices. Students will also be learning about visual literacy techniques by considering symbols and colours before illustrating their own interpretation and justifying their artistic choices.

Australian Curriculum Standards

The student:

- Understands how text structures can influence the complexity of a text and are dependent on audience, purpose and context
- Demonstrates understanding of how the choice of language features, images and vocabulary affects meaning
- Explains issues and ideas from a variety of sources, analysing supporting evidence and implied meaning
- Selects specific details from texts to develop own response, recognising that texts reflect different viewpoints
- Understands how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view
- Creates texts showing how language features and images from other texts can be combined for effect.
- Creates structured and coherent texts for a range of purposes and audiences
- Demonstrates understanding of grammar, uses a variety of more specialised vocabulary and accurate spelling and punctuation
- Listens for and explains different perspectives in texts

Assessment Items

| | |
|----------------------------|---------|
| Reading Comprehension Task | Week 5 |
| Essay | Week 10 |
| Poetry Task | Week 7 |



Mathematics

Mathematics

Year 7

Students will cover the following content: algebra, number, statistics and measurement. To become proficient users of mathematics, students will study mathematics using the four proficiencies: understanding, fluency, reasoning and problem-solving.

During Semester 2:

Understanding will focus on students developing an understanding and application of describing patterns with fractions, decimals, and percentages. They will use strategies for computation as well as understand the connections between operations. Fluency includes calculating areas of polygons and solids. Problem-solving includes formulating and modelling practical situations involving number and algebra. Reasoning includes applying number concepts and mathematical arguments to clarify situations and justify responses.

Students regularly use online resources in their mathematics class to complete classwork and/or homework. Students will have access to Education Perfect where learning tasks will address the demands of the Australian Curriculum.

Australian Curriculum Standards

The student:

- Solves problems involving percentages and all four operations with fractions and decimals
- Uses fractions, decimals and percentages, and their equivalences
- Expresses one quantity as a fraction or percentage of another
- Identifies issues involving the collection of continuous data
- Describes the relationship between the median and mean in data displays
- Calculates mean, mode, median and range for data sets
- Calculates mean, mode, median and range for data sets
- Represents numbers using variables
- Connects the laws and properties for numbers to algebra
- Interprets simple linear representations and models authentic information
- Solves simple linear equations and evaluates algebraic expressions after numerical substitution
- Uses formulas for the area and perimeter of rectangles and calculates volumes of rectangular prisms
- Determines the sample space for simple experiments with equally likely outcomes and assigns probabilities to those outcomes

Assessment Items

| | |
|----------------------------------------------------------|---------|
| Fractions and Percentages Assignment | Week 4 |
| Statistics Online Test and In-class Assignment | Week 6 |
| Algebra Test | Week 8 |
| Equations test | Week 12 |
| Measurement and Rounding & Operations with Decimals Test | Week 17 |
| Review of Algebra and Probability Test | Week 19 |



Science

Science

Year 7

Science has three interrelated strands: Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills. This semester students will focus on developing scientific inquiry skills, Biological Science and Earth and Space Science.

Australian Curriculum Standards

The student:

- Explains how the relative positions of Earth, the sun and moon affect phenomena on Earth
- Analyses how the sustainable use of resources depends on the way they are formed and cycle through Earth systems
- Predicts the effect of human and environmental changes on interactions between organisms and classifies and organises diverse organisms based on observable differences
- Describes situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem
- Identifies questions that can be investigated scientifically
- Plans fair experimental methods, identifying variables to be changed and measured
- Selects equipment that improves fairness and accuracy and describes how safety was considered
- Draws on evidence to support conclusions
- Summarises data from different sources, describes trends and refers to the quality of data when suggesting improvements to methods
- Communicates ideas, methods and findings using scientific language and appropriate representations

Assessment Items

| | |
|-------------------------|-------------------|
| Science Fair | Week 5 |
| Classification Poster | Week 9 |
| Endangered Species Task | Week 14 |
| Astronomy Test | Week 17 |
| Classwork | Ongoing/Formative |



Humanities and Social Science

Humanities

Year 7

In Semester Two, students will explore the units of Geography and The Ancient World. In Geography we will look at Water in the World. Students will focus on the many uses of water, its different forms as a resource, cultural uses of water, the ways water connects people and places throughout the world, and environmental issues. Students will develop their understanding of the environment, the impacts on human life, and the different ways people and groups value resources. Students will use their new understanding to create a water profile for a country of their choosing. In History, we will look at The Ancient World with a depth study of one Ancient Civilisation. Students will focus on the social, political, religious, economic, and geographical aspect of the Ancient Civilisation. This unit will develop students' understanding of using sources as evidence, their ability to sequence events, and describe the causes and effects of change and continuity to a group.

Australian Curriculum Standards

The student:

- Explains interconnections between people and places and environments and describes how these interconnections change places and environments
- Describes alternative strategies to a geographical challenge referring to environmental, economic and social factors
- Records and represents data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions
- Interprets and analyses geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions
- Presents findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms
- Proposes action in response to a geographical challenge, taking account of environmental, economic and social factors, and describes the expected effects of proposal
- Explains the role of groups and the significance of particular individuals in society
- Describes the effects of change on societies, individuals and groups
- Develops texts, particularly descriptions and explanations
- Uses historical terms and concepts, incorporating relevant sources, and acknowledging sources of information, when developing texts and organising and presenting findings

Assessment Items

| | |
|-----------------------------|-------------------|
| Country Water Profile | Week 9 |
| Ancient Civilisation Poster | Week 17 |
| Ongoing Classwork | Ongoing/Formative |



Health and Physical Education

Health and Physical Education

Year 7

In Term 3, students will explore the changes and transitions throughout puberty. They will investigate the impact on their own identities and analyse factors that influence their emotional responses. In Term 4 students will explore the effects of drugs, alcohol and caffeine on adolescence health and wellbeing. They will investigate the impact that drugs and alcohol have on themselves and their families and analyse factors that influence decision making during adolescence. Throughout their practical units, students will develop skills in soccer, paddle tennis, softball, volleyball and dance.

Australian Curriculum Standards

The student:

- Evaluates strategies and resources to manage changes and transitions and investigate impact on identities
- Analyses factors that influence emotional responses
- Investigates strategies and practices that enhance own, others' and community health, safety and wellbeing
- Applies personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity
- Demonstrates skills to make informed decisions, and proposes and implements actions that promote own and others' health, safety and wellbeing
- Demonstrates control and accuracy when performing specialised movement sequences and skills
- Applies the elements of movement to compose and perform movement sequences

Assessment Items

| | |
|---------------------------------------|-------------------|
| My Identity, My Life Classwork | Week 10 |
| Ask Advice Assessment | Week 8 |
| Healthy Promotions Activity Classwork | Week 14 |
| Caffeine Assessment | Week 14 |
| Key Sports and Practical Reflections | Ongoing/Formative |
| Dance Assessment | Week 10 |

LANGUAGE & LITERACY



French

Languages

Year 7

This semester students will be given opportunities to develop their French language skills across a range of authentic contexts. Students will learn how to share information about one's family and personal world as well as cultural and social interests. Themes explored during the semester include, the significance of French as a world language, life and culture in francophone countries, and talking about family and sport. The course aims to provide students with an introduction to essential grammar using realistic communicative activities. Students will have opportunities to participate in collaborative learning activities, including projects in which they construct and perform dialogues. Students will also be given opportunities to experience francophone cinema, music, art and food.

Australian Curriculum Standards

The student:

- Uses French to interact with peers, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about self, family and friends
- Describes familiar objects, contexts and experiences, using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance and quantity
- Identifies the significance of French as a world language and the distribution of communities of French speakers in different countries and regions
- Understands that French has its own rules for pronunciation, grammar and non-verbal communication and adjusts language to suit different situations and relationships (for example, formal and informal language, different text types)

Assessment Items

| | |
|----------------------|---------|
| My World, My People | Week 6 |
| Comprehension Test | Week 10 |
| Le Monde Francophone | Week 17 |



Japanese

Languages

Year 7

This semester students will continue to explore how to share information and experiences about their personal world using the Japanese language. Topics include: My Family, My Town and Food in Japan. Students will learn about family structures in Japan and compare them to their own families. They will describe their town and learn about cities in Japan. Students will also explore local products and souvenirs from some of Japan's major tourist spots. We will end the semester with a unit exploring eating etiquette and food in Japan and learn the practical skills of ordering food, table manners and Japanese money. Throughout the semester students will have the opportunity to experience Japanese cooking, calligraphy and other cultural activities.

Australian Curriculum Standards

The student:

- Identifies key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities
- Explains how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions
- Produces short sentences involving nouns, common counter classifiers and adjective, noun and verb predicates
- Structures sentences using correct word order, and links information using conjunctions
- Understands and uses adjectives
- Uses gestures and formulaic expressions appropriately
- Asks for assistance and clarification

Assessment Items

| | |
|----------------------|---------|
| Family Test | Week 3 |
| My Town Presentation | Week 10 |
| Restaurant Role Play | Week 15 |



AmFlex Literacy

AMFLEX

Year 7

AmFlex Functional Literacy provides students with targeted literacy support. Students engage in individualised programs. They receive targeted support to achieve their goals. The emphasis is on “learning how to learn” with explicit teaching of the skills that make a good learner. AmFlex provides students with targeted literacy and numeracy support. Students will also develop their skills with regard to drafting, research, presentation, planning, time management and wellbeing.

Australian Curriculum Standards

The student:

- Understands how content can be organised using different text structures depending on the purpose of the text
- Uses phonics and word knowledge to fluently read more complex words
- Listens to others' views and responds appropriately using interaction skills
- Fluently reads texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words
- Listens for and shares key points in discussions
- Includes writing and images in texts, to express and develop in some detail, experiences, events, information, ideas and characters
- Demonstrates understanding of grammar and chooses vocabulary and punctuation appropriate to the purpose and context of writing
- Uses knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately
- Re-reads and edits writing, checking work for appropriate vocabulary, structure and meaning
- Creates texts that show understanding of how images and detail can be used to extend key ideas
- Demonstrates understanding of grammar, selects vocabulary from a range of resources and uses accurate spelling and punctuation, re-reading and editing work to improve meaning

Assessment Items

Portfolio

Ongoing/Formative

ARTS & TECHNOLOGY ROTATION



Art

Arts

Year 7

This is an introductory course in Visual Art. This unit explores the elements and principles of visual design while experimenting with a variety of media in art-making. Students will develop skills using different techniques and processes that may include: drawing, painting, and ceramics.

Australian Curriculum Standards

The student:

- Identifies and analyses how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in art making
- Plans art making in response to exploration of techniques and processes used in the artworks created by self and others
- Demonstrates use of visual conventions, techniques and processes to communicate meaning in artworks

Assessment Items

| | |
|-----------------|-------------------|
| Practical | Ongoing/Formative |
| Monster ceramic | Week 6 |
| Visual Journal | Week 9 |



Beginner Band

Arts Year 7

In Beginner Band students will have the opportunity to develop skills on a chosen band instrument. They will also develop their music reading skills and will rehearse in sections and as a whole band. They will learn the correct techniques for playing the individual instruments and will have opportunities to perform as a band. Students will be taking part in theory tasks throughout the semester, including composing music individually and in small groups.

Australian Curriculum Standards

The student:

- Identifies and analyses how the elements of music are used in different styles and applies this knowledge in performances and compositions
- Evaluates musical choices made by self and others from different cultures, times and places to communicate meaning as performers and composers
- Interprets, rehearses and performs songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills
- Uses aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music performed and composed

Assessment Items

| | |
|-------------------------|-------------------|
| Theory Test | Week 7 |
| Solo | Week 9 |
| Group Rehearsals | Ongoing/Formative |
| Small Group Composition | Week 14 |
| Solo | Week 15 |



Dance

Arts

Year 7

In this subject, students will explore dance as an art form through choreography, performance and appreciation. They will make and respond to dance and build their awareness of the body. Students will extend their understanding and use of action, space, time and energy. Students will learn basic steps, choreograph their own dances in groups, and develop their coordination in dance games.

Australian Curriculum Standards

The student:

- Identifies and analyses the elements of dance, choreographic devices and production elements in dances in different styles and applies this knowledge in dances personally made and performed
- Choreographs dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent
- Choreographs and learns dances, and performs them with confidence and clarity, and with technical and expressive skills appropriate to the dance style

Assessment Items

Practical Workshops

Ongoing/Formative

Theory Assessment

Week 8



Drama

Arts

Year 7

This rotational subject is an introduction to Drama. Students will learn about improvisation, theatre sports and physicality while applying the elements of Drama. Students will be given an opportunity to make and perform improvised and scripted drama, as well as analyse stage and screen performances.

Australian Curriculum Standards

The student:

- Collaborates to devise, interpret and perform drama
- Applies knowledge of dramatic elements in what is made and performed
- Uses performance skills and design elements to shape and focus theatrical effect for an audience
- Identifies and analyses how the elements of drama are used, combined and manipulated in different styles

Assessment Items

| | |
|----------------------------|-------------------|
| Weekly theory classwork | Ongoing/Formative |
| Weekly practical classwork | Ongoing/Formative |
| Group Improvisation | Week 5 |
| Group Performance | Week 7 |



Media

Arts

Year 7

In this Media Unit students design and create a narrative for a Superhero. They design a storyboard, and use video editing software to create an intro to a Superhero film or television show. Students will also learn about mise en scene and analyse a clip outlining representations and how points of view are portrayed.

Australian Curriculum Standards

The student:

- Uses genre and media conventions and shapes technical and symbolic elements for specific purposes and meaning
- Collaborates with others in design and production processes, and controls equipment and technologies to achieve intentions

Assessment Items

Storyboards

Week 5

Editing

Week 8

Classwork

Ongoing/Formative



Music

Arts

Year 7

Students will develop their understanding of the elements of music and how they fit together to create music. They will have the opportunity to compose music using both standard notation and graphic scoring. Students will use guitars, keyboards and untuned percussion instruments to create their compositions.

Australian Curriculum Standards

The student:

- Identifies and analyses how the elements of music are used in different styles and applies this knowledge in performances and compositions
- Manipulates the elements of music and stylistic conventions to compose music
- Uses aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music performed and composed
- Evaluates musical choices made by self and others from different cultures, times and places to communicate meaning as performers and composers

Assessment Items

| | |
|-----------------|-------------------|
| Theory Test | Week 7 |
| Composition | Week 9 |
| Music Portfolio | Ongoing/Formative |



Food Technology

Technology

Year 7

In year 7 Food Technology students will learn about basic food handling procedures including hygiene. They will use a range of kitchen equipment and utensils to create a variety of recipes. Students will also be able to learn about teamwork and will be able to take the skills they have learnt in class, home.

Australian Curriculum Standards

The student:

- Creates designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities
- Creates and adapts design ideas, makes considered decisions and communicates to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques
- Applies project management skills to document and use project plans to manage production processes
- Independently and safely produces effective designed solutions for the intended purpose

Assessment Items

Cooking at Home Assignment

Week 6

Classwork

Ongoing/Formative

Practical Cooking

Ongoing/Formative



Mixed Technology

Technology

Year 7

Students will explore Woodwork and Metalwork techniques and processes. They will design and manufacture a number of small projects using a variety of tools and machinery in the workshop

Australian Curriculum Standards

The student:

- Explains factors that influence the design of products, services and environments to meet present and future needs
- Explains how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts
- Creates designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities
- Applies project management skills to document and use project plans to manage production processes

Assessment Items

| | |
|-----------|--------|
| Project 1 | Week 6 |
| Project 2 | Week 7 |
| Project 3 | Week 9 |



STEM

Technology

Year 7

STEM is a hands-on, inquiry based subject where students will develop questions and explore ideas to solve real world problems. Students will learn how to use a range of tools, techniques, and processes. They will also learn how to use relevant technologies to develop solutions to a wide variety of problems related to their present and future needs and aspirations.

Australian Curriculum Standards

The student:

- Develops criteria for success, including sustainability considerations, and uses these to judge the suitability of ideas and designed solutions and processes
- Creates and adapts design ideas, makes considered decisions and communicates to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques
- Applies project management skills to document and use project plans to manage production processes
- Independently and safely produces effective designed solutions for the intended purpose

Assessment Items

| | |
|--------------------------|--------|
| Design Process Task | Week 4 |
| Independent Project Task | Week 8 |