

# Year 7 Curriculum @ Mansfield SHS



*Quality learning in a caring environment.*

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# Curriculum Overview Years 7 – 9

## Mainstream timetable

Year 7		Year 8		Year 9	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English					
Maths					
Science					
History/ Civics and Citizenship	Geography/ Business and Economics	History/ Civics and Citizenship	Geography/ Business and Economics	History	HPE
HPE	Language (French /Japanese)	HPE	Language (French /Japanese)	Elective	Elective
<b>ARTS Elective</b>	<b>TECHNOLOGIES Elective</b>	<b>ARTS Elective</b>	<b>TECHNOLOGIES Elective</b>	Elective	Elective

<b>ARTS Elective Options:</b>	<b>TECHNOLOGIES Elective Options:</b>
Art Drama Media Music	Design Tech Digital Tech Fibre Tech Food Tech Industrial Tech

*NOTE: year 7 -8 semester offerings will change slightly depending on class timetabling, teaching and physical resources.*

## French Immersion timetable

Year 7		Year 8		Year 9	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English					
Immersion Maths					
Immersion Science					
Immersion History/ Civics and Citizenship	Immersion Geography/ Business and Economics	Immersion History/ Civics and Citizenship	Immersion Geography/ Business and Economics	History	HPE
Immersion HPE	French	Immersion HPE	French	French	French
<b>ARTS Elective</b>	<b>TECHNOLOGIES Elective</b>	<b>ARTS Elective</b>	<b>TECHNOLOGIES Elective</b>	Elective	Elective

## Accelerando Excellence Timetable

Year 7		Year 8		Year 9	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English					
Maths					
Science					
History/ Civics and Citizenship	Geography/ Business and Economics	History/ Civics and Citizenship	Geography/ Business and Economics	History	HPE
HPE	Language (French /Japanese)	HPE	Language (French /Japanese)	Elective	Elective
Music	<b>ARTS or TECHNOLOGIES Elective</b>	Music	<b>ARTS or TECHNOLOGIES Elective</b>	Elective	Elective

*Accelerando students can choose from either Arts or Technologies bundle of subjects for their elective semester unit.*

## Technology Integrated Curriculum (TIC) timetable

Year 7		Year 8		Year 9	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English					
Maths					
Science					
History/ Civics and Citizenship	Geography/ Business and Economics	History/ Civics and Citizenship	Geography/ Business and Economics	History	HPE
HPE	Language (French /Japanese)	HPE	Language (French /Japanese)	Elective	Elective
<b>ARTS or Technology Elective</b>	Digital Technology	<b>ARTS or Technology Elective</b>	Digital Technology	Elective	Elective

# Curriculum Snapshot

## Mainstream Year 7

Key Learning Area			Time Studied
English			3 periods per week
Maths			3 periods per week
History/ Civics and Citizenship			3 periods per week for 1 semester
Geography/ Business Economics			3 periods per week for 1 semester
Languages	French or Japanese		3 periods per week for 1 semester
Health and Physical Education			3 periods per week for 1 semester
Student development Program (SDP)			1 period per week
Mansfield Activity Program (MAP)			1 period per week
Science			3 periods per week
Arts	Music Art Drama Media	Students will have the opportunity to study two of the Arts across years 7 and 8. <i>Not all subjects will be offered in each semester and this will be dependent upon staffing, rooming and student interest.</i>	3 periods per week for 1 semester
Technologies	Digital Technology Food Technology Fibre Technology Industrial Technology	Students will have the opportunity to study two of the Technology subjects across years 7 and 8. <i>Not all subjects will be offered in each semester and this will be dependent upon staffing, rooming and student interest.</i>	3 periods per week for 1 semester

<b>DESIGN TECHNOLOGY</b>			
<b>Subject code:</b>	DT071 / DT072	<b>Subject department:</b>	Industrial Technology and Design (ITD)
<b>Units of Study</b>	Unit 1 Introduction to The Design Process Unit 2 Techniques for Communication Unit 3 Designing for Others Unit 4 Concept to Construction (Peg Board Game)		
<b>Unit Description</b>	<p><b>Unit 1 Introduction to The Design Process</b> Students will be introduced to the processes needed in the creation of designed solutions for services, products and environments.</p> <p><b>Unit 2 Techniques for Communication</b> Students will utilise learned sketching techniques and Computer Aided Design (CAD) programs to communicate ideas and evaluate design suitability.</p> <p><b>Unit 3 Designing for Others</b> Students will respond to feedback from others and evaluate design processes used and designed solutions developed. They will evaluate the advantages and disadvantages of design ideas and technologies to create simple prototypes.</p> <p><b>Unit 4 Concept to Construction (Peg Board Game)</b> Students will undertake basic workshop operations to complete a self-designed Peg Board Game.</p>		
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Symbolising and explaining ideas and solutions.</li> <li>• Analysing problems and information.</li> <li>• Using design and systems thinking to generate design ideas and communicating these to a range of audiences.</li> <li>• Generating prototype-solutions that assess the accuracy of predictions.</li> <li>• Evaluating and refining ideas and solutions to make justified recommendations.</li> <li>• Making decisions about and using mode-appropriate features, language and conventions to communicate development of problem solutions.</li> </ul>		
<b>Assessment</b>	Assessment instruments will include: <ul style="list-style-type: none"> <li>• Assessment for Design Technology will include Designed Solutions and Project Folios</li> </ul>		
<b>Other relevant subject info.</b>			

<b>DIGITAL TECHNOLOGY</b>			
<b>Subject code:</b>	DIG071 / DIG072	<b>Subject department:</b>	Information Technology
<b>Units of Study</b>	Unit 1 Understanding Digital Technologies Unit 2 Creating Digital Solutions		
<b>Unit Description</b>	<p><b>Unit 1 Understanding Digital Technologies</b> Students develop an understanding of what happens behind the scenes when they access desktop applications and websites at home and school.</p> <p><b>Unit 2 Creating Digital Solutions</b> Students develop creative and computational thinking skills to solve the problem of defining, designing, implementing and evaluating a digital solution that meets specific requirements.</p>		
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• Integrated computer-based activities eg. codesters</li> <li>• Project based learning eg. creating websites, apps</li> <li>• Group problem-solving activities and collaborative tasks eg. robots</li> <li>• Brainstorming creative ideas eg. game development</li> <li>• Creative design with technology eg. Photoshop, storyboarding</li> </ul>		
<b>Assessment</b>	<p>Assessment instruments will include:</p> <ul style="list-style-type: none"> <li>• Exam.</li> <li>• Project.</li> </ul>		
<b>Other relevant subject info.</b>	<p>More than 90% of Australia's current workforce will need digital skills to perform their roles in the next 2-5 years and 60% of Australian students are studying or training for jobs that will be largely automated in the near future. (Source: Foundation for Young Australians, 2015, The new work order: ensuring young Australians have skills and experience for the jobs of the future, not the past, viewed 29 September 2015.)</p>		

<b>DRAMA</b>			
<b>Subject code:</b>	DRA071 / DRA072	<b>Subject department:</b>	The Arts
<b>Units of Study</b>	Unit 1 Storytelling Unit 2 Basic Skills of Improvisation		
<b>Unit Description</b>	<p><b>Unit 1 Storytelling</b> Students will identify how the elements of drama are used, combined and manipulated to create dramatic works of art. They will apply their gained knowledge and understanding to make, shape and perform drama.</p> <p><b>Unit 2 Improv</b> Students will collaborate as an ensemble to devise and interpret drama. They will manipulate narrative and structure to control and communicate meaning. They will develop skills in making and accepting offers to develop spontaneous and creative works of art.</p>		
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• Explore, examine and understand the elements of drama through practical workshops.</li> <li>• Group problem-solving activities and collaborative tasks.</li> <li>• Develop skills of performance with a focus on energy and belief.</li> <li>• Develop an understanding of the basics of stagecraft.</li> <li>• Devise original and creative performances.</li> </ul>		
<b>Assessment</b>	<p>Assessment instruments will include:</p> <ul style="list-style-type: none"> <li>• Present and perform a scripted drama.</li> <li>• Devise and make an improvisation from a given stimulus.</li> </ul>		
<b>Other relevant subject info.</b>			



<b>ENGLISH</b>			
<b>Subject code:</b>	ENG071 / ENG072	<b>Subject department:</b>	ENGLISH
<b>Units of Study</b>	Unit 1 Persuasion Unit 2 Prose Study Unit 3 Essay Writing – Ned Kelly Unit 4 Representations of Australian Children		
<b>Unit Description</b>	<p><b>Unit 1 Persuasion</b>            Students will be introduced to the ways in which persuasive techniques are used within the wider community to promote a variety of charities and causes. They will be encouraged to experiment with a variety of written forms in order to develop quality writing skills. Students will begin to utilise self/ peer editing processes as well as establish effective research strategies. There will be an emphasis in laying the groundwork for a collegial learning environment.</p> <p><b>Unit 2 Prose Study</b>            Students will study a class novel with a focus on plot development and characterisation. As a culmination of the unit they will write an imaginative response (a plot change of direction). Students will study the aspects of a novel – plot, setting, characters, theme and style as well as the use of figurative language and reader positioning. They will continue to familiarise themselves with the writing process – drafting and editing their work in consultation with their peers and teacher.</p> <p><b>Unit 3 Essay Writing – Ned Kelly</b>            Students will examine a variety of texts and analyse whether Ned Kelly was a hero, villain or victim. They will provide evidence to support their analysis and be guided in synthesising information and structuring an argumentative essay.</p> <p><b>Unit 4 Representations of Australian Children</b>            Students will reflect on the representations of Australia and Australians in children’s films (including animated films). They will be explicitly taught the film review genre and will complete a review of a class film for assessment.</p>		
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Communicating with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments.</li> <li>• Engaging with a variety of texts for enjoyment.</li> <li>• Listening to, reading, viewing, interpreting, evaluating and performing a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.</li> <li>• Developing their understanding of how texts, including media texts, are influenced by context, purpose and audience.</li> </ul>		
<b>Assessment</b>	Assessment instruments will include: <ul style="list-style-type: none"> <li>• Written assignments.</li> <li>• Multimodal presentations.</li> <li>• Class exams.</li> </ul>		
<b>Other relevant subject info.</b>			

<b>FIBRE TECHNOLOGY</b>			
<b>Subject code:</b>	TEX071	<b>Subject department:</b>	Food and Fibre Technology
<b>Units of Study</b>	Unit 1 Creating with Textiles		
<b>Unit Description</b>	<p><b>Unit 1 Creating with Textiles</b></p> <p>Students will create a textile design solution to a problem. They will analyse the properties and sources of textile fibres and fabrics. Students will investigate sustainable textile production practices. They will develop a range of practical textile techniques and skills to create a product of their own design. Students will evaluate their work practices, management, and end product.</p>		
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• Investigate fundamental textile knowledge regarding fibre classification and fabric construction and the application of their suitability for end use.</li> <li>• Practise design techniques and create annotated diagrams.</li> <li>• Use sewing machines and other tools effectively and safely</li> <li>• Execute a design solution by practically producing a textile item.</li> </ul>		
<b>Assessment</b>	<p>Assessment instruments will include:</p> <ul style="list-style-type: none"> <li>• Design folio which records the process of developing a textile solution to a specific problem.</li> <li>• Practical production of a textile item.</li> </ul>		
<b>Other relevant subject info.</b>	<p>This unit of work will be studied for the duration of one semester. Students may be expected to provide fabric for the production of a textile item which they will design.</p>		

<b>FOOD TECHNOLOGY</b>			
<b>Subject code:</b>	FDS071 / FDS072	<b>Subject department:</b>	Food and Fibre Technology
<b>Units of Study</b>	Unit 1 Food Foundations		
<b>Unit Description</b>	<p><b>Unit 1 Food Foundations</b></p> <p>Students will plan and practically prepare a variety of quality and nutritious food items using a range of techniques. They will investigate and justify recipe/dietary modifications to enhance health benefits. Students will generate, test and communicate design ideas to create a solution to a specific problem. Students will evaluate their work practices, management, and end product.</p>		
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• Developing a range of cookery techniques and skills to prepare food suitable for family meals and snacks.</li> <li>• Apply the Australian Guide to Healthy Eating to make healthy food choices.</li> <li>• Explore variations in basic recipes.</li> <li>• Recognise and understand the functions of food and their nutritive value.</li> <li>• Explore sustainable practices in food preparation.</li> </ul>		
<b>Assessment</b>	<p>Assessment instruments will include:</p> <ul style="list-style-type: none"> <li>• Design folio which records the process of developing a food solution to a specific problem.</li> <li>• Practical cooking activities.</li> </ul>		
<b>Other relevant subject info.</b>	<p>This unit of work will be studied for the duration of one semester. Students will be expected to participate in weekly practical cookery lessons using ingredients provided from home.</p>		

<b>FRENCH</b>			
<b>Subject code:</b>	FRE071	<b>Subject department:</b>	Languages
<b>Units of Study</b>	Unit 1 Self-Introduction Unit 2 Self-Introduction		
<b>Unit Description</b>	<p><b>Unit 1 Self-Introduction</b> Students will learn greetings and self-introductory language and be able to introduce themselves to their peers and talk about such things as their interests, nationalities, where they live and more. Students will also be exposed to a variety of dialogues where they will hear other people talk about themselves in the target language.</p> <p><b>Unit 2 Self-Introduction</b> Students will continue to learn self-introductory language and will develop their reading and writing skills in French. Students will be able to extend on their knowledge of self-introductory language and culture through a variety of genres such as emails.</p>		
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• The four macro skills of reading, writing, listening and speaking.</li> <li>• Integrated and specific computer-based activities to enhance language learning.</li> <li>• Interpretation of unfamiliar texts.</li> <li>• Enrichment activities which expose students to French culture.</li> <li>• Connecting and interacting with peers in French.</li> <li>• Food tasting to expose students to French cuisine and culture.</li> </ul>		
<b>Assessment</b>	<p>Assessment instruments will include:</p> <ul style="list-style-type: none"> <li>• Speaking Exam.</li> <li>• Listening Exam.</li> <li>• Reading Exam.</li> <li>• Writing Exam.</li> </ul>		
<b>Other relevant subject info.</b>			

<b>GEOGRAPHY / BUSINESS &amp; ECONOMICS</b>			
<b>Subject code:</b>	HUM071	<b>Subject department:</b>	Humanities
<b>Units of Study</b>	Unit 1 Geography: Water in the World Unit 2 Geography: Improving Liveability Unit 3 Business & Economics: Consumers and Producers in the Market		
<b>Unit Description</b>	<p><b>Unit 1 Water in the World</b>            Students will learn about the importance of water as a resource. They will understand the problems of water scarcity in the world, They will also look in detail at the causes of the Brisbane Flood of 2011.</p> <p><b>Unit 2 Improving Liveability</b>            Students will learn about the factors which can make places more liveable or less liveable. They will complete a Field Report analysing features of our local area and proposing actions to improve its liveability.</p> <p><b>Unit 3 Consumers and Producers in the Market</b>            Students will develop their understanding of economics and business concepts by exploring what it means to be a consumer and a producer in the market and the relationship between these groups.</p>		
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Measuring their own ecological footprint.</li> <li>• Conducting geographic field work and data collection.</li> <li>• Analysing geographical data.</li> <li>• Presenting geographical data in maps and graphs.</li> <li>• Proposing and justifying actions to improve the local area.</li> <li>• Group problem-solving activities and collaborative tasks.</li> <li>• Interpreting supply and demand graphs to better understand real world markets.</li> </ul>		
<b>Assessment</b>	Assessment instruments will include: <ul style="list-style-type: none"> <li>• Unit 1: in class short answer knowledge and understanding and source analysis test.</li> <li>• Unit 2: research task to evaluate the legacy of Roman emperor Augustus.</li> <li>• Unit 3: in class short answer knowledge and understanding test.</li> </ul>		
<b>Other relevant subject info.</b>	Students will be given access to relevant chapters from <i>Geography Alive 7</i> textbook and the <i>Education Perfect</i> interactive online learning platform		

<b>HEALTH AND PHYSICAL EDUCATION</b>			
<b>Subject code:</b>	HPE071 / HPE072	<b>Subject department:</b>	Health & Physical Education
<b>Units of Study</b>	Unit 1a Theory Overcome Bullying and Creating Healthy Friendships Unit 1b Practical Large Ball sports Unit 2a Theory Growth and Development Unit 2b Practical Small Ball Sports		
<b>Unit Description</b>	<p><b>Unit 1a Theory Overcome Bullying and Creating Healthy Friendships</b>            Year 7 students attending Mansfield State High will learn to develop an understanding of what bullying is and what steps they can use to manage, cope with or avoid where possible the negative effects of bullying.</p> <p><b>Unit 1b Practical Large Ball Skills</b>            The Physical activities the students are involved in for this term in year 7 will develop their skills and confidence for modified sports and games predominately played with a large ball. Students will firstly learn a range of skills for any of a variety of games and sports, and then develop those skills in drills and modified games. The students will then be actively involved in competitive game play.</p> <p><b>Unit 2a Theory Growth and Development</b>            Year 7 students attending Mansfield State High will learn about the different physical stages of puberty, specifically; what organs from the endocrine system causes these physical changes to occur, what hormones are created within the male and female bodies that make them so different to each other, the anatomy of the human reproductive systems, the female ovulation and menstruation cycle and what physical and emotional changes pre-adolescents can expect to occur to them throughout the various stages of puberty.</p> <p><b>Unit 2b Practical Small Ball Skills</b>            The main physical activities year 7 students will be assessed on this term are activities such as cricket to demonstrate small ball skills and athletics.</p>		
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Classroom expository learning.</li> <li>• Integrated and specific computer-based activities.</li> <li>• Independent research activities.</li> <li>• Group problem-solving activities and collaborative tasks.</li> <li>• Students demonstrate control and accuracy when performing specialised movement sequences and skills.</li> <li>• Modified games and sports.</li> </ul>		
<b>Assessment</b>	Assessment instruments will include: <ul style="list-style-type: none"> <li>• Knowledge, investigating and reflecting to create a brochure.</li> <li>• Extended written response to questions and stimulus supervised written exam.</li> <li>• Modified games and sports.</li> </ul>		
<b>Other relevant subject info.</b>			

<b>HISTORY / CIVICS &amp; CITIZENSHIP</b>			
<b>Subject code:</b>	HUM072	<b>Subject department:</b>	Humanities
<b>Units of Study</b>	Unit 1 History: Ancient China Unit 2 History: Ancient Rome Unit 3 Civics: Australia's Government and Democracy		
<b>Unit Description</b>	<p><b>Unit 1 Ancient China</b>            Students will be introduced to the key concepts of studying history such as continuity and change, measuring time, archaeology, and types of historical sources. They will apply these concepts to a study of the key features of the Ancient Chinese civilisation.</p> <p><b>Unit 2 Ancient Rome</b>            Students will undertake an independent investigation into the legacy of Roman Emperor Augustus. By finding and analysing primary and secondary sources students will develop an evidence based judgement about whether Augustus was a great leader. They will learn the importance of organising and evaluating historical sources and justifying their conclusions using evidence in well-constructed paragraphs.</p> <p><b>Unit 3 Australia's Government and Democracy</b>            Students will explore key features of Australia's system of government and explores how this system aims to protect all Australians. Students will examine the Australia Constitution and how its features, principles and values shape Australia's democracy.</p>		
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Planning and conducting independent research activities.</li> <li>• Collecting and organising evidence relevant to a historical inquiry.</li> <li>• Critically analysing and evaluating historical sources.</li> <li>• Justifying judgements using evidence and examples from sources in well-constructed paragraphs.</li> <li>• Using timelines to represent events and periods in visual form.</li> <li>• Debating issues facing Australian government.</li> <li>• Simulating the referendum process and the fair trial process.</li> </ul>		
<b>Assessment</b>	Assessment instruments will include: Unit 1: in class short answer knowledge and understanding and source analysis test. Unit 2: research task on Roman Emperor Augustus. Unit 3: in class short answer knowledge and understanding test.		
<b>Other relevant subject info.</b>	Students will be given access to relevant chapters from <i>History Alive 7</i> textbook and the <i>Education Perfect</i> interactive online learning platform.		

<b>INDUSTRIAL TECHNOLOGY</b>			
<b>Subject code:</b>	IT071 / IT072	<b>Subject department:</b>	Industrial Technology and Design (ITD)
<b>Units of Study</b>	Unit 1 Introduction to Materials Unit 2 Graphical Communication Unit 3 Junior Engineers Unit 4 Illuminating Circuits		
<b>Unit Description</b>	<p><b>Unit 1 Introduction to Materials</b>            Students will be introduced to basic fabrication materials to develop solutions to simple design problems. These will include wood, metal and plastics.</p> <p><b>Unit 2 Graphical Communication</b>            Students will use a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They will use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments.</p> <p><b>Unit 3 Junior Engineers</b>            Students will be introduced to fundamental principles around engineering mechanics, statics and dynamics. Students will develop skills around how to recognise and describe engineering problems, concepts and principles (Newton's three laws, force, mass, matter, etc.).</p> <p><b>Unit 4 Illuminating Circuits</b>            Students will gain a basic understanding of systems used in the electronics industry. They will use this to complete a soldering exercise as part of a lighting solution.</p>		
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Workshop expository learning.</li> <li>• Integrated and specific computer-based activities.</li> <li>• An introduction to the Design Process.</li> <li>• An introduction to Basics of Engineering Principles.</li> <li>• Practical based activities in wood, metal and plastics.</li> </ul>		
<b>Assessment</b>	Assessment instruments will include: <ul style="list-style-type: none"> <li>• Assessment for Industrial Technology will include Practical Projects and Folios.</li> </ul>		
<b>Other relevant subject info.</b>			



<b>JAPANESE</b>			
<b>Subject code:</b>	JAP071	<b>Subject department:</b>	Languages
<b>Units of Study</b>	Unit 1 Hiragana Script Unit 2 Self-Introduction		
<b>Unit Description</b>	<p><b>Unit 1 Hiragana Script</b> Students will learn how to read and write Hiragana which is one of the three Japanese scripts. They will learn the Japanese sound systems and the writing conventions of <i>genkoyoushi</i>. Students will also learn Japanese greetings.</p> <p><b>Unit 2 Self-Introduction</b> Students will learn self-introductory language and will be able to introduce themselves to their peers and talk about such things as their interests, where they live, their birthdays and more. Students will be exposed to a variety of dialogues which will further enhance their knowledge and understanding of self-introductory language and culture.</p>		
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• The four macro skills of reading, writing, listening and speaking.</li> <li>• Integrated and specific computer-based activities to enhance language learning</li> <li>• Interpretation of unfamiliar texts</li> <li>• Enrichment activities which expose students to Japanese culture</li> <li>• Connecting and interacting with peers in Japanese</li> <li>• Food tasting to expose students to Japanese cuisine and culture</li> </ul>		
<b>Assessment</b>	<p>Assessment instruments will include:</p> <ul style="list-style-type: none"> <li>• Speaking Exam</li> <li>• Listening Exam</li> <li>• Reading Exam</li> <li>• Writing Exam</li> </ul>		
<b>Other relevant subject info.</b>			

<b>MATHEMATICS</b>			
<b>Subject code:</b>	MAT071 / MAT072	<b>Subject department:</b>	Mathematics
<b>Units of Study</b>	Term 1 Number and Measurement Term 2 Fractions and Integers Term 3 Fraction%/Decimals and Algebra Term 4 Statistic, Probability and Space and Shapes		
<b>Unit Description</b>	<p><b>Unit 1 Number and Measurement</b>            Students will continue to develop and use algorithms to evaluate problems in the Number Strand in all operations. Students will develop and apply mental strategies and explore the order convention including indices. Students will develop and apply understanding of metric conversations in length and find Perimeters, Areas and Volumes of simple regular shapes.</p> <p><b>Unit 2 Fractions and Integers</b>            Students will continue to develop and apply understanding of terminology, representation to evaluate simple problems involving common fractions. Use and apply other representations including percentage. Students will apply understanding of integers to all 4 operations.</p> <p><b>Unit 3 Fraction%/Decimals and Algebra</b>            Students understand relationships in Number (Fractions, Decimals and Percentage). They develop an understanding of patterns in Number and represent these in algebraic form. Students simplify simple algebraic expressions and represent and substitute to solve problems in Formulae and Linear Equations.</p> <p><b>Unit 4 Statistic, Probability and Space and Shapes</b>            Students collect and represent data in various graphical forms using technology and other methods. Students carry out probability experiments. Students make and use 2D and 3D shapes.</p>		
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Classroom expository learning. (Using Cambridge Go Textbook)</li> <li>• Integrated and specific computer-based activities.</li> <li>• Problem Solving using POLYAS's SEE PLAN DO CHECK.</li> <li>• Independent learning activities.</li> <li>• Group problem-solving activities and collaborative tasks.</li> <li>• Connecting and interacting in forums beyond the classroom e.g. via the internet, discussion boards.</li> <li>• Practical based activities Making, Calculating, Mental Calculations. (Games such as Celebrity Number, Around the World, KAHOTS)</li> </ul>		
<b>Assessment</b>	Assessment instruments will include: <ul style="list-style-type: none"> <li>• Exams each term.</li> <li>• Problem Solving and Modelling Task. (Assignment/Project)</li> </ul>		
<b>Other relevant subject info.</b>	Other activities are available for ALL students: <ul style="list-style-type: none"> <li>• After school Tutoring. (3pm- 4pm) in C Block</li> <li>• Maths Teams Challenge. (Top 10 in Cohort)</li> <li>• ICAS Maths Competition. (open to all)</li> <li>• Numeracy Teacher Aides. (assigned in most Year 7 classes)</li> </ul>		

<b>MEDIA ARTS</b>			
<b>Subject code:</b>	MED071 / MED072	<b>Subject department:</b>	The Arts
<b>Units of Study</b>	Unit 1: 'There's always a bad guy'		
<b>Unit Description</b>	<p><b>Unit 1 There's always a bad guy'</b></p> <p>Students will explore how villains and anti-heroes are created in Film, TV and Video Games. Students will analyse the technical and symbolic codes that create these character representations and will design their own characters. Technical and creative skills are developed through a series of hands-on media design activities.</p>		
<b>Learning Experiences</b>	<p>Students will participate in a number of experiences which include:</p> <ul style="list-style-type: none"> <li>• Analysing how technical and symbolic codes create meaning for audiences.</li> <li>• Evaluating character design in media products.</li> <li>• Independent research activities involving critical thinking.</li> <li>• Group problem-solving activities and collaborative tasks.</li> <li>• Learning industry standard design formats such as character images, screenplays, storyboards and character outlines.</li> <li>• Practical and digital activities to develop media design skills.</li> </ul>		
<b>Assessment</b>	<p>Assessment instruments will include:</p> <ul style="list-style-type: none"> <li>• Responding Task: Character Analysis.</li> <li>• Making Task: Character Design Folio.</li> </ul>		
<b>Other relevant subject info.</b>			

<b>MUSIC</b>			
<b>Subject code:</b>	MUS071	<b>Subject department:</b>	Music
<b>Units of Study</b>	Unit 1 – Music Is? Unit 2 – World Music		
<b>Unit Description</b>	<p><b>Music Is?</b> This unit sets the foundations for students to develop their musicianship skills and respond to music through a vocal-based program. Students will have the opportunity to learn keyboard and participate in solo and group music performances.</p> <p><b>World Music</b> In addition to Australian Indigenous music, students will listen and respond to a variety of music from across the world including the music of Asia, Africa, and South America. Students will expand their understanding of music through solo and group performances and have the opportunity to play keyboard, guitar and a variety of percussion instruments. Through using computer-based music notation software, students will also compose their own piece of music for percussion instruments.</p>		
<b>Learning Experiences</b>	<p><b>Students will participate in a number of experiences which include:</b></p> <ul style="list-style-type: none"> <li>• Practical activities such as singing, playing classroom musical instruments.</li> <li>• Improvise, compose and perform a variety of music.</li> <li>• Listening to and viewing a wide range of music.</li> <li>• Critical analysis of music in its various forms.</li> <li>• Group collaborative tasks.</li> </ul>		
<b>Assessment</b>	<p><b>Assessment instruments will include:</b></p> <ul style="list-style-type: none"> <li>• Solo keyboard performance.</li> <li>• Written &amp; aural exam.</li> <li>• Individual composition.</li> <li>• Group percussion performance.</li> </ul>		
<b>Other relevant subject info.</b>			

<b>SCIENCE</b>			
<b>Subject code:</b>	SCI071 / SCI072	<b>Subject department:</b>	Science
<b>Units of Study</b>	Unit 1 - Forces Unit 2 - Earth's Resources Unit 3 - Classification Unit 4 - Astronomy Unit 5 - Mixtures Unit 6 - Food Webs		
<b>Unit Description</b>	<p><b>Unit 1 Forces:</b> Students represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.</p> <p><b>Unit 2 Earth's Resources:</b> Students will consider the importance of water and the water cycle. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth's systems.</p> <p><b>Unit 3 Classification:</b> Students will classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification.</p> <p><b>Unit 4 Astronomy:</b> Students explain how the relative positions of the Earth, moon and sun affect phenomena on Earth.</p> <p><b>Unit 5 Mixtures:</b> Students describe techniques to separate pure substances from mixtures. They examine the basic building blocks of the periodic table and determine facts that support its design and use.</p> <p><b>Unit 6 Food Webs:</b> They will explore feeding relationships between organisms in an environment using food chains and food webs and construct representations of these relationships using second-hand data.</p>		
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Identifying questions that can be investigated scientifically.</li> <li>• Planning fair experimental methods, identifying variables to be changed and measured.</li> <li>• Summarising data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods.</li> <li>• Communicating their ideas, methods and findings using scientific language and appropriate representations.</li> <li>• Investigating the application of filtration systems in water treatment and recycling processes.</li> <li>• Comparing and contrasting artificial treatment process and the water cycle to understand how humans have impacted on and mimic natural processes.</li> <li>• Identifying how human activity can affect food webs in an environment.</li> <li>• Summarising and analysing data to consider how science and technology contribute to finding solutions to specific issues from provided research.</li> </ul>		
<b>Assessment</b>	Assessment instruments will include: Unit 1 - Data Test – 70 minutes (in class) Unit 2 - Experiment and report Unit 3 - Research Task Unit 4 - Supervised Assessment (exam) Unit 5 - Experiment and report Unit 6 - Data Test – 70 minutes (in class)		
<b>Other relevant subject info.</b>	We introduce our newest students to the joys of science through experimentation and use this year as a junction between primary science and the rigour of secondary science. Please feel free to contact Duncan Gordon (Science HOD – Year 7) on 34525333 if you have any further questions.		

<b>VISUAL ART</b>			
<b>Subject code:</b>	ART071	<b>Subject department:</b>	The Arts
<b>Units of Study</b>	<b>Unit 1: Clay – Face Warp</b> <b>Unit 2: 2D - Magic Cities</b>		
<b>Unit Description</b>	<b>Unit 1: Face Warp - Clay</b> Students will work with clay to create a sculpture in this practical, hands on unit that begins with the face as stimulus. Design, drawing, photography and clay hand building techniques will be explored. Students will abstract, distort, and use clay to model and sculpt.  <b>Unit 2: Magic Cities – 2D</b> Students will use a range of techniques such as lino printing, watercolour painting and designing to create a final collection of prints. 'Magic' cities and architectural features will be creatively stylised to create exciting and visually interesting responses.		
<b>Learning Experiences</b>	Students will participate in a number of experiences which include: <ul style="list-style-type: none"> <li>• Practical art making:               <ul style="list-style-type: none"> <li>– Drawing.</li> <li>– Design.</li> <li>– Photographing.</li> <li>– Digital manipulation.</li> <li>– Sculpting.</li> <li>– Modelling.</li> <li>– Abstracting.</li> <li>– Distorting.</li> <li>– Lino printing.</li> </ul> </li> <li>• Integrated and specific IT activities such as digital photography and photoshop.</li> </ul>		
<b>Assessment</b>	Assessment instruments will include: Making Folio and Art Diary reflections.		
<b>Other relevant subject info.</b>			