



# Curriculum Map

Year 7, Term 1, 2020



Year 7

Core		Maths	Science	English	Humanities				
General	Unit title	Skeleton Architecture	Space Science	Civics and Citizenship	Civics and Citizenship				
	Unit topic / focus	Number	Earth and Space	EXPLAINING the role of the AUSTRALIAN CONSTITUTION	EXPLAINING the role of the AUSTRALIAN CONSTITUTION				
	Length of unit	10 Weeks	10 Weeks	8 weeks	8 weeks				
ACARA	Achievement Standard - essential elements	Students: <ul style="list-style-type: none"> <li>Compare fractions using equivalence. Locate on a number line (ACMNA152).</li> <li>Solve problems involving addition and subtraction of fractions and simple ratios (ACMNA15) (ACMA173)</li> <li>Multiply and divide fractions and decimals (ACMNA154).</li> <li>Find the percentages of quantities and express one quantity as a percentage of another (ACMNA158).</li> <li>Solve problems involving direct proportion (ACMNA208)</li> </ul>	Students: <ul style="list-style-type: none"> <li>Explain how the relative positions of the Earth, sun and moon affect phenomena on Earth.</li> <li>Communicate their ideas, methods and findings using scientific language and appropriate representations.</li> <li>Analyse interactions and cycles within and between Earth's spheres.</li> <li>Evaluate the evidence for scientific theories that explain the origin of the universe.</li> </ul>	<b>Knowledge and Understanding</b> Explanation of features of Australia's Constitution, including the process for constitutional change and of the importance of shared values in promoting a cohesive society  <b>Productive modes (speaking, writing and creating)</b> Use of coherent text structure for a range of purpose and audience Understanding that the selection of a variety of language features can influence an audience	This unit is integrated with English.				
Focus Text (RRAW – TDQs and Reading with a Pen)		Imperfect Square Roots	C.V. Describe & Hypothesise	TBA	TBA				
Focus Reading Strategy <small>previewing/predicting; summarising/retelling; inferring; main idea; author's purpose/POV/intended audience; skimming/scanning; visualising</small>		Inferring	Main Idea	Summarising	Summarising				
Whole School Writing Strategy		WoD	WoD	WoD	WoD				
Tier 2 Vocabulary		<ul style="list-style-type: none"> <li>equivalence</li> <li>numerator</li> <li>denominator</li> <li>integer</li> </ul>	<ul style="list-style-type: none"> <li>direct proportion</li> </ul>	<ul style="list-style-type: none"> <li>hemisphere</li> <li>orbit</li> <li>rotation</li> <li>ellipse</li> <li>gibbous</li> </ul>	<ul style="list-style-type: none"> <li>gravity</li> <li>astronomer</li> </ul>	<ul style="list-style-type: none"> <li>Density</li> <li>Dynamic</li> <li>Variable</li> <li>Proportion</li> <li>Abstract</li> </ul>	<ul style="list-style-type: none"> <li>Frequency</li> <li>Economical</li> <li>Distribution</li> <li>Bias</li> <li>Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Density</li> <li>Dynamic</li> <li>Variable</li> <li>Proportion</li> <li>Abstract</li> </ul>	<ul style="list-style-type: none"> <li>Frequency</li> <li>Economical</li> <li>Distribution</li> <li>Bias</li> <li>Aspects</li> </ul>
Tier 3 Vocabulary		TBA	TBA	TBA	TBA				
Assessment	<u>Cognitive Verbs assessed</u>	<ul style="list-style-type: none"> <li><u>Calculate</u></li> <li><u>interpret</u></li> </ul>	<ul style="list-style-type: none"> <li><u>describe</u></li> <li><u>communicate</u></li> </ul>	<ul style="list-style-type: none"> <li><u>explain</u></li> <li><u>persuade</u></li> </ul>	<ul style="list-style-type: none"> <li><u>explain</u></li> <li><u>persuade</u></li> </ul>				
	Assessment type/technique	Exam informative	Investigation (imaginative, informative)	Persuasive Written	Persuasive Written				
	Assessment requirements	<u>Calculate</u> a variety of problems related to fractions and percentages.	<u>Explain</u> how the seasons are caused and identifies climatic conditions that may be problematic for the farming/agricultural industry.	To create a persuasive written text aimed at Year 6 students persuading them of the role of the constitution in reflecting Australia's cohesive society.	To create a persuasive written text aimed at Year 6 students persuading them of the role of the constitution in reflecting Australia's cohesive society.				



# ILT/Technology/HPE

## Home Ec

## Digi Tech

## Design Tech

## HPE

# Year 7

General		Unit title	Introduction to Home Ec	Understanding Digital Systems	Carry All	Fitness for Sport			
General		Unit topic / focus	The focus of this unit is to develop the skills required to produce both food and textile products – Safety, hygiene, management, numeracy, literacy	How data is transmitted and how digital system represent data	Create a designed solution to protect a valuable item incorporating the use of the laser cutter.	Designing a physical activity plan. Introduction to fitness			
ACARA		Achievement Standard - essential elements	<ul style="list-style-type: none"> <li>• apply project management skills to document and use project plans to manage production processes</li> <li>• Independently and safely <b>produce</b> effective designed solutions for the intended purpose.</li> </ul>	By the end of Year 8, students distinguish between different types of networks and defined purposes. They explain how text and image can be represented, secured and presented in digital systems.	<p>Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities.</p> <p>Students apply project management skills to document and use project plans to <b>manage</b> production processes. They independently and safely <b>produce</b> effective designed solutions for the intended purpose.</p>	They <b>investigate</b> and <b>apply</b> movement concepts and select strategies to achieve movement and fitness outcomes.			
Focus Text (RRAW – TDQs and Reading with a Pen)		• TBA	• Digital footprint article	• SOP safety sheets	• Report- <i>Make your move. Sit less. Be Active for life</i>				
Focus Reading Strategy previewing/predicting; summarising/retelling; inferring; main idea; author's purpose/POV/intended audience; skimming/scanning; visualising		Main idea	TBA	Inferring	Main Idea				
Whole School Writing Strategy		WoD	WoD	WoD	WoD				
Tier 2 Vocabulary		<ul style="list-style-type: none"> <li>• Technique</li> <li>• Sequence</li> <li>• Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Textile</li> <li>• Proportion</li> <li>• Variable</li> </ul>	<ul style="list-style-type: none"> <li>• Transmission</li> <li>• Secured</li> <li>• representation</li> </ul>	<ul style="list-style-type: none"> <li>• digital system</li> <li>• implement</li> </ul>	<ul style="list-style-type: none"> <li>• Proportion</li> <li>• Economical</li> <li>• Aluminium</li> <li>• Rivet</li> </ul>	<ul style="list-style-type: none"> <li>• Abrasive</li> <li>• Dimension</li> <li>• Density</li> <li>• Alloy</li> </ul>	<ul style="list-style-type: none"> <li>• Density</li> <li>• Dynamic</li> <li>• Variable</li> <li>• Proportion</li> </ul>	• Frequency
Tier 3 Vocabulary		<ul style="list-style-type: none"> <li>• Zig-zap,</li> <li>• Pivot, Bobbin</li> <li>• kneading, sauté</li> </ul>	• Webite, binary	<ul style="list-style-type: none"> <li>• Pneumatic,</li> <li>• Non-Ferros,</li> <li>• De-burr</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic</li> <li>• Anaerobic</li> <li>• FITT principle</li> </ul>				
Assessment		<a href="#">Cognitive Verbs assessed</a>	<ul style="list-style-type: none"> <li>• <b>produce</b></li> <li>• <b>demonstrate</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>produce</b></li> <li>• <b>explain</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>manage</b></li> <li>• <b>produce</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>investigate</b></li> <li>• <b>apply</b></li> </ul>			
Assessment type/technique		Practical Performance & Exam - <b>Informative</b>	Short answer Multiple choice	Project – Written & Product	Exam-Written <b>Informative</b>				
Assessment requirements		<ul style="list-style-type: none"> <li>• 5 weeks class time</li> <li>• Word Limit: 300</li> </ul>	• short answer and multiple choice items	• create a Carry All and explain the design and production processes	• <b>investigate</b> and select appropriate fitness strategies and create a weekly physical activity plan				



Year 7

ARTS		Dance	Drama	Visual Arts	Music
General	Unit title	Introduction to Dance	Introduction to Drama	Beyond Observation	Introduction to Music
	Unit topic / focus	Dance Basics: techniques, foundation skills; choreography, blocking	Practical introduction to dramatic elements	Drawing, painting, printmaking and ceramics	Practical introduction to signing and playing music
	Length of unit	10 weeks	8 weeks	10 weeks	10 weeks
ACARA	Achievement Standard - essential elements	<p>Responding: Students identify, analyse and evaluate how the elements of dance are used, combined and manipulated in different styles.</p> <p>Making: Students perform dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent.</p>	<p>Making: Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They use performance skills and design elements to shape and focus theatrical effect for an audience.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art-making</li> <li>plan their art-making in response to exploration of techniques and processes used in their own and others' artworks</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>identify and analyse how the elements of music are used in different styles</li> <li><u>interpret</u>, rehearse and perform songs and instrumental pieces demonstrating technical and expressive skills</li> <li>use aural skills, music terminology and symbols to notate features, such as melodic patterns in music they perform and compose</li> </ul>
Focus Text (RRAW – TDQs and Reading with a Pen)		TBA	Student devised narrative – Indigenous Perspective	TBA	NA- series of practically informed texts designed to develop notation reading and musical literacy
Focus Reading Strategy <small>previewing/predicting; summarising/retelling; inferring; main idea; author's purpose/POV/intended audience; skimming/scanning; visualising</small>		Author's Purpose Inferring	Author's Purpose Inferring	Author's Purpose/POV/Intended audience	TBA
Whole School Writing Strategy		WoD	WoD	WoD	WoD
Tier 2 Vocabulary – Marzano's 6 Steps		<ul style="list-style-type: none"> <li>Density</li> <li>Dynamic</li> <li>Variable</li> <li>Proportion</li> <li>Abstract</li> </ul>	<ul style="list-style-type: none"> <li>Frequency</li> <li>Economical</li> <li>Distribution</li> <li>Bias</li> <li>Aspects</li> </ul>	<ul style="list-style-type: none"> <li>Density</li> <li>Dynamic</li> <li>Variable</li> <li>Proportion</li> <li>Abstract</li> </ul>	<ul style="list-style-type: none"> <li>Frequency</li> <li>Economical</li> <li>Distribution</li> <li>Bias</li> <li>Aspects</li> </ul>
Tier 3 Vocabulary		<ul style="list-style-type: none"> <li>Dynamics</li> <li>Technical</li> <li>Expressive</li> </ul>	TBA	TBA	TBA
Assessment	Cognitive Verbs assessed	<ul style="list-style-type: none"> <li><u>express</u></li> <li><u>reflect</u></li> </ul>	<ul style="list-style-type: none"> <li><u>create</u></li> <li><u>manipulate</u></li> </ul>	<ul style="list-style-type: none"> <li><u>create</u></li> <li><u>reflect on</u></li> </ul>	<ul style="list-style-type: none"> <li><u>interpret</u></li> <li><u>demonstrate</u></li> </ul>
	Assessment type/technique	Making – Performing <b>Imaginative</b>	Making: Polished Improvisation <b>Imaginative</b>	Making – produce and reflect on an abstract work <b>Imaginative, Informative</b>	Making (Performing) <b>Imaginative</b>
	Assessment requirements	<ul style="list-style-type: none"> <li>1 minute</li> <li>Filmed for assessment purposes</li> <li>Costumes required</li> </ul>	<ul style="list-style-type: none"> <li>Group devised assessment</li> <li>1 week preparation in class</li> <li>1-2 minute performance</li> </ul>	<ul style="list-style-type: none"> <li><u>Create</u> portfolio of drawings and prints – 75%</li> <li>Written <u>reflection</u> – 150 - 200 words – Description of art technique /process,</li> <li>Interpretation, Outcome - 25% weighting</li> </ul>	<ul style="list-style-type: none"> <li>Individual</li> <li><u>Demonstrate</u> in a 30secs- 1 min performance</li> <li>Memorisation of chords and lyrics</li> </ul>