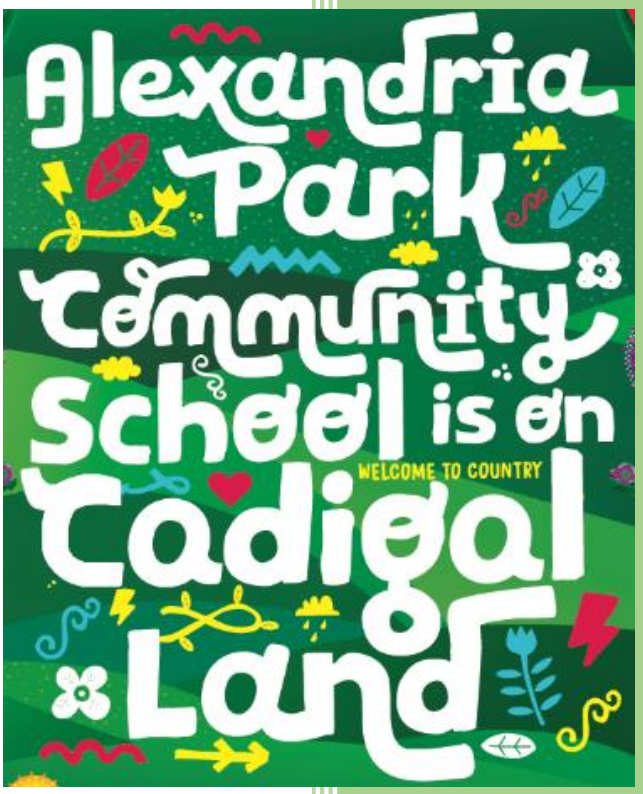
Year 7

Alexandria Park Community School

2021 Curriculum and Assessment Booklet



This booklet provides information to students and parents about the Year 7 teaching, learning and assessment programs at APCS.

Contents

Year 7 Curriculum Structure

Course	Periods per cycle
English	7
Mathematics	6
Science	7
History and Geography	6

Course	Periods per cycle
PDHPE	3
Visual Arts	3
Technology	5
Music	5

Students also participate in Sport on Monday afternoons for 2 periods each week. Sport is a compulsory requirement in Years 7 – 10.

Year 7 Best Start

Year 7 Best Start is a new online assessment for students that helps provide information for teachers on the literacy and numeracy skills of students at the beginning of Year 7. Students will complete the Best Start assessment early in Term 1. The assessment covers key literacy and numeracy skills that are important to a student's success in all subjects in high school. Students come to high school with a range of experiences, skills and abilities in literacy and numeracy. It is important that teachers have current information about their students so that they can plan programs and lessons that best support the learning needs of every student. No preparation is needed for this assessment. Its purpose is to provide out teachers with additional information to best support the teaching of your child.

National Assessment Program

Year 7 students will sit for four external assessment tests as part of the National Assessment Program. The purpose of these tests is to assess the literacy and numeracy performance of Year 7 students. The results of these tests will be reported to schools, students and parents using a common reporting scale with performance bands in reading, writing, language and numeracy.

NAPLAN 2021 online test

Students will complete the NAPLAN tests online for 2021. NAPLAN online is a tailored test that adapts to students' responses resulting in more precise results. The tests will be held from 11 – 21 May, 2021. The tests will be taken in the following order: Reading, Writing, Conventions of Language and Numeracy.

Information regarding NAPLAN can be found at:

https://www.nap.edu.au/naplan

If a student misses a test a make-up test can only be rescheduled during the scheduled NAPLAN testing period of 11 – 21 May. More information regarding NAPLAN online will be provided closer to the date.

Communicating with our school

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers and school staff to ensure our learning environments are collaborative, supportive and cohesive.

https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1967
- In person – please report to the Administration Office
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box

Year 7 have a Google Classroom that all students will join and parents are also invited to join. The is a great place for the Year Adviser to communicate with the students. The code to join the Google Classroom is: noems6h

Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

Who to contact:

Position at APCS	**Matters they deal with:**
Classroom teachers	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teachers of each subject area	If a parent has worked with their child's classroom teacher and feel that their needs should be further addressed. If a parent would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Teachers	If a parent feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email Ms Sanders at tahlia.sanders1@det.nsw.edu.au
Head Teacher Wellbeing	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis). Please email Ms Betar at patricia.betar@det.nsw.edu.au
Deputy Principal	To be notified directly with serious concerns that a parent feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email Ms Hawkins at louise.hawkins1@det.nsw.edu.au
Principal	To be notified directly with serious concerns that a parent feels cannot be dealt with by the Deputy Principal. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.

Some important dates

Year 7 Camp – Wednesday 24th February to Friday 26th February

Meet the Teachers – Tuesday 16th February

Parent Teacher Afternoon – Tuesday 27th April

NAPLAN – 11th May – 21st May

NAIDOC Day – 25th June. The NAIDOC theme for 2021 is Heal Country!

Homework ideas for parents

Assessment Preparation: • The research and planning aspects of assessments should be carried out first. • Then the actual completion of the task should take place (ticking off all relevant aspects as complete). • Finally read over and edit work to ensure the work has been finessed. • Write regular revision notes and revise them for upcoming tests and in-class tasks.	**Class work:** • Complete any unfinished class work and/or complete any set homework tasks prior to their due date. • Ensure homework is ready to present for the next lesson • Brain dump – give yourself 3 minutes to write down everything you learned in class that day • Create a concept map to build relationships between key words, phrases, class content	**Wide reading:** • Read both fiction and non-fiction sources covering the topics being studied in class • There are lots of ideas on this website for ways to enhance your reading skills https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html • Use online resources or databases to find relevant articles and e-books on topics being studied. https://www.sl.nsw.gov.au/
Teach: • Teach your family something you were taught during class this week.	**Language and Writing strategies:** • Compile a topic glossary at the back of the book (look up any new terms/concepts that the student is unfamiliar with and try to integrate these into future lessons). • Play Words with Friends (or similar) complete a crossword or Target game (see Sydney Morning Herald).	**Media/ICT:** • Watch relevant films and documentaries • Watch the news and current affairs programs like The Project' (channel 10) or 'The Feed' (on SBS), • Create a Kahoot on your topic towards the end of the unit to use as revision • Read hard copy or online newspapers and post interesting articles on Google Classroom to discuss in class. • Complete quizzes or questions on Education Perfect

APCS Assessment Policy and Procedures for Year 7

Assessment provides students, parents and teachers with information about student achievement and progress in each course studied, in relation to syllabus standards.

Throughout the year students will be given formal and informal assessment and learning tasks to complete in each course. Information gathered from both formal and informal tasks will be used to determine the extent to which students have achieved the outcomes of the course and the level of achievement that will be recorded on school reports.

Formal assessment task schedules for all Year 7 courses are contained in this booklet.

1. Students will be given at least one week notice, in writing, of a formal task.

2. It is the student's responsibility to be aware of all formal assessment tasks. Not knowing about a task will not be accepted as an excuse for failing to do a task or for not completing a task to your personal best.

3. If a student believes they have a valid reason to request an extension of time to complete a formal assessment task, this must be negotiated with the class teacher well in advance of the due date.

4. If a student is absent on the day a formal task is due to be completed or submitted, the student must follow these procedures on return to school.
   4.1 Report to the teacher who issued the task and submit a parental note or doctor's certificate explaining the absence.
   4.2 Negotiate a time to sit the task / alternate task OR submit the completed task.

This procedure **MUST** be done by the first day back on return to school.

If deadlines are not met then penalties will apply. Students will refer to the individual Faculty policy.

Parents will be notified of assessment task completion concerns. These concerns may relate to non- attendance, failure to submit or complete a task, late submission, unsatisfactory achievement, and plagiarism.

Failure to sit for, submit and make a serious attempt at formal assessment tasks will affect student achievement and performance.

PLEASE NOTE:
The Assessment Schedules printed in this booklet for all curriculum areas are intended as a guide only. Students will receive assessment schedules at the commencement of the year. Changes to these may be made during the year as extenuating circumstances may occur. Students will receive advance warning of assessments via an assessment notification at least one week prior to the task.

English

Google Classroom Code	**7A, 7L, 7E and 7P -** dwl3wbs **7X** - ixb2zf5

Scope and Sequence – Topics	**Timing**
THE STORYTELLER AND THE STORY Students will explore the role of storytelling. Through the study of storytelling, short stories, picture books and poetry students will develop an appreciation of the importance of storytelling and an understanding of how our world can be represented through different types of stories.	Term 1
SHAKING UP SHAKESPEARE This introductory study of William Shakespeare explores historical context and the textual concepts of literary value and code and convention in the plays: *Hamlet, The Tempest, Julius Caesar*. Students also study conventions of sonnets (iambic pentameter) and the influence Shakespeare has had on the English language.	Term 2
NOVEL STUDY – *CROW COUNTRY* Students study a novel with focus on reading strategies. They make connections within themselves, other texts they have read and what they know of the broader the world. They learn how to analyse aspects of the novel such as characterisation, themes, setting and plot development to understand the conventions of a novel and appreciate their own unique experiences with reading.	Term 3
MISSION BLUE – DOCUMENTARY STUDY This unit involves a close study of *Mission Blue*, a documentary film about legendary oceanographer, marine biologist, environmentalist and National Geographic Explorer-in-Residence Sylvia Earle, and her campaign to create a global network of protected marine sanctuaries. Students will develop an understanding of film techniques broadly. They develop critical thinking skills regarding persuasive techniques, which they utilise in their summative assessment task.	Term 4

In Year 7 English, students will develop an understanding of a variety of the following concepts and skills:
English textual concepts – argument, authority, character, code and convention, connotation, imagery and symbol, context, genre, intertextuality, literary value, narrative, perspective, point of view, representation, style and theme.
Skills relating to all the modes of English: listening, speaking, viewing, representation, reading and writing. Students will also develop their critical and creative thinking skills throughout their process or responding to and composing texts.

	Topic Assessed	Type of Assessment Task	Week Due
1	**Novel**	Written task	Term 1 - TBC
2	**The storyteller and the story**	To be confirmed	Term 2, Week 10
3	**Shakespeare**	Interview	Term 3, Week 8
4	**Social Issue**	Speech	Term 4, Week 7

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class:
Device/laptop
Basic stationery items

Homework expectations – regular exercises will be set on Education Perfect and the school Renaissance Reading program requires students to read a book from the list for at least one hour at home per week.

Teachers:
7A: Ms Sanders
7L: Ms Gray
7E: Mr Jun
7X: Ms Sanders
7P: Mr Jun
Head Teacher English: Miss Ryan
Email - jane.ryan@det.nsw.edu.au

Mathematics

Google Classroom Code	**Each mathematics class will have a code which will be provided to you by your teacher**

Scope and Sequence – Topics	**Timing**
Number and Algebra - Computation with positive integers In this topic students: compare, order, add and subtract positive integers; multiply and divide small and large positive integers; estimate, round and order operations with positive integers Students will use calculators and mental strategies to perform certain operations	4 Weeks Term 1
Measurement and Geometry - Angle Relationships In this topic students: use the language, notation and conventions of geometry; recognise the geometrical properties of angles at a point; identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal; investigate conditions for tow lines to be parallel; solve simple numerical problems using reasoning; construct circles	3 Weeks Term 1
Number and Algebra - Computation with integers In this topic students: compare, order and perform the four operations using positive and negative integers; order operations using positive and negative integers; are introduced to the Cartesian plane	3 Weeks Term 1
Number and Algebra - Fractions, Decimals and Percentages In this topic students examine: Factors and multiples, HCF and LCM, Fractions; improper, mixed numerals, equivalence and simplification, Ordering positive and negative fractions, Decimals; place value, ordering and rounding, Connecting and Conversion between fractions, decimals and percentages, Percentage of a quantity, Using fractions and percentages to compare two quantities	3 Weeks Term 2
Statistics and Probability: Probability In this topic students calculate: Theoretical and experimental probability in single step experiments, compound events in single experiments, Venn diagrams and two way tables, two step experiments	3 Week;s Term 2
Number and Algebra - Fractions, Decimals and Percentages In this topic students are: Adding, subtracting, multiplying and dividing fractions, Multiplying decimals by powers of 10, Multiplying and dividing decimals, computation with negative fractions, Multiplying and dividing decimals, computation with negative fractions	3 Weeks Term 2
Measurement and Geometry - Time In this topic students are: Calculating withnits of time, Working with time and time zones	3 Weeks Term 3
Number and Algebra - Algebraic Techniques 1 In this topic students commence the: Introduction to algebra, substitution into algebraic expressions, equivalent algebraic expressions, like terms, multiplying dividing and mixed operations, expanding brackets plus extension in application, number and spatial patterns, the cartesian plane and graphs	4 Weeks Term 3
Number and Algebra - Equations	3 Weeks Term 3

In this topic students are: Introduced to equations, solving equations by inspection and systematically Equations with fractions and brackets, plus extension in formulas and relationships and solving problems	
Measurement and Geometry - Length Perimeter and Circumference In this topic students examine: Measurement Systems, using and converting units of length, Perimeter of rectilinear figures, Pi and circumference of circles, Arc length, perimeter of sectors and composite figures	3 Weeks Term 4
Measurement and Geometry - Area In this topic students use: Units of area, areas of rectangles parallelograms, composite figures, mass and temperature	3 Weeks Term 4
Number and Algebra - Introduction to Indices In this topic students examine: Divisibility tests, prime numbers, indices, zero index and laws, prime decomposition, squares, square roots, cubes and cube roots, the zero index and index laws	3 Weeks Term 4

The aim of Mathematics in years 7 -10 is that Students:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning
- appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs
- demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems
- develop and demonstrate perseverance in undertaking mathematical challenges

	Type of Assessment Task	**Week Due**	**Weighting**
1	**Portfolio 1** **50%** - Student selected work samples from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 2	Semester one report: 100%
2	**Portfolio 2:** **50%** - One student selected work sample from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 4	Semester two report 100%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students should bring to class a pen, pencil, ruler and scientific calculator
It is expected that students should complete a sustainable amount of revision work at least 3 times per week

Teachers:
7A: Mr Liang
7L: Ms. Luo
7E: Ms. Barnett
7X: Ms. Barnett
7P: Ms Luo
Head Teacher Mathematics: Mr Abdullah
Email - muhammad.abdullah@det.nsw.edu.au

Science

Google Classroom Code	**7A** - vrtwjn2 **7L** - dxp2kks **7E** - juji5rt **7X** - d5jvrc4 **7P** - dxp2kks

Scope and Sequence – Topics	**Timing**
Working Scientifically Space exploration, wonder drugs, computers, nuclear weapons, heart transplants. These are just some of the results of scientific discovery and development. Obviously, some are good and some are not. Historically, the process of scientific discovery begins with curiosity about the world around us. Scientists have developed a systematic approach to investigate phenomena known as the scientific method. Here we consider this method of science, together with the work of scientists past and present as well as the place of science in our modern world.	**Term 1** Weeks 1-5
Cells and Systems Cells are the building blocks that make up all living things. Cells make up insects and frill necked lizards, germs and gumtrees, platypus and pond slime, daisies and dolphins. Cells are microscopic- they can only be seen using a microscope. The story of cells is therefore closely connected to the development of the microscope. The colourful history of the cell theory demonstrates a link between the development of technology and new discoveries and changing ideas in science. The microscope has also allowed scientists to discover microorganisms, their structure, weaknesses and the diseases they cause.	**Term 1** Weeks 6-10
Classification Classification usually involves separating objects/substances based on their characteristics. 1.7 million organisms on Earth have been identified and classified. From earliest times humans have identifies three groups of living organisms – plants and animals and humans. Scientists have investigated the relationship between life forms and developed a new classification scheme that includes humans as animals. Students should become familiar with the diversity of life forms and their special characteristics and develop an understanding of the position of humans in this classification scheme. This topic will introduce students to the method of classification and apply this to organisms within our world (especially Australia).	**Term 2** Weeks 1-5
Forces A force is a push or pull that results when one object interacts with another. There are many different kinds of forces, from contact forces such as friction, drag, buoyancy and surface tension to non-contact forces that act at a distance such as magnetism, electrostatics and gravity. Forces large and small govern the behaviour of everything in the world, from the tiniest little particles that make up the matter around us, to the motion of planets, stars and galaxies in the known Universe.	**Term 2** Weeks 6-10
Hard Rock The Earth's surface has much to reveal about our planet's five billion-year history. Although the rocks beneath our feet may seem commonplace, they are actually a rich mosaic of material that has been formed and re-formed by a multitude of natural processes. Under the rarest of conditions, some rocks have preserved the remains of living things that have not	**Term 3** Weeks 1-3

walked the Earth for millions of years, and can offer valuable insight into the evolution of life culminating in the present day. But beyond its interest to Science, the crust of the Earth also offers up many different types of valuable natural resources on which human civilisation depends.	
Student Research Project Students select or are given a topic to research. They develop a hypothesis and plan a controlled investigation to test it. An information booklet is provided for students to complete. Students carry out the planned investigation, record their observations and write a report.	**Term 3** Weeks 4-6
Water This topic allows students to discover the water cycle process, specifically where water can end up. Including how Aboriginal and Torres Strait Islander peoples' knowledge is being used in decisions to care for country and place, eg terrestrial and aquatic resource management	**Term 3** Weeks 7-9
It's Elemental This topic examines the particle theory of matter and aims to give students an understanding of matter as particles. It also examines that every substance is made up of elements found in the periodic table.	**Term 4** Weeks 1-9

In Year 7 Subject Students will develop an understanding of the following concepts and skills:

In Year 7 Science students will have the opportunity to begin to develop:

a. core skills in planning investigations, conducting investigations, communicating information and understanding, developing scientific thinking and problem-solving techniques, working individually and in teams, and

b. Knowledge and understanding in the history of Science, the nature and practice of Science, applications and uses of Science, implications of Science and the environment, current issues, research and development, models, theories and laws, and structures and systems related to the physical world, matter, and the interactions within the physical world, matter, the living world and earth and space.

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	Working scientifically	Research Project	Term1 Week 8	20%
2	Working scientifically Cells and systems Classification	Half Yearly Exam	Term 2, Week 7	25%
3	Forces	Student Research Project	Term 3, Week 10	25%
4	Hard Rock Water It's Elemental	Yearly Examination	Term 4, Week 6	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

- Exercise book
- Ruler, pencil, rubber, pen.
- Device, laptop/tablet

Homework expectations

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

It is expected that students complete these tasks by the due date. It is anticipated that students will get up to 1-2 hours of Science Homework per week.

Excursions

- Year 7 attend Sydney Royal Easter Show Term 2 in the Cells and Systems Topic.

Any other important information relating to your subject

- Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day late will be enforced.
- Students who are away are expected to catch up on work upon their return by asking a buddy in class and their class teacher.
- Students can participate in a Science Competition. All students in **7X are expected to participate** in this competition.
- Students are expected to follow safety procedures in the laboratory to carry out investigations.

Teachers:
7A – Mr Rui
7L – Mr Conolly
7E - Mr Berscheid
7X – Mr Bashir
7P - Mr Berscheid

Acting Head Teacher: Ms Heslop
Email: kylee.heslop1@det.nsw.edu.au

History

Google Classroom Code	**7A -** attav6o **7L -** wbnndkz **7E -** wbnndkz **7X -** cc3wh21 **7P -** 7gsqkc4

Scope and Sequence - The Ancient World	**Timing**
Investigating the Ancient Past In this topic students will look at how historians and archaeologists investigate history, including excavation and archival research. Students will outline the main features of history and archaeology and the role of historians and archaeologists, define the terms and concepts relating to historical time, including BC/AD, BCE/CE and describe and explain the different approaches to historical investigation taken by archaeologists and historians.	4 Weeks
The Mediterranean World - Ancient Egypt In this topic students will use Ancient Egypt as a platform to learn about the physical features of Ancient Egypt and how they influenced the civilisation that developed. Students will explore the geographical setting and natural features that influenced the development of the society, the role of key groups and personalities. They will explore how society was organised and governed and though exploring virtual historical and archaeological sites understand the significance of Ancient Egypt.	8 Weeks
The Asian World - Ancient China In this topic students will use Ancient China as a platform to learn about the physical features of ancient society and how they influenced the civilisation that developed. Students will explore the geographical setting and natural features that influenced the development of Ancient China, the role of key groups and personalities. They will explore how Ancient Chinese was organised and governed and though exploring virtual historical and archaeological sites understand the significance of Ancient China.	8 Weeks

In Year 7 History Student will develop an understanding of the following concepts and skills:

CONCEPTS

Continuity and change - changes and continuities over a broad period of time, eg the Roman Empire
Cause and effect - developments, decisions and events from the past that produced later actions, results or consequences
Perspectives - different perspectives of participants in a particular historical context, eg the conquered and the conqueror
Empathetic understanding - the actions, attitudes and motives of people in the context of the past
Significance - the importance of an historical event, development or individual in an historical context
Contestability - historical sources, events or issues may be interpreted differently by historians, eg the 'fall' of the Roman Empire

SKILLS

Comprehension: chronology, terms and concepts: read and understand historical texts, sequence historical events and periods, use historical terms and concepts

Analysis and use of sources: identify the origin and purpose of primary and secondary sources, locate, select and use information from a range of sources as evidence, draw conclusions about the usefulness of sources

Perspectives and interpretations: identify and describe different perspectives of participants in a particular historical context

Empathetic understanding: interpret history within the context of the actions, attitudes and motives of people in the context of the past

Research: ask a range of questions about the past to inform an historical inquiry, identify and locate a range of relevant sources, using ICT and other methods, use a range of communication forms and technologies

Explanation and communication: develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources, select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past.

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	**Investigating the Ancient Past** **The Mediterranean World - Ancient Egypt**	In class examination: Part A - Investigating the Ancient Past - multiple choice and short answer source questions (10 marks) Part B - The Mediterranean World - Scaffolded Report (15 marks)	Term 1, Week 7	50%
2	**The Asian World - Ancient China**	Multi-modal Group Presentation Part A - Group Presentation (15 marks) Part B - individual Reflection (10 marks)	Term 2, Week 5	50%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students are required to bring an exercise book and a laptop to each class. Assignments and class work will be posted onto google classroom.

Students are expected to complete homework and submit all tasks on time. If they can not meet a deadline the expectation is they contact the teacher or HT prior to the due date.

Excursions - Australian Museum - Week 4, 5 or 6.

Teachers:

7A: Ms Luo
7P: Mr Waterworth
7L: Ms Arya (co-taught)
7E: Ms Sutcliffe (co-taught)
7X: Mr Okell

Head Teacher HSIE: Ms Siamas
Email: thecla.siamas@det.nsw.edu.au

Personal Development, Health and Physical Education

Google Classroom Codes	**7A/E -** shzyjnk **7L -** wt3pbrb **7X -** ojz3e52 **7P -** kufzyxx

Scope and Sequence			
Theory	**Timing**	**Practical**	**Timing**
Glee to be me	Term 1 Wks 1- 6	Getting to know games	Term 1 Wks 1-10
The Influential World Around Us	Term 1 Wks 7-10 Term 2 Wk 1-6	Net Games	Term 2 Wks 1-6
Let's Get Fit	Term 2 Wks 7-10 Term 3 Wks 1-6	Fitness Testing	Term 2 Wks 7-10 Term 3 Wks 1-6
Lean on Me	Term 3 Wks 7-10 Term 4 Wks 1-6	Invasion Games	Term 3 Wks 7-10 Term 4 Wks 1-6
Special Program	Term 4 Wk7-10	Striking Games	Term 4 Wks 7-10

In Year 7 PDHPE students will develop an understanding of the following concepts and skills:

- strategies that promote a sense of personal identity and build resilience and respectful relationships
- movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity
- enact and strengthen health, safety, wellbeing and participation in physical activity
- use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others
- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity
- move with confidence, competence and creativity within and across various physical activity contexts

	Topic Assessed	Assessment Task	Details of submission	Date	Weighting
1	Glee to Be Me	Multiple Choice and Short Response	In class task	T1 Wk6	10%
2	The Influential World Around Us	Healthy Living Challenge Based Learning Task	Benchmarks on Google Classroom	Various Dates	30%
3	Let's Get Fit	Fitness Testing	In class task during practical lessons	T3 Wk 4-6	20%
4	Lean on Me	Scenario-based responses	In class task	T4 Wk 4	20%
5	Practical Skills	Practical Skills Tests	Once a semester Term 2 and 4	Wk 7	20%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class: Laptop, notebook, pens, pencils, highlighters, water bottle & hat.
Homework expectations: once every 2 weeks and assessment tasks.
Excursions - swim school
Students wear their red sports shirt and sports shoes on **Monday** to participate in sport
Practical activities take place at school and at Alexandria Park
At times students will be offered the opportunity to participate in sports that are off the school site. Prior notice will be given for these events
PDHPE requires students to develop their maturity to create a safe environment where sensitive topics can be discussed and opinions shared.

Teachers:
7A/E – Ms Rossides & Ms Casale
7L – Mr Bowman
7X – Ms Casale
7P – Mr Bowman

Head Teacher PDHPE: Ms Arya
Email: kadek.arya-pinatyh@det.nsw.edu.au

Visual Arts

Google Classroom Code	**7A -** mc4xjbc **7E -** 2d4j4jb **7XP1 –** zh7ipaw **7XP2 -** bopkff3 **7XP3 -** o47tns2

Scope and Sequence – Topics	**Timing**
Learning to See: *Observational Still Life Drawing* Students will commence their high school study of art with a focus on the fundamentals of drawing. Students will learn about the elements of art, with a focus on a range of different still life artworks from the past 500 years. Students will produce their own personal still life drawing demonstrating their understanding of the elements of art and how composition can create a story.	16 Weeks
Elements of Art: *A zine project*	4 Weeks
My Place: *Landscape Painting*	16 Weeks
Ephemeral Art: *The Art of Andy Goldsworthy*	4 Weeks

In Year 7 Visual Arts students will develop an understanding of the following concepts and skills:

Concepts -

- The Frames as analytical tools through which to investigate and understand art: *Subjective, Structural, Cultural, Postmodern*
- The Conceptual Framework as a means to understand relationships between the agencies of the artworld: *Artist, Artwork, Audience, World*
- The Elements of Art and how they can be used to convey different messages and meaning: *Line, Value, Shape, Form, Colour, Texture, Space*

Skills -

- Artmaking: *drawing, painting, colour mixing, zine-making, adding meaning to artworks through use of the frames and conceptual framework*
- Art Criticism and Art History: *writing about art, using the frames and conceptual framework to interpret artworks*

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	**Learning to See**	**Artmaking:** Personal still life drawing **Art Criticism and Art History:** Writing about art	Term 2 Week 6	Drawing: 35% Writing: 15%
2	**My Place**	**Artmaking:** Subjective landscape painting **Art Criticism and Art History:** Artist statement	Term 4 Week 6	Painting: 35% Statement: 15%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class
Device/laptop
A4 spiral-bound visual art diary

Homework expectations
There is no art homework set on a regular basis however, from time to time, students may need to finish and turn in unfinished class tasks at home or catch up on work missed due to absence.

Teachers:
Ms Sanders, Ms Sutcliffe and Ms O'Toole
Head Teacher CAPA: Miss Ryan
Email: jane.ryan@det.nsw.edu.au

Music

Google Classroom Code	**7A -** iwedm5r **7E -** puqkr75 **7L -** gn32qrt **7X -** 4xuerbe **7P -** 4cgyyx3

Scope and Sequence – Topics	**Timing**
The Concepts of Music This unit presents a broad overview of the Concepts of Music: Duration, Pitch, Dynamics, Tone Colour, Texture and Structure. Students will investigate the nature of music and the ways in which the concepts can be manipulated to create original compositions. The unit provides opportunities for students to develop their musical understandings and skills through integrated experiences in performing, composing, notating and listening.	10 Weeks
Music of Indigenous Australia This unit presents a broad overview of the music of Aboriginal and Torres Islander peoples. Students will investigate both traditional and contemporary music and songs. During this unit students will begin to develop guitar, keyboard and vocal skills. Students will continue to develop their musical understandings and skills though integrated experiences in performing, composing, notating and listening.	10 Weeks
Classic Hits This unit presents a broad overview of the instruments of the orchestra. Students will investigate the four families of instruments and also the role of the conductor. The unit also provides opportunities for students to explore some of classical music's "Classic Hits" including 'In the Hall of the Mountain King' and 'The Carnival of the Animals'. They will continue to develop their musical understandings and skills though integrated experiences in performing, composing, notating and listening.	10 Weeks
Twelve Bar Blues This unit presents a broad overview of the development of Jazz with a particular focus on the Twelve Bar Blues. Students will explore the structure of the Blues and develop their knowledge of music theory, in particular syncopation, chords, keys, transposition and the Blues scale. This topic will give students the opportunity to bring together all the knowledge and performance skills they have developed during the year to create and perform an original Twelve Bar Blues.	10 Weeks

In Year 7 Music students will develop an understanding of the following concepts and skills:
Concepts of music

- Duration
- Pitch
- Dynamics and Expressive Techniques
- Tone Colour
- Texture
- Structure

Skills

- Performing-percussion, guitar/ukulele, keyboard and voice
- Composing-composition software and forms of notation
- Listening-identification of the concepts of music
- Musicology-research

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	The Concepts of Music	Theory and Composition	9	25%
2	Music of Indigenous Australia	Performance	6	25%
3	Classic Hits	Aural	9	25%
4	Twelve Bar Blues	Composition/Performance	7	25%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class
Device/laptop
Basic stationery items
Students do not need a music exercise book (manuscript book)

Homework expectations
There is no music homework set on a regular basis however, from time to time, students may need to finish and turn in unfinished class tasks at home or catch up on work missed due to absence

Teacher: Ms Winfield
Head Teacher CAPA: Miss Ryan
Email: jane.ryan@det.nsw.edu.au

Mandatory Technology

In Year 7 and 8 Mandatory Technology students will develop an understanding of the following concepts and skills:

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding, they learn about Agriculture, Food Technologies, Digital Technologies, Engineered Systems and Material Technologies (including timber and textiles).

During Year 7 and 8, all students will participate in different learning specialisations over two years. Students will have 5 periods a fortnight for 13 weeks to complete the requirements each specialisations. At the end of 13 weeks, Mandatory Technology classes will swap specialisations and teachers.

Scope and Sequence – Mandatory Technology	**Timing**
<u>Agriculture</u> Agriculture focuses on the investigation of managed environments, such as farms and plantations. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials.	13 Weeks
<u>Engineering Systems</u> The Engineered Systems context focuses on how force, motion and energy is utilised in systems, machines and structures. Students are will be provided with opportunities to experiment and develop prototypes to test their solutions. They understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures.	13 Weeks
<u>Food Technologies</u> Food technologies focuses on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students will be provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.	13 Weeks
<u>Digital Technologies</u> The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.	13 Weeks
<u>Material Technologies - Timber and Textiles</u> The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students	13 Weeks

develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation, practical investigation, and product development to satisfy identified needs and opportunities.	

Assessment	**Type of Assessment Task**	**Weighting**
For each of the specialisation subjects -Digital technologies, Material or Engineering Systems or Food and Agriculture, a separate assessment will occur during the course.	Practical + Folio	100%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class
Laptop, Pen, Pencil, Ruler and a Display Folder (Folio).

Homework expectations for all Year 7-8 students in Mandatory Technology:

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

Excursions
Sydney Royal Easter Show and Edu Tech.

Other relevant information:

- Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day/s late.
- If a student is away, they are expected to catch up on work upon their return by asking a friend in class and their class teacher.
- Students must follow safety procedures in the Ag plot and specialised technology rooms when carrying out practical work.

Teachers:
7TEC1 – Ms Heslop
7TEC2 – Mr Alexopoulos
7TEC3 – Ms Mishra
7TEC4 – Mr Berscheid
7TEC5 – Ms Agathopoulos
7TEC6 – Mishra/Alexopoulos

Acting Head Teacher: Ms Heslop
Email: kylee.heslop1@det.nsw.edu.a