



ORARA

High School

Opportunity Innovation Success

Year 7
Yearly Overview
2021

ENGLISH

	1	2	3	4	5	6	7	8	9	10
TERM 1	Unit 1 The Language of Imagination and Tension Unit info: Students will refine their understanding of quality imaginative narrative and drama texts and the role of tension in storytelling in order to develop their understanding of the codes and conventions used.. The close analysis of selected texts enables students to increase the command of their own written expression and empowers them with the confidence and ability to employ language for a variety of purposes. Outcomes: EN4-1A, EN4-4B, EN4-9E Textual Concept: Codes & Conventions (p. 10); Narrative (p.22) Assessment: one edited written response and reflection statement Assessment due: Week 8, Term 1							Unit 2 Australian Literary Heritage Unit info: Students are introduced to the concept of Literary Value. They begin to explore the notion of Australian identity and how this is represented in literature. → (Unit 2 continues into Term 2)		
	Unit 2 Australian Literary Heritage Unit info: This unit is designed to establish a deeper understanding of early Australian literature, focusing predominantly on Indigenous and Colonial perspectives. Students will engage with a wide range of texts that explore the representation of difference and diversity in Australia’s literary heritage. Students develop their understanding of how texts are influenced by context, purpose and audience. Outcomes: EN4-3B, EN4-6C, EN4-7D Textual Concept: Literary Value (p.20) Assessment: Compose a mini essay about the representation of Australian lifestyle, culture and history (include one Indigenous and one colonial text) In class task Assessment due: Week 4, Term 2							Unit 2b: Extension of Australian Literary Heritage and Skill Development Unit Info: With teacher guidance, students explore Australian Literature further through the study of Australian stories and/or researching a particular element of representation of Australia in literature and the concept of Literary Value.		
TERM 2	Unit 3: Myths, Legends and Fairy Tales Unit info: Students will investigate storytelling genres throughout history, with a focus on myths, legends and fairytales. Students will examine global mythologies and intercultural storytelling and analyse narrative conventions through study of a range of text forms in each genre, including fiction, non-fiction, picture books, film, poetry. They will also compose their own texts. Outcomes: EN4-2A, EN4-6C, EN4-8D Textual Concept: Genre (p.16) Assessment: Compose an imaginative response in one of the genres and a reflective response on how the imaginative composition reflects the conventions of the genre. Assessment due: Week 8, Term 3							Unit 4: The Study of Film Unit info: This unit focuses on an introduction to film studies through responding to and composing films, in particular; animated films. Students are introduced to the conceptual elements during this segment of the unit. → (Unit 4 continues into Term 4)		
	Unit 4: The Study of Film Unit info: This unit focuses on an introduction to film studies through responding to and composing films. Students will make a close study of text form, context and genre. They will examine the conventions and language features of film and the representation of cultural assumptions through a specific focus, for example: Asian: Studio Ghibli - Hayao Miyazaki; American Western: Disney, Pixar; Australian – Shaun Tan. Students will follow the filmmaking process in composing a group animated film - scripting, storyboarding, production, presentation. Outcomes: EN4-2A, EN4-8D, EN4-9E Textual Concept: Style (p.30) and Theme (p.32) Assessment: Film in a Box - a 30 second stop animation group film composition Assessment due: Week 4 , Term 4							Unit 4b: Extension of Film Study and Skill Development Unit Info: With teacher guidance, students further explore film through the making of their own film and/or researching a particular theme or style of film-making.		
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MATHEMATICS

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TERM 1	Unit 1: Computation with positive integers Unit info: This unit will provide students with the opportunity to consolidate their understanding of place value, mental arithmetic and written computation skills with positive integers. This will include numerical expressions containing mixed operations. Outcomes: MA3-4NA, MA3-5NA, MA3-6NA, MA4-4NA, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: Project due term 1, week 9 and mid-course exam. End of year exam.					Unit 2: Angle relationships Unit info: In this unit, students will revise measure angles in degrees, classify angles and consolidate the use of conventions for labelling and naming angles, and will investigate transversals on parallel lines. Outcomes: MA3-16MG, MA4-18MG, MA4-1WM, MA4-2WM, MA4-3WM Assessment: See Unit 1.			Unit 3: Computation with negative integers Unit info: Students will extend Unit 1 to all integers. Outcomes: MA3-4NA, MA4-4NA, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: Mid-course exam. End of year exam.		
	1	2	3	4	5	6	7	8	9	10	
TERM 2	Unit 3: Computation with negative integers continued form first term	Commence Unit 4: Understanding fractions, decimals and percentages see weeks 6, 7, 8.	NAPLAN	Catch-up/Revision	Mid-course Exam	Unit 4: Understanding fractions, decimals and percentages Unit info: Students will strengthen their conceptual understanding and fluency with respect to fractions, decimals and percentages. Outcomes: MA3-7NA, MA4-5NA, MA4-1WM, MA4-2WM, MA4-3WM Assessment: O-B class test. End of year exam. Assessment due: O-B class test Term 3, week 6 End of year exam Term 4, week 4.			Unit 5: Probability Unit info: Students will use the language of probability to describe the outcomes of chance experiments. Outcomes: MA3-19SP, MA4-21SP, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: O-B class test. End of year exam. Assessment due: O-B class test Term 3, week 6 End of year exam Term 4, week 4.		
	1	2	3	4	5	6	7	8	9	10	
TERM 3	Unit 5 Probability continued	Unit 6: Computation with decimals and fractions Unit info: Students will use mental strategies, written methods, and calculators to simplify expressions that involve fractions and decimals and the four operations. Outcomes: MA3-7NA, MA4-5NA, MA4-1WM, MA4-2WM, MA4-3WM Assessment: Term 3 OB class test. End of year exam.			Unit 7: Time Unit info: Students will solve problems involving 12 and 24-hour time and comparing world time differences Outcomes: MA3-13MG, MA4-15MG, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: O-B class test & EOY exam	O-B class test	Unit 8: Algebraic techniques Unit info: Students will begin to use letters called pronumerals to represent numbers. This leads to the use of algebraic expressions. Outcomes: MA3-8NA, MA4-8NA, MA4-11NA, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: End of year exam.		Unit 9: Index Laws Unit info: Students will study prime numbers and prime factors. They will use the notation and terminology that is associated with powers and also understand the meaning of square roots and cube roots. Outcomes: MA4-9NA, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: End of year exam		
	1	2	3	4	5	6	7	8	9	10	
TERM 4	Unit 10: Measurement and computation of length, perimeter and area Unit info: Students will have the opportunity to consolidate their understanding of the metric system and become fluent users of the units for length and area. Outcomes: MA3-9MG, MA3-10MG, MA4-12MG, MA4-13MG, MA4-1WM, MA4-2WM, MA4- 3WM Assessment: End of year exam		Catch-up/Revision	EOY Exam	Unit 10 cont'd			Unit 11 Equations 1 Unit info: Students will understand what makes an algebraic expression different to an equation. They will also begin to use equations to solve mathematical problems. Outcomes: MA3-8NA, MA4-10NA, MA4-1WM, MA4-2WM, MA4-3WM Assessment: Observation and year 8 further work			
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SCIENCE

	1	2	3	4	5	6	7	8	9	10
TERM 1	Title of Unit; Lab Coats Ready					Title of Unit: Sort It Out				
	Unit info: follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually. Outcomes: SC4-6WS Assessment: Practical Task – Using Scientific Equipment and Analysing First-hand Data - 25% Assessment due: Week 6					Unit info: relates the structure and function of living things to their classification, survival and reproduction. Outcomes: SC4-14LW				
TERM 2	Title of Unit: Mix It Up					Title of Unit: Wealth from the Earth				
	Unit info: explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relates to their uses in everyday life. Outcomes: SC4-17CW Assessment: Examination – Semester 1 – 25% Assessment due: Week 3					Unit info: explains how advances in scientific understanding of processes that occur within and on the Earth, influences the choices people make about resource use and management. Outcomes: SC4-13ES				
TERM 3	Title of Unit; A Place Called Home					Title of Unit: May the Force Be with You				
	Unit info: relates the structure and function of living things to their classification, survival and reproduction. Outcomes: SC4-14LW					Unit info: describes the action of unbalanced forces in everyday situations Outcomes: SC4-12ES Assessment: Literacy Task-Australian Biota Adaptations Research Assignment – 25% Assessment due: Week 7				
TERM 4	Title of Unit: Off the Planet					Title of Unit: Cells for Life				
	Unit info: describes the dynamic nature of models, theories and law in developing scientific understanding of the Earth and solar system. Outcomes: SC4-12ES Assessment: Examination – Semester 2 – 25% Assessment due: Week 3					Unit info: explains how new biological evidence changes people’s understanding of the world Outcomes: SC4-15LW				

HISTORY

Unit 1: Investigating the Ancient Past	Unit 2: Ancient Greece	Unit 3: Ancient China
<p>Unit overview: Students study the work of historians and archaeologists and examine how they use sources to help them in their investigation of the past. Students will learn how to conduct a historical investigation and understand the tools used in the process.</p> <p>Outcomes: HT4-1, HT4-6, HT4-8, HT4-9, HT4-10</p>	<p>Unit overview: Students will complete a study of the Mediterranean civilisation of Greece. Students will study the features, key groups, beliefs and practices, conflict and a significant personality.</p> <p>Outcomes: HT4-2, HT4-3, HT4-6</p>	<p>Unit overview: Students will investigate the main features of the Ancient China, including: the role of key groups, significant beliefs and practices, contacts and conflicts with other societies.</p> <p>Outcomes: HT4-2, HT4-3, HT4-6</p>

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TERM 1	Unit 1: Investigating the Past						Unit 2: Ancient Greece			
	How do we uncover the past?	What are the roles of historians and archaeologists?	How do we uncover the past?	What can we learn from preserved human remains?	Week 8 Task 1: Research Task		How do we conserve the past?	What are the physical characteristics of Ancient Greece?	What is the legacy of Ancient Greece?	
TERM 2	Ancient Greece continued				Unit 3: Ancient China				Start Geography	
	What were their values, practices, and everyday life?	What were they key features of Greek Society? Sparta & Athens	What are the main religious beliefs and mythology of Ancient Greece? Week 3 Task 2	Site Study: Troy	What were the key social and geographical features of Ancient China?		What were the values & beliefs of the people of Ancient China?	The World of Geography Introduction to skills		

GEOGRAPHY

Unit 1: Landscapes and Landforms	Unit 2: Water in The World
<p>Unit overview: Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people’s responses to that hazard.</p> <p>Outcomes: GE4-2, GE4-4, GE4-5, GE4-8</p>	<p>Unit overview: Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people’s perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.</p> <p>Outcomes: GE4-1, GE4-3, GE4-7, GE4-8</p>

	1	2	3	4	5	6	7	8	9	10	
TERM 3	Unit 1: Landscapes and Landforms							Hazards			
	What environmental and human processes form and transform landscapes and landforms?		Coastal Environments How are coastal landscapes formed and changes?			To what extent are landscapes and landforms sustainably managed and protected? Week 7 Task 1: Coastal Fieldwork		What are the processes that cause hydrological & geomorphic hazards? How do groups respond to and manage hazards?			
TERM 4	Unit 2: Water in the World										
	What are the processes that influence and distribute water? Week 2 Task 2: Hazards Task		How & why does access of water resources vary globally?			How does water scarcity impact one’s quality of life? What strategies and organisations support equitable access to water?		PBL Activities			

<p>Concepts - place, space, environment, interconnection, scale, sustainability, change</p> <p>Skills - pie graphs, column graphs, statistics, maps, photos, sketch maps, line drawing, climate graphs</p> <p>Tools - maps, graphs and statistics, spatial technologies, visual representations, fieldwork investigation</p>

PDHPE (THEORY)

TERM 1	1	2	3	4	5	6	7	8	9	10
	<p>Unit 1: A Unique Me The purpose of the unit is for students to understand and strengthen their own sense of self as well as have an understanding of what life transitions that will occur and how to cope with these changes. They will also gain an understanding of puberty and the associated changes that will occur. Lastly students will be able to identify different types of relationships and develop skills around communication, inclusion and anti-bullying. Outcomes: PD 4.1, PD 4.2, PD 4.9, PD 4.10 Assessment: Wonder Matrix Assessment due: Week 7</p>									
TERM 2	1	2	3	4	5	6	7	8	9	10
	<p>Unit 2: Living in a Connected World The purpose of this unit is for students to learn about skills, emotions, risks and positives associated with the use of various social networking sites (SNS) and their use of the internet in general. Student safety is highly represented with various learning strategies that have been applied to real-life situations for student connectedness to the content. Up-to-date statistics and modern ICT pedagogies are utilised for engaging and realistic discussion, analysis and reflection. Communication skills to enhance relationships, wellbeing, interpreting social protocols and where to go for help as well as identifying inappropriate and unsafe situations are focus areas throughout this Cyber Safety unit. Outcomes: PD 4.2, PD 6, PD 4.9, PD 4.10 Assessment: In class tasks Assessment due: Ongoing in class</p>									
TERM 3	1	2	3	4	5	6	7	8	9	10
	<p>Unit 3: You, Me, Others The purpose of this unit is for students to have a greater understanding of positive relationships, social skills and communication. Students will investigate the changing nature of relationships as young people become more independent and evaluate strategies to manage these changes. Students will practice communication techniques and rehearse help-seeking strategies to overcome each situation. Outcomes: PD 4.3, PD 4.10 Assessment: Healthy relationships Assessment due: Week 6</p>									
TERM 4	1	2	3	4	5	6	7	8	9	10
	<p>Unit 4: Connecting to Countries The purpose of this integrated unit is for students to develop an understanding and appreciation of a variety of cultures, particularly Aboriginal cultures through participating in traditional games. Students explore differences in family structure and nature of relationships. Students will explore stereotypes and prejudice that different cultured people can face in Australia. Outcomes: PD 4.1, PD 4.3, PD 4.10 Assessment: In class tasks Assessment due: Ongoing in class</p>									

PDHPE (PRACTICAL)

	1	2	3	4	5	6	7	8	9	10
TERM 1	A Unique Me (5%) The purpose of the unit is for students to integrate theory content in a practical setting utilising a range of movement contexts including Gymnastics, Dance and Circus skills. Students will also apply and refine interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in the movement skills mentioned above. Outcomes: PD 4.4, PD 4.5, PD 4.8, PD 4.11 Assessment: Practical Assessment due: Week 5					Fitness Testing/Cross Country (10%) The purpose of the unit is for students to understand and improve their level of fitness in a variety of fitness-based activities and Cross Country. Students will plan for and participate in activities that encourage health and a lifetime of physical activity. Outcomes: PD 4.8, PD 4.11 Assessment: Practical (fitness testing/cross country) Assessment due: Week 10				
TERM 2	Athletics (10%) The purpose of the unit is for students to understand and strengthen their Athletics skills including High Jump, Shot Put, Track Events, Discus, Javelin. Students will also use ICT to analyse their own and others' performance and implement feedback to enhance performance. Outcomes: PD 4.4, PD 4.5, PD 4.8, PD 4.11 Assessment: Practical Assessment due: Week 5					Bounce – Netball & Basketball (10%) The purpose of the unit is for students to understand and improve their understanding of basketball including skills such as decision making, shooting, attack and defence. Students will also evaluate and justify the movement concepts, skills, strategies and tactics selected in response to movements in basketball and netball. Outcomes: PD 4.4, PD 4.5, PD 4.11 Assessment: Practical Assessment due: Week 10				
TERM 3	Invasion Games – Touch (5%) Through participation in selected invasion games, students apply strategies and tactics for the purpose of improving the quality of performance and the achievement of set goals. Outcomes: PD 4.4, PD 4.5, PD 4.8, PD 4.11 Assessment: Practical Assessment due: Week 5					Invasion Games – Soccer (5%) Through participation in selected invasion games, students apply strategies and tactics for the purpose of improving the quality of performance and the achievement of set goals. Outcomes: PD 4.4, PD 4.5, PD 4.8, PD 4.11 Assessment: Practical Assessment due: Week 10				
TERM 4	Indigenous Games (5%) Unit info: The main purpose of the games is to encourage fair play and respect for others while also giving the students opportunities to discuss the cultural significance of the games and their role in developing a sense of self. They will identify game skills that can be transferred or used in other games in Australia, Outcomes: PD 4.4, PD 4.8, PD 4.10 Assessment: Practical Assessment due: Week 5					Striking/Fielding (Cricket) Students will participate in cricket skills and games to develop teamwork, cooperation and problem solving. Students will be provided with the opportunity to modify rules and scoring systems to allow for fair play, safety and inclusive participation. Outcomes: PD 4.4, PD 4.5, PD 4.8, PD 4.11				

MUSIC

	1	2	3	4	5	6	7	8	9	10
TERM 1	<p>Title of Unit: Percussion Unit info: Students will learn the basics of reading rhythmic notation, performing in class ensembles, composing rhythmic fragments, motifs and ostinati with a focused study of the concept of <i>duration</i>. Outcomes: 4.4, 4.5 Assessment: Rhythmic composition Assessment due: Week 8 - 9</p>									
TERM 2	<p>Title of Unit: Piano Unit info: Students will learn to play piano, performing simple melodies with bass and chordal accompaniment. Outcomes: 4.1, 4.2, 4.3 Assessment: Piano performance Assessment due: Week 8 - 9</p>									
TERM 3	<p>Title of Unit: Guitar Unit info: Students will learn to play guitar, reading chord diagrams, lead sheets and tablature performing in class ensembles with a focused study of the concept <i>pitch</i> while analysing popular music Outcomes: 4.7, 4.8, 4.9 Assessment: Listening analysis / Aural skills Assessment due: Week 9 - 10</p>									
TERM 4	<p>Title of Unit: Ensemble Unit info: Students will bring together skills learned throughout the year to play in class ensembles, performing popular music across classroom instruments with a focused study on the concept <i>structure</i>. Outcomes: 4.3 Assessment: N/A Assessment due: N/A</p>									

VISUAL ARTS

	1	2	3	4	5	6	7	8	9	10
TERM 1	<p>Elements and Principles of Design This unit is the foundation of learning in the Visual Arts course. The Elements and Principles of Design are the building blocks for understanding the Structural Frame, artistic practice and the critical analysis of works. Students will develop skills in the use of all Elements through drawing, painting and be tested on that knowledge. Outcomes: 4.1, 4.3, 4.7, 4.9 Assessment: Written examination Assessment due: Week 10, Term 1</p>									
TERM 2	<p>Pablo Picasso & the Face This unit is a study of the face and its varied interpretation by Pablo Picasso. Students will learn about conventions of proportion and how to break those conventions through a series of tasks. They will extend their understanding of paint and how to use it. Students will also experience printmaking using foam board, and Mask making in clay. Student work will be compiled into a portfolio of imagery to display their skill and understanding. Outcomes: 4.1, 4.2, 4.4, 4.5, 4.6 4.8, 4.9 Assessment: Portfolio of Work Assessment due: Week 9, Term 2</p>									
TERM 3	<p>Vincent Van Gogh This unit allows the students to develop their confidence in working with a broad range of materials. Students will gain a historical understanding of the life of Vincent Van Gogh. Students will learn about his practice and apply this understanding to a series of their own works. Student knowledge will be examined through a group practical activity with an accompanying analysis presented to the class. Outcomes: 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.10 Assessment: Artist Study and portfolio Assessment due: Week 9, Term 3</p>									
TERM 4	<p>Australian Visions This unit is an exploration of the varied ways that artist represent Australia. Artists covered will include indigenous, white and new Australian perspectives to define the range of viewpoints and allow students to grow to a deeper understanding of others. Students will create their own work which serve to represent Australia and Australianisms using a range of media. Outcomes: 4.1-4.10 Assessment: Nil Assessment due: Nil</p>									