### Term/Unit 1

**Title:** Ancient Communities

**Course Overview:**
This term, we will learn how to find, use and present information about specialised topics - particularly those with cause-effect relationships - for a specific purpose and audience. The various nonfiction sources will include the texts that we use for other subject areas, as well as digital and media texts. We will look at the structures used to organise content, such as headings and subheadings, and supporting features such as graphics. In addition to dealing with unfamiliar technical vocabulary and cause-effect transitional words, we'll start to use embedded clauses to express information within complex sentences.

**Text types:**
- NONFICTION/INFORMATION texts
  - *e.g.* reports, explanations, media (such as print or broadcast news or documentaries) and online sources

**Assessment:**
- LISTENING, NOTE-TAKING and SUMMARIZING (Effects of the Nile River on People of Ancient Egypt)
- INFORMATIVE/MULTIMODAL REPORT (Egypt)
  - Create a multimodal informative report that explores causes and effects of the social structure of Ancient Egypt and present it in a condensed form (orally and visually) to an audience

**Scaffolding:**
- LISTENING, NOTE-TAKING
  - Pre-teach cause-effect transitional words (e.g., because, so, therefore, as a result,...)
- Use a common graphic organiser
- Can be modified with pre-taught concepts/vocabulary and/or a supporting glossary
- SUMMARY
  - Scaffold with start sentences, guiding statements (e.g., Must include,...) and/or Cloze exercise
- INFORMATIVE/MULTIMODAL REPORT
  - Provide exemplars
  - Model 'golden words'
  - Provide exemplar discussions (e.g., fishbowl activity)
  - Use graphic organizers such as Character Thinking Hats to organize discussion
  - Brainstorm word associations
  - Group think-talk
  - Predetermine subject area content / selected text
  - Teacher modeling / provision of exemplars
  - Rehearsals/re-recorded presentations

**Term/Unit 2**

**Title:** Ancient India

**Course Overview:**
This unit is a chance for us to hone our reading, writing and presenting skills as we draw ideas from aesthetic texts such as poetry. We’ll see how we can transform ideas and texts into other forms, and we’ll concentrate on the careful selection of vocabulary and visuals to achieve a desired effect: e.g. poem transcribed to a song or picture book. We’ll use software and other creative devices to embellish our work.

**Text types:**
- REFLECTIVE / DESCRIPTIVE / AESTHETIC texts
  - *dramatic performances and poetry, songs, anthems and odes
  - *poetry, songs and multimodal texts representing historical, cultural and social perspectives over time (including texts that address the cross-curriculum priorities)
  - *feature articles and extracts from memoirs, autobiographies and biographies

**Assessment:**
- LISTENING, NOTE-TAKING and SUMMARIZING
  - RESEARCH an historical figure or Religion and REVIEW/Impact on Indian society. Participate in a panel debate/online forum.
  - REVIEW
  - Present an analytical review of one secondary source of text chosen from research for panel debate. (links to History assessment)

**Scaffolding:**
- LISTENING, NOTE-TAKING
  - Pre-teach cause-effect transitional words (e.g. because, so, therefore, as a result,...etc.)
  - Repeat the read aloud or modify note-taking time
  - Use a common graphic organiser
  - Can be modified with pre-taught concepts/vocabulary and/or supporting glossary
  - SUMMARY
  - Scaffold with start sentences, guiding statements (e.g., Must include,...) and/or Cloze exercise
  - INFORMATIVE/MULTIMODAL REPORT
  - Provide exemplars
  - Model 'golden words'
  - Provide exemplar discussions (e.g., fishbowl activity)
  - Use graphic organizers such as Character Thinking Hats to organize discussion
  - Brainstorm word associations
  - Group think-talk
  - Predetermine subject area content / selected text
  - Teacher modeling / provision of exemplars
  - Rehearsals/re-recorded presentations

### Term/Unit 3

**Title:** Through My Eyes

**Course Overview:**
In addition to engaging with texts for enjoyment, this term we will see how fiction such as early adolescent novels can shape our understanding of Australian identity. We’ll be exposed to a variety of perspectives through themes dealing with interpersonal relationships and ethical dilemmas. We’ll use appropriate language to share our opinions on the fictional texts that we listen to, read and view. As models for our own writing, we’ll identify expressive language that is used effectively by authors.

**Text types:**
- IMAGINATIVE texts
  - *Australian literature, including Aboriginal and Torres Strait Islanders' oral narrative traditions and contemporary literature, early adolescent novels, short stories, plays and film

**Assessment:**
- LISTENING, NOTE-TAKING and SUMMARIZING
  - CREATE an imaginative narrative or episode(s) for a narrative (such as a dialogue) that explores a dilemma (e.g., an ethical dilemma between characters, or a struggle against a force such as nature)

**Scaffolding:**
- LISTENING, NOTE-TAKING
  - Pre-teach required vocabulary for elements of persuasion
  - Pre-teach/povide cause-effect transitional words (so, hence, thus, as a result of, therefore, because)
  - Provide set questions
  - Allow oral responses
  - Modify articles based on readability
  - Provide text highlighting/annotations to support reading/analysis
  - Paired/group discussion prior to written response
  - Provide sentence starters / paragraph outlines

### Term/Unit 4

**Title:** Persuasive People

**Course Overview:**
This term, we’ll analyse and create persuasive texts. We’ll judge the strength of an argument, weighing up the value of what we’re being told or shown, and discriminate between fact and opinion. In addition to considering the point of view, purpose and audience, we’ll pay attention to the use of visuals, rhetorical language and emotive language.

**Text types:**
- PERSUASIVE texts
  - *e.g.* speeches, feature articles and blogs, various media such as advertisements and cartoons and emotive literary texts such as poetry or songs
### Course Overview:

This term the students make connections between whole numbers and index notation and the relationship between perfect squares and square roots, solve problems involving the comparison, addition and subtraction of integers and solve problems involving percentages and all four operations with fractions and decimals. The students will explore expressing one quantity as a fraction or percentage of another, investigate and apply the use of fractions, decimals and percentages, and their equivalences. The students will use their learning in unfamiliar problem solving situations.

During the third term the students will begin to describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. They will identify line and rotational symmetries, draw different views of prisms and solids formed from combinations of prisms. Throughout term three the students will investigate and calculate 'best buys', with and without digital technologies. Students understanding of Algebra will be extended through the introduction of variables as a way of representing numbers using letters. As a result of this the students will create algebraic expressions and evaluate them by substituting a given value for each variable and extend and apply the laws and properties of arithmetic to algebraic terms and expressions.

### Key Sources of Geographical Data:

- Google Earth
- Images of Asia – complete set
- The World Factbook
- Geoguesser!
- BOM website
- Youtube
- Worldbook Online
- Murray Darling Basin Plan Australian Government Website

### Thinking Tools and Graphical Organisers:

- Venn Diagram (comparison)
- Fishbone diagram
- 321 RIQ

### Assessment Ideas:

- Forum Presentation Disagreeing with plans for a variety of water courses
- To present a short persuasive speach (2-3 min) to a specific audience (users of the river system) from a variety of backgrounds (indigenous people, farmers, boaters, government officials, etc)
- Cultural - Indigenous
- Spiritual - religion eg bathing in Ganges
- Aesthetic - tourism (caravan park owner)
- Economy - farmers, fisherman and industry

### Course:

<table>
<thead>
<tr>
<th>Title: Water in the World</th>
<th>Places for Living In</th>
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<tr>
<td>Students will describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They will explain and describe the interconnections between people, places and environments. They develop a geographical challenge and propose a response taking into account environmental, economic and social factors. They locate relevant information from primary and secondary sources to respond to this geographical challenge. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal. Essential Questions: What is a renewable resource and how do people around the world use them? How can shared resources be equitably distributed to accommodate environmental, economic and social factors?</td>
<td>Students will describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They will explain and describe the interconnections between people, places and environments and how they change places and environments. Students will identify significant questions to develop an inquiry and gather, represent and analyse geographical data in a range of graphic forms, including maps, graphs and tables. They will propose explanations for patterns, trends and relationships and draw conclusions including proposing an action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal. Essential Question: What factors influence why we choose to live in our local area?</td>
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### Assessment:

- Students will generate and apply formulas for the area and perimeter of regular plane shapes. They construct, explore and calculate volumes of prisms and describe different views of three-dimensional objects. The students will also explore the algebraic properties of number and apply knowledge of laws. They will continue to calculate percentages and further explore the relationships between fractions, decimals and percentages. The students will use their learning in unfamiliar problem solving situations.

- Students will identify significant questions to develop an inquiry and gather, represent and analyse geographical data in a range of graphic forms, including maps, graphs and tables. They will propose explanations for patterns, trends and relationships and draw conclusions including proposing an action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal. They will present this proposal to local council.
**History AC**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Investigating the Ancient Past</th>
<th>Egypt</th>
<th>India</th>
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<td>Course Overview:</td>
<td>Students in Year 7 will undertake an historical inquiry to explore the origins of humans in the context of ancient Aboriginal history. Students will examine past historical questions to explore the development of civilisations and the role archaeologists play in providing evidence of significant events to aid our understanding of Ancient Aboriginal history. Students will examine secondary sources of information to explore the impact of continental drift and the contestability of this theory. Primary sources of information will be used to explore ancient peoples and compare their cultural beliefs with today.</td>
<td>In this unit the Year 7 students will undertake an in-depth investigation of the Mediterranean society of Ancient Egypt. Students will pose historical questions to explore the development of key groups, significant beliefs and values, and contacts and conflicts within ancient Egyptian Society. Students will examine both primary and secondary sources of evidence that reveal different perspectives that existed in Ancient Egypt. Students will develop an understanding and appreciation of the circumstances that motivated particular values and attitudes of people in ancient societies.</td>
<td>In this unit the Year 7 students will investigate the Asian society of India in depth. They will examine the influence of India's physical features on the development of the civilisation. Students will investigate the role of key groups in Indian society as well as the significant beliefs, values and practices evident. Particular emphasis will be placed on one of the following areas: everyday life, warfare, or death and funerary customs. Contact with other societies, resulting in the expansion of trade, the rise of the Mauryan Empire and the spread of philosophies and beliefs will also be examined. The role of a significant individual in Indian history will be examined in detail.</td>
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| Primary Source Document Focus: | Oral histories, letters, maps, photographs (house, churches, monuments, gravestones), indigenous sites, museums, historical societies, artefacts, newspapers, sporting memorabilia) Historical texts, Worldbook online, Scootle, Australian History Mysteries. | Oral histories, maps, Pictorial sources, artefacts, human resources (staff), dvd, internet sites, youtube. | Oral histories, interviews, filmed interviews, maps, photographs and personal documents such as diary entries will be utilised. |

| Thinking Tools and Graphic Organisers: | Bloom’s Taxonomy SW’s and H Think, Pair, Share KWL Web 2 Tools | Bloom’s Taxonomy SW’s and H Think, Pair, Share web 2 tools KVL 321-RO Cause/Effect | Variety of graphic organisers to order knowledge and research undertaken. |

| Assessment Ideas: | Anecdotal formative assessment of students skills will take place throughout the course of this unit. Students will select and answer 3 appropriate questions from a list of 10, demonstrating their understanding of the relevance and importance to Indigenous people of preserving their past. | Students will examine the role of women in Egyptian society as part of their study of Ancient Egypt. Students will be required to describe what life was like in Egypt for women and how it changed. They will be required to use Primary and Secondary sources. Students will also be required to: | Students will debate the merits of a particular historical figure in India as part of a panel debate. Alternatively some groups maybe comparing the different religions and their effects on Indian Society. This unit will be integrated with English. |
| | | • describe change in the society and how individuals and groups were affected. • describe different perspectives of people who lived at the time. • identify different interpretations about how and/or why the society changed. This knowledge will be presented as a multi-modal informative report (Integrated with English) | |

**Local Resources:**

**Science AC**

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<th>Title:</th>
<th>What’s the solution? (Chemical Sciences)</th>
<th>Forced to (Physical Sciences)</th>
<th>Enough water fit for drinking (Earth &amp; Space Sciences)</th>
<th>Who, what, where? (Biological Sciences)</th>
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<td>Course Overview:</td>
<td>Can we separate materials from solutions? What are the real-world applications of such separation techniques? Science seeks to understand why and how substances can be separated, and this has led to techniques that improve efficiency in activities in the home and in industry. The 'What's the solution' unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore separation techniques. Students’ understanding of the factors that influence separation will be developed through hands-on activities and student-planned investigations.</td>
<td>How do and why do objects move the way they do? Science seeks to understand why and how why objects move and how these ideas and laws can be applied to the real-world to make machines and what we do everyday easier. This unit provides opportunities for students to explore Newton's Laws of motion and to apply these laws to real-world situations. Students’ concepts of movement will be developed through hands-on activities and student-planned investigations with everyday objects including parachutes.</td>
<td>The importance of making science relevant and engaging for students cannot be understated. Enough Water Fit For Drinking is action-oriented and includes materials, settings, scenarios and activities that young adolescents will find applicable to their everyday lives. The Enough water fit for drinking' unit is an ideal way to link science with literacy in the classroom. In particular, students have the opportunity to engage with hands-on, student-planned investigations and observations of the world around them. Students explore how science classifies organisms, and investigate food webs and human impacts on food webs and ecosystems.</td>
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<td>Why and how are animals and organisms classified? How are the animals in an ecosystem connected to each other and reliant on each other? Are humans part of connected ecosystems and what impact do they have on these? The 'Who, what, where?' unit is an ideal way to link science with literacy in the classroom. In particular, students have the opportunity to engage with hands-on, student-planned investigations and observations of the world around them. Students explore how science classifies organisms, and investigate food webs and human impacts on food webs and ecosystems.</td>
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