

St Joseph's School Stanthorpe

2014

Year 7

		Term/Unit 1	Term/Unit 2	Term/Unit 3	Term/Unit 4
English AC	Silos:	Inform / Instruct	Describe / Reflect	Entertain / Critique	Analyse / Persuade
	Title:	Ancient Communities	Ancient India	Through My Eyes	Persuasive People
	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.	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. eg poem transcribed to a song or picture book. We'll use software and other creative devices to embellish our work.	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.	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:	NONFICTION INFORMATION texts * including historical and scientific * e.g. reports, explanations, media (such as print or broadcast news or documentaries) and online sources	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	IMAGINATIVE texts * Australian literature, including Aboriginal and Torres Strait Islanders' oral narrative traditions and contemporary literature, early adolescent novels, short stories, plays and film	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
	Assessment:	LISTENING, NOTE-TAKING and SUMMARIZING (Effects of the Nile River on People of Ancient Egypt) Use note-taking methods to record notes from a text (e.g. historical) that you listen to and read then write a cause-effect summary from the notes recorded 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	SPOKEN / WRITTEN DISCUSSION 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)	LITERARY ANALYSIS / PRESENTATION Participate in Literacy Circle / Book Club discussions or deliver a presentation to analyse the causes, effects and resolution of conflict in narratives EPISODE(S) / NARRATIVE 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)	WRITTEN Create criteria for analysing the effectiveness/credibility and the persuasive language features and devices of a media text. This criteria sheet is then used to assess Year 6 presentations. Students will then use their criteria sheets to assist in writing lectures.
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 organizer Can be modified with pre-taught concepts/vocabulary and/or a supporting glossary SUMMARY Scaffold with sentence starters, guiding statements (e.g. Must include...) and/or Cloze exercise ----- INFORMATIVE MULTIMODAL REPORT Provide exemplars Include class-based t-charts or Venn diagrams as visual support Assisted research materials/findings Peer support Collaborative group reports Scaffold/pre-determine the index/table of contents, headings and sub-headings Provide sentence starters for the summarized presentation Provide presentation templates	SPOKEN / WRITTEN DISCUSSION Model/pre-select 'golden words' Provide exemplar discussions (e.g. fishbowl activity) Provide template with sentence starters TRANSFORMATION / PERFORMANCE Brainstorm word associations Group think-tank Predetermine subject area content / selected text Teacher modelling / provision of exemplars Rehearsed/pre-recorded presentations	LITERARY ANALYSIS / PRESENTATION Provide exemplar discussions (e.g. fishbowl activity) Use Somebody Wanted But So as the basic framework for discussion Use graphic organizers such as Character Thinking Hats to organize discussion Use accountable talk stems as conversation/sentence starters Use a reflective journal for metacognition NARRATIVE Provide characters, setting, dilemma Modify task as a Storyboard or scaffold with a Storyboard Transform a known text Set task as composition of an extended dialogue or dialogue extracts that show development and resolution of conflict Compose paragraphs/episodes that display development/resolution of conflict	WRITTEN Pre-teach required vocabulary for elements of persuasion Pre-teach/provide 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 ----- PERSUASIVE PRESENTATION Research assistance Paired/group presentations Peer support Presentation templates Sentence starters Rehearsed/pre-recorded presentations	
Mathematics AC	Title:	Maths Term 1	Maths Term 2	Maths Term 3	Term 4

	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.	This term the students 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.	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.	This term the students continue to apply their algebraic skills in simple, familiar settings and extend these skills to non familiar settings. Single step experiments will be conducted and reported upon. The students will examine continuous and discrete data from primary and secondary sources. The data generated will be constructed and a range of data displays will be created. (including construct stem-and-leaf plots and dot-plots.) Students will calculate mean, mode, median and range for data sets and describe the relationship between the median and mean in data displays.
Geography AC	Title: Course Overview:	Water in the World 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. 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?	Places for Living In 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?		
	Key Sources of Geographical Data:	<p style="text-align: center;">Google Earth Images of Asia – complete set The World Factbook Geoguesser BOM website Youtube Worldbook Online Murray Darling Basin Plan Australian Government Website</p>			
	Thinking Tools and Graphical Organisers:	Venn Diagram (comparison) cause and effect chart Fishbone diagram 321 RIQ	Venn Diagram (comparison) cause and effect chart Fishbone diagram 321 RIQ		
	Assessment Ideas:	Forum Presentation Dis/agreeing with plans for a variety of water courses To present a short persuasive speech (2-3 min) to a specific audience (users of the the river system) from a variety of backgrounds (indigenous people, farmers, boaties,government officials, etc) cultural - Indigenous spiritual - religion eg bathing in Ganges aesthetic - tourism (caravan park owner) economy - farmers fisherman and industry Conclude with a vote as to if plans will be going ahead.	Students will identify significant questions to develop an inquiry regarding the liveability of the local area. They will 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.		

	Fieldwork and Local Resources:		Main street Parklands, Quart Pot Creek Hospital		
History AC	Title:	Investigating the Ancient Past	Egypt	India	
	Course Overview:	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.	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.	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.	
	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 5W's and H Think, Pair, Share KWL Web 2 Tools	Bloom's Taxonomy 5W's and H Think, Pair, Share web 2 tools KWL 321 RIQ 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 initial 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: • 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)	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.	
	Local Resources:				
Science AC	Title:	What's the solution? (Chemical Sciences)	Forced to (Physical Sciences)	Enough water fit for drinking (Earth & Space Sciences)	Who, what, where? (Biological Sciences)
	Course Overview:	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.	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.	The importance of making science relevant and engaging for students cannot be understated. Enough Water Fit For Drinking is action-orientated 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 that look at real-world, local water issues. Students also have the opportunity to explore digital inquiry learning through the CD-ROM, which incorporates Indigenous perspectives.	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.