

**YEAR 7, TERM 1 OVERVIEW, 2017**  
(Subject to change by teachers)

**INTERDISCIPLINARY UNIT - (INTEGRATED MATH, SOCIAL SCIENCE AND PHYSICAL EDUCATION UNIT)**

Through experimentation and observation students will develop their reasoning skills and ability to use primary sources and data in order to understand the world around them.

**GLOBAL CONTEXT – IDENTITIES AND RELATIONSHIPS (Who am I? Who are we?)**

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

**GUIDING STATEMENT:**

The environment affects the decisions we make, our relationship with others and the ability to work together in order to interact and communicate effectively.

**KEY CONCEPTS:**

Communication; Time, place and space; Change

**RELATED CONCEPTS:**

Maths: Measurement  
Social Science: Processes  
Physical Education: Interactions

**INQUIRY QUESTIONS**

**Factual** - How can measurement be used to enhance students knowledge of a given area?

**Conceptual** - How does our interaction with others affect our ability to communicate effectively?

**Debatable** - Do our personal experiences influence the way we approach new environments and how we interact with others?

**SKILLS**

**Thinking:** Acquisition of skills, comprehension, application, analysis, synthesis, evaluation & dialectical thought

**Research:** Formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data & presenting research findings

**Self-Management:** Organisation, time management & informed choices

**Social:** Cooperation, respecting others, accepting responsibility & adopting a variety of group roles

**Communication:** listening, speaking, writing, reading, viewing, presenting, non-verbal communication

MATHEMATICS	SCIENCE	LANGUAGES	THE ARTS
<p>Whole Numbers</p> <ul style="list-style-type: none"> <li>The Number System</li> <li>Rounding Numbers</li> <li>Estimation</li> <li>Operating with numbers</li> <li>Index or exponent notation</li> <li>Squares and Cubes</li> <li>Order of operations</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>Calculate/ solve problems in everyday context. Relationship between metric units converting (Km, m, cm, mm, t, kg, g, lt, ml)</li> <li>Perimeter</li> <li>Area (Conversion of area units, areas of polygons, areas of composite shapes)</li> </ul>	<p>Scientific Enquiry Process (Forces and Motion)</p> <p>Through the medium of experiments students will be able to further their skills with writing a scientific lab report.</p> <ul style="list-style-type: none"> <li>Formulating predictions/hypothesis based on prior knowledge and research.</li> <li>Analysis of data collected and evaluating the results in an in depth manner.</li> <li>Interpreting data into various forms of graphs</li> <li>The introduction of Forces at Year 7 entails students gaining an understanding of a force as an action of one object, called the doer, onto another object, called the receiver. They also will appreciate, and make use of, force diagrams that encapsulate arrows as representative of forces to not only communicate but also to reason with everyday situations that involve the action of forces.</li> </ul>	<p><b>CHINESE STUDIES</b> <b>Unit 1</b> <b>Content:</b> Pinyin, Numbers, Greetings <b>Teaching objectives:</b></p> <ul style="list-style-type: none"> <li>To know the consonants, vowels and tone of Chinese</li> <li>To know the basic strokes of Chinese characters and basic structures</li> <li>Can count the numbers in Chinese</li> <li>Can write the characters correctly</li> <li>Can use the interrogative pronoun "what" questions</li> <li>Can be skilled in using simple greetings</li> </ul> <p><b>Cultural focus:</b> To know about Chinese New Year and Zodiac</p>	<p><b>MUSIC</b> How does Music sound from different places and times?</p> <ul style="list-style-type: none"> <li>Timbre, Texture, Articulation</li> <li>Identifying musical elements</li> <li>Rhythmic/Melodic Patterns</li> <li>Form</li> </ul> <p><i>Aural Skills:</i> Distinguishing between a range of instrumental sounds. Responding to different styles of music from different times and cultures</p> <p><i>Composition:</i> Create a piece for a new Planet</p> <p><i>Performance and Reflection</i></p> <p><b>DRAMA</b> The main concept for Drama this term will be communication, specifically how we tell our stories using our bodies. Students will use elements and techniques of Drama (non-verbal communication and conflict) to explore the genre of Pantomime. Students will create their own performance demonstrating their understanding</p>

ENGLISH	SOCIAL SCIENCE		
<p><b>Reading:</b> Exploring reading strategies</p> <ul style="list-style-type: none"> <li>Use inference and deduction to recognise implicit and inferred meanings</li> <li>Identify and describe the effect of writers' use of literary, rhetorical and grammatical features.</li> <li>Comment on a writer's use of language, demonstrating an understanding of the implication of their use of vocabulary.</li> <li>Compare short stories, showing awareness of writers' use of language and its intended impact on the reader.</li> </ul> <p><b>Writing:</b> Short Stories</p> <ul style="list-style-type: none"> <li>Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects.</li> <li>Explore some of the key linguistic and literary techniques used by writers, and begin to use them for intended effect.</li> <li>Use a dictionary and thesaurus effectively to further develop vocabulary - Use the terms 'theme', 'point of view', 'rising tension', 'complication', 'resolution', 'setting' and 'genre'.</li> <li>Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience.</li> </ul> <p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>Explain features of own and others language, showing sensitivity to the impact of varying language for different purposes and situations.</li> <li>Continue to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.</li> </ul> <p><b>Viewing/Presenting</b></p> <ul style="list-style-type: none"> <li>Deliberately shape talk for clarity and effect and to engage listener.</li> <li>Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince their audience.</li> <li>Practise speaking fluently and clearly at an appropriate pace and volume.</li> <li>Develop the ability to listen courteously to others and be sensitive to turn taking.</li> </ul>	<p><b>Geospatial Skills</b></p> <p>An investigation into the world we live in as known as the study of <i>geography</i>. This beginners foray into the discipline of georgraphy will investigate:</p> <ul style="list-style-type: none"> <li>the primary use of land maps and how they are used to help a person navigate to a landmark or desired destination. Maps had to be created by hand at first and were made during long and tedious journeys. With an accurate map, however, travellers can get to their destinations in the safest and fastest way possible.</li> <li>how <b>maps</b> can be used to provide information about a variety of activities, distributions, and earth and ocean features. For example, marine maps can show areas of fishing activity, climate variation, fish distribution, and currents. Comparing maps with all of these features tells us something valuable about the relationship between these variables and the overall geographic area that has been mapped. This type of comparison is one of the fundamental advantages geographic information systems (GIS).</li> </ul> <p>Students should be able to</p> <ul style="list-style-type: none"> <li>use appropriate terminology.</li> <li>demonstrate knowledge and understanding of basic geospatial concepts.</li> <li>communicate and structure information and ideas .</li> <li>document sources of information from using a recognized convention.</li> <li>discuss concepts, issues, models, visual representations and theories.</li> <li>synthesize information to make valid arguments.</li> </ul>	<p><b>Unit 2</b>  <b>Content:</b> Dates, Age, Telephone Numbers  <b>Teaching objectives:</b></p> <ul style="list-style-type: none"> <li>Can ask and answer questions in Chinese: name, birthday, age, residence, phone number</li> <li>Can express year, month, day, week</li> <li>Can read simple sentences and essays</li> <li>Can make sentences and write essay to introduce self</li> <li>Can use Interrogative pronouns “几, 多大, 多少, 哪儿” ask questions</li> <li>"了" indicates a change of state</li> </ul> <p><b>Cultural focus:</b>To know the names of the main cities of China</p> <p><b>Unit 3</b>  <b>Content:</b> Family Members, Self-introduction, Occupation  <b>Teaching objectives:</b></p> <ul style="list-style-type: none"> <li>Can introduce family member</li> <li>Can ask and answer about grade, nationality, the occupation of parents</li> <li>Can make sentences</li> <li>Can read simple sentences and essays, and write the answer of the question</li> <li>Can write essay to introduce self</li> <li>Can accurately use quantifiers: 口,啊</li> <li>Can use the interrogative pronoun questions: who, where</li> <li>Can use the auxiliary question questions: 吗,呢</li> </ul> <p><b>Cultural focus:</b> To know the family structures of the of China</p> <p><b>FRENCH STUDIES</b>  <b>Unit 1- Bienvenue!</b></p> <ul style="list-style-type: none"> <li><b>Context:</b> Self, numbers and pets</li> <li><b>Grammar:</b> prepositions with places, <i>je/j'</i> and <i>tu</i> + verb, genders, plurals</li> <li><b>Pronunciation:</b> Alphabet, vowel sounds</li> <li><b>Cultural focus:</b> Greetings, main French towns</li> </ul> <p><b>Unit 2- Ma famille</b></p> <ul style="list-style-type: none"> <li><b>Context:</b> Family, numbers 0-69, personality, physical appearance</li> <li><b>Grammar:</b> possessive adjectives, adjectival agreements</li> <li><b>Pronunciation:</b> French accents, adjective ending</li> </ul>	<p>of characterization.</p> <p><b>VISUAL ARTS</b>  Artists use the Principles and Elements of Art to communicate ideas and mood in their artworks.</p> <p>Exploring the attributes of modern day superheroes and looking at the Pacific super hero Maui, students will create their own visual narrative. They will choose which media will best communicate their Superheroes story. Their individual narrative will form part of a whole class mural.</p> <p style="text-align: center;"><b>PHYSICAL EDUCATION</b></p> <p>Weeks 1 to 7:  Athletics: Discus, Shot-put and Javelin.</p> <ul style="list-style-type: none"> <li>Technique and in-class competition.</li> <li>Sprint technique and Jumps training.</li> <li>Compulsory participation in school Athletics Carnival, Week 6.</li> </ul> <p>Week 8 - 10. Fitness testing.</p> <ul style="list-style-type: none"> <li>Beep test</li> <li>Sit n reach</li> <li>Push-up</li> <li>Sit up</li> <li>Agility tests</li> <li>Personal Reflection documents.</li> </ul>