## 2014 YEAR 7 TERM IV CURRICULUM ELABORATIONS
### CURRICULUM ELOBORATIONS AT MOGGILL (CEAM)

### ENGLISH

<table>
<thead>
<tr>
<th>UNIT NAME</th>
<th>DESCRIPTION/OUTCOMES</th>
<th>TYPES OF ASSESSMENT/DATA TO BE COLLECTED</th>
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<tr>
<td>Exploring perspectives in poetry and songs</td>
<td>Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. They create and present a persuasive response to a song to promote a point of view, and participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue</td>
<td>Students prepare a written/spoken response to promote a point of view about the effectiveness of song lyrics to convey a commentary on a social issue. Participate in a panel discussion about the effectiveness of the song.</td>
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### MATHS

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<tr>
<td>Unit 5 – Money and Financial Mathematics and Real Numbers</td>
<td>Unit 5: Students develop understandings of: Money and financial mathematics — calculate and compare unit prices, investigate and calculate best buys with and without digital technology. Real numbers — Round, multiply and divide decimals in a money context, multiply and divide fractions, adding and subtract mixed numbers with unrelated denominators, solve problems involving decimals, fractions and the four operations and solve problems involving ratios.</td>
<td>Unit 5: <strong>Plan the catering for a class BBQ</strong> Assignment/Project Students calculate and use unit pricing to make financial decisions to develop a costed catering plan.</td>
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<tr>
<td>Unit 6 – Integers and Real Numbers, Patterns and Algebra</td>
<td>Unit 6: Students develop understandings of: Number and Place value — compare, order, add and subtract integers using written strategies, solve problems involving addition and subtraction of integers, review index notation and standard notation, explore the powers of ten and convert numbers to expanded notation. Real numbers — multiply</td>
<td>Unit 6: <strong>Integers and real numbers</strong> Short answer questions Students perform calculations and solve problems involving integers, index notation, fractions, decimals, and percentage.</td>
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Unit 7 – Data Representation and Interpretation

- Decimals using written strategies, convert between fractions, decimals and percentage and express one quantity as a fraction or percentage of another.
- Patterns and algebra — create and evaluate formulas to model relationships between two variables.

Unit 7:
Students develop understandings of:
Data representation and interpretation — construct stem-and-leaf plots and dot-plots, calculate mean, median, mode and range, compare a range of data displays, describe and interpret data displays using mean, median and range, identify and investigate issues involving numerical data collected from primary and secondary sources.

Unit 8 – Geometric Reasoning, Location and Transformation

- Students use data displays and measures of centre to make decisions, apply parallel angle relationships and represent transformations.

Unit 8:
Students develop understandings of:
Geometric reasoning — develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines and find unknown angles using angle relationships
Location and transformation — describe and create translations, reflections and rotations on the Cartesian plane, use appropriate conventions for naming transformed shapes, identifying a combination of transformations on the Cartesian plane, and identify line and rotational symmetry.

Unit 7:
Summative assessment of student learning in this unit will be included in task at end of Unit 8.

Unit 8:
Basketball scores and geometry
**Short answer questions**
Students use data displays and measures of centre to make decisions, apply parallel angle relationships and represent transformations.
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| **Unit 7 – Organising Organisms** | **Unit 7: Organising organisms**  
Students will classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification.  
Students analyse the effectiveness of dichotomous keys and suggest improvements. They explore how improvements in microscope technology led to changes in classification systems.  
Students consider how and why classification systems are used in a variety of occupations. They explore feeding relationships between organisms in an environment using food chains and food webs and construct representations of these relationships using second-hand data.  
Students will apply their understandings from this unit in **Unit 8 Affecting organisms**. | **Unit 7 Assessment – Classifying Creatures**                  |
| **Unit 8 – Affecting Organisms** | **Unit 8: Affecting organisms**  
Students will review their understanding of food webs, to identify how human activity can impact food webs in the marine environment. They will summarise and analyse data and consider how science and technology contribute to finding solutions to issues related to marine-resource management.  
Students will propose practices which could be put into place to address resource-management and sustainability issues. They will examine how people use their science understanding and skills in occupations, and the work of scientists in Antarctica.  
Students will explore native food | **Unit 8 - Southern Ocean Case Study**                                                                         |
webs and how these are understood and used by Indigenous Australians.

### GEOGRAPHY

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| **Unit 2 – Place and liveability** | Inquiry questions:  
- How do people’s reliance on places and environments influence their perception of them?  
- What effect does the uneven distribution of resources and services have on the lives of people?  
- What approaches can be used to improve the availability of resources and access to services?  

In this unit, students:  
- draw on studies of world region, including the geographical contexts of Australia and Europe  
- discuss unit inquiry questions and geographical methodologies  
- make observations and develop geographically significant questions in response to a geographical challenge, for example, deciding where to live  
- examine measures of liveability and consider perceptions on the liveability of places at national scale  
- collect, select and record relevant geographical data and information from primary and secondary sources to determine the influence  

Collection of work (Multimodal)  
The purpose of this technique is to assess student responses to a series of focused tasks relating to a single cohesive investigative context.  
Students follow an inquiry approach that aligns with the geographical inquiry and skills strand and communicate their findings, using written or non-written text-types specific to the study of geography.  
The assessment will gather evidence of the student's ability to:  
- explain interconnections between people, places and environments and describe how they change places and environments  
- describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors  
- identify geographically significant questions to frame an inquiry  
- locate relevant information from primary and secondary sources to answer inquiry questions  
- present findings using relevant geographical terminology and graphic representations in a range of communication forms  
- propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal. |
of environmental quality and accessibility to services on the liveability of places

- select and record relevant geographical data and information from primary and secondary sources to identify the influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places

- evaluate the information for its reliability and usefulness

- interpret and analyse geographical information to form conclusions about which factors affect liveability of places

- present findings using relevant geographical terminology and graphic representations in a range of communication forms on how to improve the liveability and sustainability of places drawing on examples from Australia and Europe

- propose strategies to improve the liveability and sustainability of places using environmental, economic and social criteria

- describe the expected effects of their proposal

- reflect on the inquiry process and their learning

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**THE ARTS**

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<td>THE ARTS</td>
<td><strong>DANCE:</strong> Dance involves using the human body to express ideas, considering intended audiences and intended purposes, by modifying dance elements in</td>
<td>Students will be assessed in Hip-Hop, Jive and performance prior to the end of year concert. Assessment is practical.</td>
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Movement sequences:
- Combinations of locomotor and non-locomotor movements are used to create actions for movement sequences
- Directional focus is used to draw attention in space in movement sequences
- Combinations of simple and compound time signatures are used to modify timing of movements in sequences
- Suspending and vibrating movement qualities are used to modify energy
- Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences

Parents can assist by:
- Supervising/checking homework
- Rewarding their children when classroom tasks are completed

Expected homework:
- Spelling
- Reading
- Geography field work