

Information Booklet

Assessment and Curriculum Outlines
Year 7 and 8
2019

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Introduction

This year, stage 4 students will complete learning in a range of key learning areas, including mathematics, English, science, history, geography, music, visual arts, personal development health and physical education, and agricultural, material, industrial and food technology. Outlined in the scope and sequences in this booklet is the learning students will undertake in each of their subjects, including the length of each unit of study. Teachers have also provided information about each assessment task for the year, including the week it is due, the nature of the task and the weighting the assessment carries in determining their grade each semester. This booklet will be a key tool for students and parents to use, in conjunction with their student diary, to plan and organise their study schedule and home learning routines.

As part of the professional learning teachers have undertaken over the past year, the pattern of study and assessment for students reflects the principles of cognitive science research. Assessment tasks that are spaced a strategic period after the learning has been completed lead to a greater retention of information in the long term and, for this reason, assessment schedules may reflect tasks being planned for considerable lengths of time after the unit of study has finished.

Students are also undertaking no-stakes testing this year, based on the research into the benefits of regular retrieval practice in aiding students accessing knowledge they have acquired. These quizzes are formative in nature and have not been included in the assessment schedules, as they do not carry weighting for students towards their final grades, however, they are an invaluable study tool. Student diaries have also been issued to all students and are an important resource that students should use to plan their study, home learning and assessment tasks. They are also an essential source of information for parents as they include staff lists, PBL matrices, uniform information and bullying referral forms. Students should have their diaries with them at all times to ensure they are used to their full potential.

It is an expectation that students will complete and submit all assessment tasks. If illness or misadventure prevents a student from completing a task, please contact the classroom teacher to discuss the options available. It is also an expectation that students will receive quality and timely feedback on all assessment tasks, enabling them to improve and develop the resilience necessary to achieve to their academic potential. If you or your child have concerns about assessment policy or practice in the secondary school at Barellan Central School, please contact me to discuss these concerns.

Ms Lauren Forner Head Teacher Secondary Studies

Year 7/8 English Assessment Schedule

Teacher: Mrs O'Keefe

Task title and type	Term, Week	Weighting	Syllabus outcomes							
Semester 1										
Narrative Writing Portfolio -	Term 1, Week 10	50%	EN4-1A							
Fantasy Genre										
Persuasive speech/TED talk-	Term 2, Week 3-4	50%	EN4-3B, EN4-7D							
Environmental Focus										
	Se	mester 2								
Review of the play 'Hitler's	Term 3, Week 7	30%	EN4-2A							
Daughter' - Drama										
Narrative Poem - Poetry	Term 3, Week 10	30%	EN4-5C							
Yearly Examination – All	Term 4, Week 5	40%	EN4-1A							
Topics										

English Year 7/8 Scope and Sequence

Teacher: Mrs O'Keefe

Term 4	Term 3 Term 2	Term 1
Unit Title: Overc Unit Description a range of texts a not restricted to: Visual literacy: N happiest refugee Refugee variety o Syllabus Outcom	Unit Title: Environ Unit Description: books e.g. The Ra Exposition (lead u Syllabus Outcome Unit Title: Drama Unit Description: novel and the pla Syllabus Outcome	WEEK 1 Unit Title: E Unit Descrip and the Phin written. Syllabus Ou
Unit Title: Overcoming challenges Unit Description: Responding and engaging to a range of texts and text types including but not restricted to: Visual literacy: My dog, I came in a boat, The happiest refugee, Zlata's diary, The Happiest Refugee variety of other non-fiction texts Syllabus Outcomes: EN4-3B	Unit Title: Environmental focus Unit Description: Factual reports and picture books e.g. The Rabbits, Unos Garden. Exposition (lead up to NAPLAN) Syllabus Outcomes: EN4-3B, EN4-7D Unit Title: Drama Unit Description: Background to Drama and novel and the play Hitler's Daughter – transfc Syllabus Outcomes: EN4-2A	WEEK 1 WEEK 2 WEEK 3 WEEK 4 Unit Title: Engaging with texts: Fantasy genre Unit Description: Texts to include but not lim and the Philosophers Stone, The Hobbit, Delta written. Syllabus Outcomes: EN4-1A, EN4-6C
hallenges nding and en types includ types includ came in a bustions, The Innon-fiction teams.	al focus Il reports and Jnos Garden APLAN) I-3B, EN4-7D I-3B, EN4-7D I-3B and to Dra 's Daughter I-2A	WEEK 3 1 texts: Fanta 10 include bu 10 include hob 11 inc, The Hob
gaging to ing but oat, The dappiest exts	Unit Title: Environmental focus Unit Description: Factual reports and picture books e.g. The Rabbits, Unos Garden. Exposition (lead up to NAPLAN) Syllabus Outcomes: EN4-3B, EN4-7D Unit Title: Drama Unit Description: Background to Drama and engagement wit novel and the play Hitler's Daughter – transformation of text. Syllabus Outcomes: EN4-2A	WEEK 4 sy genre t not limited bit, Deltora C
Assessment Week	Unit Title: Environmental focus Unit Description: Factual reports and picture books e.g. The Rabbits, Unos Garden. Exposition (lead up to NAPLAN) Syllabus Outcomes: EN4-3B, EN4-7D Unit Title: Drama Unit Description: Background to Drama and engagement with the novel and the play Hitler's Daughter – transformation of text. Syllabus Outcomes: EN4-2A	WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 Unit Title: Engaging with texts: Fantasy genre Unit Description: Texts to include but not limited to: Harry Potter and the Philosophers Stone, The Hobbit, Deltora Quest, visual and written. Syllabus Outcomes: EN4-1A, EN4-6C
Unit Title: Hu creating text Unit Descrip: based on the Syllabus Out	Unit Title: Poetry Unit Description: 'By the River'; lov Syllabus Outcom Unit Title: Film st Unit Description: Syllabus Outcom	WEEK 6 Unit Tit Unit De
tle: He tescripe tescripe on the on the on the on the one one one one one one one one one on	escripe Rive Rive Is Outline F	tle: R escrip
Unit Title: Human experience creating text Unit Description: Students creased on those studied in the Syllabus Outcomes: EN4-1A,	Unit Title: Poetry Unit Description: Steven He 'By the River'; lower level 'Na Syllabus Outcomes: EN4-5C Unit Title: Film study Unit Description: Text to be a Syllabus Outcomes: EN4-2 A	WEEK 6 WEEK 7 WEE Unit Title: Responding and cr Unit Description: Fantasy Syllabus Outcomes: EN4-1A,
Unit Title: Human experiences/ over creating text Unit Description: Students create the based on those studied in the first w Syllabus Outcomes: EN4-1A, EN4-3B	Unit Title: Poetry Unit Description: Steven Herrick focus 'By the River'; lower level 'Naked Bunyi Syllabus Outcomes: EN4-5C Unit Title: Film study Unit Description: Text to be confirmed Syllabus Outcomes: EN4-2 A	
Unit Title: Human experiences/ overcoming challenges: creating text Unit Description: Students create their own shot stories based on those studied in the first weeks of term. Syllabus Outcomes: EN4-1A, EN4-3B	Unit Title: Poetry Unit Description: Steven Herrick focus – Higher ability – 'By the River'; lower level 'Naked Bunyip Dancing' Syllabus Outcomes: EN4-5C Unit Title: Film study Unit Description: Text to be confirmed Syllabus Outcomes: EN4-2 A	K 8 WEEK 9 WEEK 10 eating texts: 'Fantasy' genre EN4-3B
lenges: t stories	ability –	WEEK 10 sy' genre
		WEEK 11

French Year 7/8 Assessment Schedule

Teacher: Mrs Ingram

Task title and type	Term, Week	Weighting	Syllabus outcomes
	Ser	mester 1	
Debut Test	Term 1, Week 6	30%	LFR4-2C. LFR4-6U, LFR4-8U,
(Listening/Reading/Writing,			LFR4-5U
Speaking)			
Class participation and	Term 1, Week 10	20%	LFR4-2C. LFR4-6U, LFR4-8U,
bookwork			LFR4-5U
Mid-course examination	Term 2, Week 6	50%	LFR4-2C. LFR4-6U, LFR4-8U,
Moving Between Cultures,			LFR4-1C
Listening, Reading, Writing,			
Speaking skills			
	Ser	mester 2	
Les Animaux Assessment	Term 3, Week 8	30%	LFR4-1C, LFR4-8U, LFR4-4C
La Famille Assessment	Term 4, Week 3	30%	LFR4-3C, LFR4-7U, LFR4-8U
Yearly Examination	Term 4, Week 8	40%	All outcomes

French Year 7/8 Scope and Sequence Schedule

Teacher: Mrs Ingram

Term 4	Term 3	Term 2	Term 1
Unit Title: Landscape Unit Description: Ex Interactions: Talking French alphabet Ça, c'est le français P Pronunciation: ou, u Syllabus Outcomes:	Unit Title: Landscapes a Unit Description: Explo Interactions: talking about and saying why or why Ça, c'est le français the ne pas voici and voilà Pronunciation: i, in, en Syllabus Outcomes: LFI	Unit Title: Places an Unit Description: Ex Unit Description: Ex La bise French café Interactions: Saying Ça, c'est le français Pronunciation: r, eu Syllabus Outcomes	WEEK 1 WEE Unit Title: Introduct Unit Description: E là là ! gesture. Interactions: Greeti Ça, c'est le français: Pronunciation: a, oi Syllabus Outcomes
Unit Title: Landscapes and Landforms: Landscapent Unit Description: Explorations: Multicultural From Interactions: Talking about family members, say French alphabet Ça, c'est le français Possessive pronouns: mon, la Pronunciation: ou, u Syllabus Outcomes: LFR4-3C, LFR4-7U, LFR4-8U	Unit Title: Landscapes and Landforms: Distinctive Unit Description: Explorations: Pets in France, so Interactions: talking about likes, dislikes and presend saying why or why not. Ça, c'est le français the indefinite articles un, un ne pas voici and voilà Pronunciation: i, in, en Syllabus Outcomes: LFR4-1C, LFR4-8U, LFR4-4C	ices and Liveal ion: Exploratic h café culture l café culture saying how yo ançais Tu and v r. r, eu comes: LFR4-2	WEEK 1 WEEK 2 W Unit Title: Introduction- Debut Unit Description: Explorations là là ! gesture. la là ! gesture. Interactions: Greetings and far Ça, c'est le français: Greeting p Pronunciation: a, oi Syllabus Outcomes: LFR4-2C, L
Landforms: Lar ons: Multicult family membe five pronouns: C, LFR4-7U, LF	Landforms: Dis ons: Pets in Fra ikes, dislikes a efinite articles i	oility: Challeng ons: Formal and ons: Formal and ons: Formal and ons: France on the caping ware, saying ware, saying ware defined.	WEEK 3 but ons: Cultural o farewells, intr g people, form g, LFR4-6C, LFI
ndscape Managural France, Fres, saying howmon, ma, mes,	stinctive Landfo ince, shopping ind preferences un, une des mo R4-4C	Unit Title: Places and Liveability: Challenges to Liveability Unit Description: Explorations: Formal and informal language. La bise French café culture Dogs in France The II a du nez gesture Interactions: Saying how you are, saying who someone is, describ Ça, c'est le français Tu and vous The definite articles le, la, l', agre Pronunciation: r, eu Syllabus Outcomes: LFR4-2C, LFR4-6C, LFR4-8U, LFR4-1C	WEEK 1 WEEK 2 WEEK 3 WEEK 4 Unit Title: Introduction- Debut Unit Description: Explorations: Cultural comparisons, Fre là là ! gesture. Interactions: Greetings and farewells, introductions, talki Ça, c'est le français: Greeting people, forms of address, w Pronunciation: a, oi Syllabus Outcomes: LFR4-2C, LFR4-6C, LFR4-8U, LFR4-5U
Unit Title: Landscapes and Landforms: Landscape Management and Protection Unit Description: Explorations: Multicultural France, French family names, influences on language and culture, the un, deux, trois gesture Interactions: Talking about family members, saying how old you and others are, saying what you have and don't have, numbers 31–70, the French alphabet Ça, c'est le français Possessive pronouns: mon, ma, mes, ton, ta, tes, possessive de, asking questions using est-ce que, the verb avoir Pronunciation: ou, u Syllabus Outcomes: LFR4-3C, LFR4-7U, LFR4-8U	Unit Title: Landscapes and Landforms: Distinctive Landforms and Geomorphic Processes Unit Description: Explorations: Pets in France, shopping etiquette, animal sounds in French, the Bof! gesture. Interactions: talking about likes, dislikes and preferences, describing pets, saying what colour something is, saying something 'is not', asking and saying why or why not. Ça, c'est le français the indefinite articles un, une des meaning 'some' or 'any', more on the verb être, plural adjectives, negative sentences wine pas voici and voilà Pronunciation: i, in, en Syllabus Outcomes: LFR4-1C, LFR4-8U, LFR4-4C	Unit Title: Places and Liveability: Challenges to Liveability Unit Description: Explorations: Formal and informal language. La bise French café culture Dogs in France The II a du nez gesture Interactions: Saying how you are, saying who someone is, describing people and saying where they live, days of the week, numbers 11–30 Ça, c'est le français Tu and vous The definite articles le, la, l', agreement of adjectives, the verb être Pronunciation: r, eu Syllabus Outcomes: LFR4-2C, LFR4-6C, LFR4-8U, LFR4-1C	WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8 WEEK 9 WEEK 10 WEEK 11 Unit Title: Introduction- Debut Unit Description: Explorations: Cultural comparisons, French around the world, geography of France, comic books in France, French bakeries and bread, the Oh là là! gesture. Interactions: Greetings and farewells, introductions, talking about where you live, saying you are sorry, numbers 0–10, French names. Ça, c'est le français: Greeting people, forms of address, voice tone Accents Pronunciation: a, oi Syllabus Outcomes: LFR4-2C, LFR4-6C, LFR4-8U, LFR4-5U
on Influences on la Ire, saying wha	c Processes unds in French ying what colo /', more on the	and saying who	WEEK 6 rld, geography
inguage and cu it you have and questions usin	ur something i verb être, plu	ere they live, d	week 7 of France, cor
d don't have, r g est-ce que, t	aying adje	lays of the wee	week 8 nic books in Fr
he un, deux, trois ges nave, numbers 31–70 que, the verb avoir	g something 'is not', asking ctives, negative sentences with	ek, numbers 11	8 WEEK 9 vs in France, French b 0–10, French names.
iture), the	ences with	L -3 0	Dakeries and bu
			week 11 read, the Oh

Geography Year 7/8 Assessment Schedule

Teacher: Mr Clough

Task title and type	Term, Week	Weighting	Syllabus outcomes				
	S	emester 1					
Assessing Liveability - Places and Liveability: Influences and Perceptions	Week 7, Term 1	50%	GE4-1, GE4-4, GE4-7, GE4-8				
Community Design Project - Places and Liveability: Enhancing Liveability	Week 5, Term 2	50%	GE4-3, GE4-6, GE4-8				
	S	emester 2					
Field Study - Landscapes and Landforms: Value of Landscapes	Week 10, Term 3	50%	GE4-1, GE4-2, GE4-7 SC4-6WS, SC4-7WS, SC4-12ES				
Yearly Examination – All Topics	Week 5, Term 4	50%	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5 GE4-6, GE4-7, GE4-8 SC4-12ES				

Geography Year 7/8 Scope and Sequence

Teacher: Mr Clough

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Term 4		Term 3	Term 2	Term 1
Unit Title: Landscapes and Landforms: Landscape Management and Protection Unit Description: Humans can cause significant degradation of landscapes for a variety of reasons. People, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes in a variety of ways. Syllabus Outcomes: GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8, SC4-13ES	Syllabus Outcomes: GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8, SC4-6WS, SC4-7WS, SC4-12ES	Unit Title: Landscapes and Landforms: Distinctive Landforms and Geomorphic Processes Unit Description: In this unit students will investigate different landscapes and how geomorphic processes create distinctive landforms. Students will learn about the rock cycle and related processes such as weathering and deposition.	Unit Title: Places and Liveability: Challenges to Liveability Unit Description: Urban, rural and remote places each have unique challenges to their liveability. Globally, population and development are a challenge to maintaining or improving liveability. Students will investigate the challenged to liveability in a variety of locations, both in Australia and internationally. Syllabus Outcomes: GE4-1, GE4-3, GE4-6, GE4-7, GE4-8	WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 Unit Title: Places and Liveability: Influences and Perceptions Unit Description: People's perceptions of the liveability of places varies as a result of various factors including climate, natural resources, employment, culture, and income. Students will use a variety of ways to measure, assess or rank the liveability of places Syllabus Outcomes: SC4-6WS, SC4-16CW
apes and Landfor Humans can cau: ariety of reasons slander Peoples, riety of ways. ss: GE4-1, GE4-2,	s: GE4-1, GE4-2,	apes and Landfor In this unit stude orocesses create	and Liveability: C Urban, rural and to their liveabilit a challenge to ma a challenge to ma ts will investigate ts mil investigate	week 2 and Liveability: Ir People's percept People's natural r limate, natural r o measure, asse ss: SC4-6WS, SC4
rms: Landscape I se significant de se significant de includi manage and pro GE4-4, GE4-5, G	GE4-4, GE4-5, G	rms: Distinctive I ents will investig: distinctive landf rocesses such as	hallenges to Live remote places e remote places e ty. Globally, pop aintaining or impaintaining or impaintaining and interstralia and interstr	WEEK 3 Ifluences and Pe
Management gradation of ng Aboriginal otect SE4-7, GE4-8,	3E4-7, GE4-8, SC	Landforms and C ate different lan forms. Students weathering and	eability each have culation and proving to liveability nationally. SE4-8	WEEK 4 Prceptions bility of places v yment, culture, veability of place
Assessment Week	.4-6WS, SC4-	Geomorphic idscapes and will learn deposition.	Assessment Week	WEEK 5 Aaries as a result and income. Stuess
Unit Title: Landscapes and Responses Unit Description: Geomor processes that create disti geomorphic hazard. Syllabus Outcomes: GE4-1		Unit Title: Landscapes and Unit Description: Student: economic value of landsca Aboriginal and Torres Stra Syllabus Outcomes: GE4-1	Unit Title: Places and Live: Unit Description: There ar liveability of locations. In t and propose ways to enha Syllabus Outcomes: GE4-1	WEEK 6 of various dents will use
, , , , , , , , , , , , , , , , , , , 		Unit Title: Landscapes and Landforms: Value Unit Description: Students will consider the a economic value of landscapes and landforms Aboriginal and Torres Strait Islander Peoples. Syllabus Outcomes: GE4-1, GE4-2, GE4-4, GE	es and Liveabilit n: There are a v cations. In this u ays to enhance mes: GE4-1, GE	WEEK 7 Unit Title: Plac Unit Description the wellbeic compare the licompare of the licompar
dforms: Geomo hazards result f /e landforms. St 4-2, GE4-4, GE4		Unit Title: Landscapes and Landforms: Value of Landscapes Unit Description: Students will consider the aesthetic, cultu economic value of landscapes and landforms to different pe Aboriginal and Torres Strait Islander Peoples. Syllabus Outcomes: GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE	Unit Title: Places and Liveability: Enhancing Liveability Unit Description: There are a variety of strategies used to implicability of locations. In this unit, students will examine thes and propose ways to enhance the liveability of the local area. Syllabus Outcomes: GE4-1, GE4-3, GE4-6, GE4-7, GE4-8	WEEK 7 WEEK 8 WEEK 9 Unit Title: Places and Liveability: Measuring I Unit Description: Environmental quality and on the wellbeing of people. These factors car compare the liveability of different locations Syllabus Outcomes: GE4-1, GE4-3, GE4-6, GE
Unit Title: Landscapes and Landforms: Geomorphic Hazards, Impacts and Responses Unit Description: Geomorphic hazards result from the same geological processes that create distinctive landforms. Students will investigate a geomorphic hazard. Syllabus Outcomes: GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8		Unit Title: Landscapes and Landforms: Value of Landscapes Unit Description: Students will consider the aesthetic, cultural, spiritual and economic value of landscapes and landforms to different people, including Aboriginal and Torres Strait Islander Peoples. Syllabus Outcomes: GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	Unit Title: Places and Liveability: Enhancing Liveability Unit Description: There are a variety of strategies used to improve the liveability of locations. In this unit, students will examine these strategies, and propose ways to enhance the liveability of the local area. Syllabus Outcomes: GE4-1, GE4-3, GE4-6, GE4-7, GE4-8	WEEK 7 WEEK 8 WEEK 9 WEEK WEEK 9 WEEK WITTEL WATER AND LIVE ABILITY. WE AS UNIT DESCRIPTION: Environmental quality and access to so on the wellbeing of people. These factors can be measu compare the liveability of different locations. Syllabus Outcomes: GE4-1, GE4-3, GE4-6, GE4-7, GE4-8
npacts and sological tigate a		spiritual and le, including	ove the strategies,	WEEK 7 WEEK 8 WEEK 9 WEEK 10 WEEK 11 Unit Title: Places and Liveability: Measuring Liveability Unit Description: Environmental quality and access to services has an impact on the wellbeing of people. These factors can be measured and used to compare the liveability of different locations. Syllabus Outcomes: GE4-1, GE4-3, GE4-6, GE4-7, GE4-8
				WEEK 11 has an impact used to

History Year 7/8 Assessment Schedule

Teacher: Mrs O'Keeffe

Task title and type	Term, Week	Weighting	Syllabus outcomes								
Semester 1											
Research task and	Term 1, Week 10	25%	HT4-3, HT4-7, HT4-8, HT4-9,								
Presentation: Medieval			HT4-10								
Europe											
Empathy task – diary entry/	Term 2, Week 9	25%	HT4-2, HT4-3, HT4-4, HT4-6,								
letter/ newspaper article on			HT4-7, HT4-10								
the Black death											
	Se	emester 2									
Visual Timeline: Japan under	Term 3, Week 10	25%	HT4-2, HT4-4, HT4-7, HT4-9,								
the Shoguns			HT4-10								
Yearly Examination- all	Term 4, Week 5	25%	HT4-2, HT4-3, HT4-4, HT4-6,								
topics			HT4-7, HT4-10								

History Year 7/8 Scope and Sequence

Teacher: Mrs O'Keefe

Teacher: Mrs O'K	еете		
Term 4	Term 3	Term 2	Term 1
Unit Title: Depth study 6: Expanding Contacts- Aboriginal and Indigenous Peoples, Colonisation and Contact History Unit Description: Students learn the nature of colonisation of ONE Indigenous community such as North America, the Pacific region, China, Africa, South-east Asia or South Asia and the nature of contact following colonisation of the chosen Indigenous people. Syllabus Outcomes: HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10	Unit Title: The Asia- Pacific World Unit Description: Japan under the Shoguns (c. AD794-1867) Students learn about the way of life in Shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun), the role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the shogun over foreign trade, the use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate. Finally, students learn about theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology. Syllabus Outcomes: HT4-2, HT4-4, HT4-7, HT4-9, HT4-10	Unit Title: Depth Study 6: Expanding Contacts - Medieval Europe (c.AD590-c. 1500) Unit Description: STUDENTS WILL LOOK AT continuity and change in society in ONE of the following areas of medieval society: crime and punishment; military and defence systems; towns, cities and commerce. The unit will conclude with students studying important individuals in the period and the rise and dominance of the Catholic Church. Syllabus Outcomes: HT4-3, HT4-7, HT4-8, HT4-9, HT4-10	Unit Title: Background to history personal timelines, family trees, timeline of the history of the world Unit Description: Students will get an overview of how Christianity and Islam transformed the Roman world, the key features of medieval societies and the rise of science and art at the end of the medieval period. Syllabus Outcomes: HT4-3, HT4-7, HT4-10
g Contacts- Aboriginal n and Contact History nature of colonisation as North America, the sast Asia or South Asia colonisation of the HT4-4, HT4-6, HT4-7,	shoguns (c. AD794-1867) in Shogunate Japan, includie Tokugawa Shogunate in restrictions of environmental resources the decline of the Shogunate in the decline of the Shoguna	g Contacts - Medieval OOK AT continuity and wing areas of medieval tary and defence E. The unit will conclude dividuals in the period atholic Church. 1T4-8, HT4-9, HT4-10	WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8 WEEK 9 WEEK 10 WEEK 11 Unit Title: Depth Study 4: The western and Islamic world - Medieval Europe (c.AD590-c. 1500) Unit Description: Students study the way the ancient world transformed into the modern world, including ways of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in that society. They will study the Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music. Syllabus Outcomes: HT4-3, HT4-7, HT4-8, HT4-9, HT4-10
Assessment Week	ing social, cultural, ecor eimposing a feudal syst in Shogunate Japan anc ite, including modernisa	Assessment Week	WEEK 5 The western and Islam its study the way the and rand political features) and political features or cultural achieve nuscripts and music. 3, HT4-7, HT4-8, HT4-9,
Depth study 6: Expanding C Colonisation and Contact H Unit Description: Students colonisation of the chosen I Syllabus Outcomes: HT4-2	nomic and politi em (based on d d the forestry ar ation and weste	Unit Title: Depth study 6: E (c.AD590-c. 1500) The Black Unit Description: STUDENT beliefs in the 14th century, and beliefs about the power Europe and Asia in the Black disease. STUDENTS LEARN / Death and the responses of the disease, and the effects African populations. Finally, long-term effects of the Black uprisings, the weakening of mobility. Syllabus Outcomes: HT4-2,	WEEK 6 iic world - Medicient world trancient the roles arments, such as of the HT4-10
Depth study 6: Expanding Contact Colonisation and Contact History Unit Description: Students learn colonisation of the chosen Indige Syllabus Outcomes: HT4-2, HT4-	cal features (inc aimyo and samı nd land use polic rnisation, throu	oth study 6: Exp 00) The Black don: STUDENTS I 4th century, inc. 4th century, inc. out the power o ia in the Black DENTS LEARN ABENTS LEARN ABENTS LEARN ABIC responses of dind the effects of tions. Finally, st cts of the Black weakening of feweakening of feweak	WEEK 7 leval Europe (c./ sformed into th nd relationships changing relatio
Depth study 6: Expanding Contacts- Aboriginal and Indigenous Peoples, Colonisation and Contact History Unit Description: Students learn about the consequences of the colonisation of the chosen Indigenous people. Syllabus Outcomes: HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10	including the feudal system and the increasing imural) and the increasing control of the olicies of the Tokugawa Shogunate. Finally, rough the adoption of Western arms and	Unit Title: Depth study 6: Expanding Contacts - Medieval Europe (c.AD590-c. 1500) The Black death in Asia, Europe and Africa Unit Description: STUDENTS LEARN ABOUT living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God, the role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease. STUDENTS LEARN ABOUT the causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, and the effects of the Black Death on Asian, European and African populations. Finally, students learn about other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility. Syllabus Outcomes: HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10	(c.AD590-c. 1500) the modern world ps of different grounds between Isla
l and Indigenous	al system and th reasing control gawa Shogunate of Western arn	- Medieval Europe and Africa ope and Africa ving conditions attancy, medical stancy, medical free expanding trasthe origin and symptoms on society to the condition on Asian, Europout other immegiabour shortag and increased sand inc	WEEK 9
s Peoples, he :10	ne increasing of the s. Finally, ns and	and religious knowledge de between pread of the black spread of pean and diate and es, peasant ocial	WEEK 10 sof life in Medicety. They will stute (including the 0
			WEEK 11 eval Europe udy the Crusades),

Mathematics Year 7 Assessment Schedule

Task title and type	Term, Week	Weighting	Syllabus outcomes
	So	emester 1	·
Topic Test 1- Numbers and	Term 1, Week 7	30%	MA4-1WM MA4-2WM
its operations			MA4-3WM MA4-4NA
Topic Test 2- Fractions and	Term 2, Week 2	30%	MA4-2 WM MA4-3 WM
basic percentage			MA4-5 NA MA4-6 NA
Yr. 8 Half Yearly Exam- All	Term 2, Week 5	40%	MA4-2 WM MA4-3 WM
topics			MA4-5 NA MA4-6 NA MA3-
			16MG, MA4-17MG
	S	emester 2	
Topic Test 3- Percentage and	Term 3, Week 5	25%	MA4-2WM MA4-3WM
Indices			MA4-5NA MA4-9NA
Topic Test 4 – Times and	Term 3, Week 10	25%	MA4-2 WM MA4-3 WM
Basic algebra			MA4-7 NA MA4-15 MG
			MA4-8NA
Yr. 8 Yearly Exam	Term 4, Week 5	50%	All outcomes above
All Topics			

Mathematics Year 7 Scope and Sequence

Kandeepan	thematics rea	r / Scope and Seque							
Term 4	Term 3	Term 2	Term 1						
Unit Title: Simple Equations Unit Description: Sub strand: S4 Equations (part) Syllabus Outcomes: MA4- 1WM, MA4-2WM, MA4- 3WM, MA4-10NA	Unit Title: Simple Probability Unit Description: Substrands: S3 Chance (review), S4 Probability 1 Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4- 3WM, MA3-19SP, MA4-21SP	Unit Title: Angles and Two-Dimensional Shapes Unit Description: Sub strands: S3 Angles (review) S4 Angle Relationships, S4 Properties of Geometrical Figures 1 Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA3-16MG, MA4-17MG, MA4-18MG	WEEK 1 WEEK 2 WE Unit Title: Basic Number Review Unit Description: Sub strands: S3 Whole Number, S3 Addition and Subtraction, S3 Multiplication and Division Syllabus Outcomes: MA3-1WM, MA3-2WM, MA3-3WM, MA3-4NA, MA3-5NA, MA3-6NA						
	: S3 Chance (re М, МА4-2WM,	imensional Sha :: S3 Angles (rev sperties of Geo 'M, MA4-2WM, 4-18MG							
Unit Title: b Unit Description: Sub strand: S4 Right-Angled Triangles (Pythagoras) Syllabus Outcomes: MA4- 1WM, MA4-2WM, MA4- 16MG		pes iew) metrical Figure: MA4-3WM,	Unit Title: Integers Unit Description: Sub strar Computation with Integers Syllabus Outcomes: MA4-1 MA4-3WM, MA4-4NA						
nd: Assessment Week	Unit Title: Time Unit Description: Substrands: S3 Time (review), S4 Time Syllabus Outcomes: MA4-1WM, MA4-2WM, MA3-13MG, MA4-15MG	Assessment S 1 Week	Unit Title: Integers Unit Description: Sub strand: S4 Computation with Integers Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-3WM, MA4-4NA						
	strands: S3 Ti MA4-1WM, M MG		MA4-2WM,						
Unit Title: Length, Perimeter and Circumference Unit Description: Substrands: S3 Length (review),S4 Length Syllabus Outcomes: MA4-1WM, MA4-2WM, MA3-9MG, MA4-12MG	me (review), A4-2WM,	Unit Title: Applications of Percentages Unit Description: Sub strand: S4 Fractions, Decimals and Percentages (part 2) Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA	Onit Title: Fractions, Decimals and Percentages Unit Description: Substrands: S3 Fractions and S4 Fractions, Decimals and Percentages (part1) Syllabus Outcomes: MA4-1WM, MA4-2WM, MA3-7NA, MA4-5NA						
meter and trands: S3 gth 44-1WM, MA4-12MG	Unit Title: Intro Unit Description Techniques 1, S4 Syllabus Outcorr 3WM, MA4-8NA	s of trand: S4 d Percentages A4-1WM,	week 8 week 8 ions, Decimals al ions, Decimals al in: Substrands: Sacimals and Percentage MA4-1WM, PNA						
Unit Title: Transformations on the Number Plane Unit Description: Substrands:S3 Patterns and Algebra (review), S4 Linear Relationships (part) Syllabus Outcomes: MA4-1WM, MA4-3WM, MA3-8NA, MA4-11NA	Unit Title: Introductory Algebra Unit Description: Substrands: \$4 Algebraic Techniques 1, \$4 Algebraic Techniques 2 (part) Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA	Unit Title: Indices with Numerical Bases Unit Description: Sub strand: S4 Indices Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-9NA	Unit Title: Fractions, Decimals and Percentages (conversions and calculations) Unit Description: Substrands: S3 Fractions and Decimals (review), S4 Fractions, Decimals and Percentages (part1) Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA3-7NA, MA4-5NA						
nations sstrands:S3 (review), ps (part) viA4-1WM, viA4-1NA	gebraic ues 2 (part) A4-2WM, MA4-	th Numerical strand: S4 MA4-1WM, M, MA4-9NA	WEEK 10 ersions and calculals (review), M,						
			ations)						

Mathematics Year 8 Assessment Schedule

Task title and type	Term, Week	Weighting	Syllabus outcomes
	S	emester 1	·
Topic Test 1- Area of plane	Term 1, Week 7	30%	MA4-1WM, MA4-2WM,
shapes			MA3-10MG, MA4-13MG
Topic Test 2- Data	Term 2, Week 2	30%	MA4-1WM, MA4-2WM,
			MA4-3WM, MA3-18SP, MA4-
			19SP, MA4-20SP
Yr. 7/8 Half Yearly Exam- All	Term 2, Week 5	40%	MA3-10MG, MA4-13MG,
topics			MA4-1WM, MA4-2WM,
			MA4-3WM, MA3-18SP, MA4-
			19SP, MA4-20SP, MA4-5NA,
			MA4-6NA
	S	emester 2	
Topic Test 3- Volume and	Term 3, Week 5	25%	MA4-2WM MA4-3WM
Probability			MA3-11MG, MA4-14MG
			MA4-21SP
Topic Test 4 – Algebra	Term 3, Week 10	25%	MA4-2 WM MA4-3 WM
			MA4-8NA MA4-10NA
Yr. 8 Yearly Exam	Term 4, Week 5	50%	All outcomes above +
All Topics			MA4-17MG

Mathematics Year 8 Scope and Sequence

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To	erm 4					Te	erm	1 3				7	Γer	m 2	2				Т	err	n 1		
17MG	S4 Properties of Geometrical Figures 2 Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-	Figures 1 (review)	Unit Description: Sub strands: S4 Properties of Geometrical	Unit Title: Geometry and Congruence	3WM, MA4-8NA	Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-	Techniques 1 (review), S4 Algebraic Techniques 2	Unit Description: Sub strands: S4 Algebraic	Unit Title: Further Algebra		01477, 1417777 01477	5NA MAA-6NA	Syllabus Outcome	S4 Financial Mathematics	Percentages (part),	Unit Description: Sub strands: S4 Fractions, Decimals and	Unit Title: Financial Mathematics	Syllabus Outcomes: MA4-1WM, MA4-2WM, MA3-1UMG, MA4-13MG	6-11-1	S4 Area	Unit Description: Sub strands: S3 Area (review),	Unit Title: Area of Plane Shapes	WEEK 1
	eometrical Figur s: MA4-1WM, N		Sub strands: S4	etry and Congrue		:s: MA4-1WM, N	iew), S4 Algebrai	Sub strands: S4	Algebra				s: MA4-1WM, N	ematics		Sub strands: S4	ial Mathematics	S: MA4-IWM, P			Sub strands: S3	f Plane Shapes	WEEK 2
	.es 2 1A4-2WM, MA4-		Properties of Ge	ence		Algebraic ic Techniques 2				MA4-ZWM, MA2			s 4 Fractions, Deci MA4-2WM, MA4		S4 Financial Mathematics Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA			VIA4-2 WIVI, IVIA3			Area (review),		WEEK 3
	3WM, MA4-		ometrical			3WM, MA4-10NA	Syllabus Ou	Unit Descrip	Unit Title: F				3WM, MA4-			nals and		- TUIVIG, IVIA4-					WEEK 4
		Week	Assessment			10NA	tcomes: MA4-1V	otion: Sub strand	Unit Title: Further Linear Equations						Week	Assessment		Jiakas Carco	Svillahus Outcoi	S4 Data Collecti	Unit Description	Unit Title: Data	WEEK 5
MA4-2WM, MA4-3WM, MA4-7NA	Ratios and Rates Syllabus Outcomes: MA4-1WM,	Unit Description: Sub strand: S4	Distance/Time Graphs	Unit Title: Ratios, Rates ar			Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-	Unit Description: Sub strand: S4 Equations (part)	uations	MA4-2WM, MA3-11MG, MA4-14MG	Syllabus Outcomes: MA4-1WM	S4 Volume	Volume and Capacity (review),	Unit Description: Sub strands: S3	review)	Prisms and Cylinders (including area	Unit Title: Volume and Capacity of		mes: MAA-1W/	on and Represer	Unit Description: Sub strands: S3 Data (review),	Unit Title: Data Collection, Representation	WEEK 6
14-3WM, MA4-	mes: MA4-1W	n: Sub strand:	Graphs	os, Rates and	11NA	Syll			Uni.	13-11MG, MA4	mes: MA4-1W		pacity (review)	n: Sub strands		nders (includin	me and Capaci	7, 1417-1 - 44141,	MWC-DWM	າtation, S4 Sing	S3 Data (reviev	resentation and	WEEK 7
			Ev	Ur	NA	labus Outcom	Relationships (part)	t Description	i t Title: Patter	-14MG								4	MME-DAM	gle Variable Da	<u>»</u>)	and Simple Analysis	WEEK 8
S4 Single Variable Data Analysis (part) Syllabus Outcomes: MA4-1WM, MA4- 2WM, MA4-3WM, MA4-19SP, MA4-20SP	Data Collection and Representation (review),	Unit Description: Sub strands: S4	Evaluation	Unit Title: Data Interpretation and		Syllabus Outcomes: MA4-1WM, MA4-3WM, MA4-	크	Unit Description: Sub strand: S4 Linear	Unit Title: Patterns and Linear Relationships			2WM, MA4-3WM, MA4-21SP	Syllabus Outcomes: MA4-1WM, MA4-	Probability 2	Unit Description: Sub strand: S4	(including Venn diagrams)	Unit Title: Further Probability	יייי דיטוי, ואוייד דיטוי,	Sulphus Outcomes: MAA-1WM MAA-2WM MAA-3WM MAA-18SD MAA-19SD MAA-20SD	S4 Data Collection and Representation, S4 Single Variable Data Analysis (part)		ysis	WEEK 9
Analysis (part) ,4-1WM, MA4-	resentation	trands: S4		etation and		3WM, MA4-		Ť	nships			-21SP	4-1WM, MA4-		trand: S4	15)	ability	1 1 1 0 0 i	MAA-20SD				WEEK 10
																							WEEK 11

Music Year 7/8 Assessment Schedule

Teacher: Mrs Campbell

Task title and type	Term, Week	Weighting	Syllabus outcomes
	S	Semester 1	
Composition: Fundamentals of Music	Term 1, Week 7	50%	4.1, 4.2, 4.3, 4.7, 4.11, 4.12
Writing Task: Australian Music	Term 2, Week 5	50%	4.1, 4.2, 4.3, 4.7, 4.11, 4.12
	S	Semester 2	
Composition using Digital Technology: World Music	Term 3, Week 8	50%	4.1, 4.2, 4.3, 4.7, 4.11, 4.12
Class presentation on a group/artist: Pioneers of Modern Genres	Term 4, Week 5	50%	4.1, 4.2, 4.3, 4.7, 4.11, 4.12

Music Year 7/8 Scope and Sequence

Teacher: Mrs Campbell

Term 4	Term 3	Term 2	Term 1
Uni Des tak pre 60 ·			WEEK 1 Unit T Descri musica workir Outco
it Title scripti e a clc vious years tcome	it Title scripti ording ent co nposir	it Title scripti sy will stralian tcome	it Title it Title scripti sical e sical e rking v
Unit Title: Pioneers of Modern Genres Description: Following on from the basics of pop and rock, students in this unit look at the specifics of rock since 1950. They take a closer look at influential artists and work with new literacy devices for gathering information. Students can recognise previous rock genres through the sense of sound and sight. Students will be able to link the evolution of rock over the past 60 years to styles/characteristics currently seen and heard today. Outcomes: 4.1, 4.2, 4.3, 4.7 4.11, 4.12	Unit Title: World Music Description: Students explore and invent music to match cultures around the world. Students record these with new recording devices (e.g iPads) and are able to take work home in an audio format. Students can recognise cultural gen invent compositions that match a specific nation. They apply previous learned scoring techniques and understand the composing is a complex process that takes time and precision. Outcomes: 4.1, 4.2, 4.3, 4.7 4.11, 4.12.	Unit Title: Australian Music Description: In this unit students will learn about Australian Art music since 1976 by studying examples of different media. They will then transition into Australian Popular Music as well as exploring the influence of Aboriginal artists in the Australian music scene. Outcomes: 4.1, 4.2, 4.3, 4.7 4.11, 4.12.	WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8 WEEK 9 WEEK 10 WEEK 11 WEEK 11 WEEK 11 WEEK 12
odern Genres n from the bar n from the bar zential artists ough the sens teristics curre 4.7 4.11, 4.12	plore and inverseds) and are a ads) and are a tmatch a spector that taprocess tap	isic students will la into Australia 4.7 4.11, 4.12	WEEK 3 Music Judies the origination, pit signeration, pit sements. Student 17, 4.11, 4.12
sics of pop a and work wit e of sound a ently seen an	ent music to ble to take w sific nation. T akes time an	earn about A n Popular M	ns of sound sch, tempo, dnts will be us
nd rock, stuc th new litera nd sight. Stu d heard toda	match cultur vork home ir 'hey apply pr d precision.	่งustralian Art usic as well a	week s instructions week sources, instructions and week sing key habi
lents in this u cy devices fo dents will be ay.	res around th I an audio for evious learn	t music since ss exploring t	WEEK 6 and rumental and land land land land land land lan
unit look at tl r gathering in able to link t	ne world. Stu rmat. Studen ed scoring te	1976 by stud he influence	week 7 d environmer Students co d: creating, i
he specifics on formation. Sthe evolution	dents record ts can recogr chniques and	dying exampl of Aborigina	WEEK 8 1tal. Student nstruct and s magining and
pecifics of rock since 1950. They rmation. Students can recognise evolution of rock over the past	ts record these with new an recognise cultural genres and iques and understand that	es of differer I artists in th	week 9 s discover the hape melodid innovating.
1950. They recognise the past	ew genres and that	nt media. e	EK 8 WEEK 9 WEEK 10 WEEK 11 Students discover the meaning of essential uct and shape melodies (compose) while ining and innovating.
			essential) while

PDHPE Year 7/8 Assessment Schedule

Teacher: Mrs Conlan

Task title and type	Term, Week	Weighting	Syllabus outcomes			
	Semester 1					
Create a sports dance and	Term 1, Week 10	20%	4.4, 4.5, 4.11			
perform in a small group						
Physical skill assessment	Term 1, Week 9	40%	4.4, 4.5, 4.11			
Illegal drugs advertisement	Term 2, Week 3	10%	4.7, 4.8, 4.9			
Performance enhancing	Term 2, Week 5	30%	4.7, 4.8, 4.9			
drug presentation						
	Se	mester 2				
Design a food and exercise	Term 3, Week 7	20%	4.6, 4.7, 4.8			
diary						
Present a brand product	Term 3, Week 10	20%	4.6, 4.7, 4.8			
marketing idea						
Design a game that meets	Term 4, Week 3	20%	4.6, 4.8			
the 'games classification	the 'games classification					
system'						
Yearly Examination	Term 4, Week 5	20%	4.4, 4.5, 4.6, 4.7, 4.8, 4.9,			
			4.11			

PDHPE Year 7/8 Scope and Sequence

Teacher: Mrs Conlan

Term 4	Term 3	Term 2	Term 1	
Unit Title: Pla Sport Unit Descripti characteristics sports people Syllabus Outc	Unit Title: Ea Unit Descrip Syllabus Out	Unit Title: Get Smart Unit Description: Sa alternative medicine Syllabus Outcomes:	Unit Title: Just Dance Unit Description: Why people dance and da culture Syllabus Outcomes: PI PD4.5, PD4.11	WEEK 1
Unit Title: Playing the Game and Being a Good Sport Unit Description: Classifying sports and characteristics of enthusiastic and competent sports people. Syllabus Outcomes: PD4.6 & PD4.8	Unit Title: Eat Well, Live Well Unit Description: Food groups and balanced diets Syllabus Outcomes: PD4.6, PD4.7 & PD4.8	Unit Title: Get Smart about Drugs Unit Description: Safe use of medicines, alternative medicine. Syllabus Outcomes: PD4.7, PD4.8, PD4.9	Unit Title: Just Dance Unit Description: Why do people dance and dance culture Syllabus Outcomes: PD4.4, PD4.5, PD4.11	WEEK 2
ne and Being ng sports an stic and com	ell ups and bal , PD4.7 & PI	t Drugs of medicin , PD4.8, PD		WEEK 3
g a Good d npetent	anced diets)4.8	es, 4.9	Unit Title: Just Dance Unit Description: Cre: Syllabus Outcomes: Pl	WEEK 4
Assessment Week		Assessment Week	Unit Title: Just Dance Unit Description: Create, perform and support others in dance Syllabus Outcomes: PD4.4, PD4.5, PD4.11	WEEK 5
Unit Title: F Unit Descrij cultures, pr Syllabus Ou	Unit Title: Unit Descrip Syllabus Ou	Unit Title: Get ! Unit Description regarding drugs Syllabus Outcon	nd support	9 yaam
Unit Title: Playing the Game and Being a Good Sport Unit Description: Modifying games for differing abilities and cultures, problem solving in sport. Syllabus Outcomes: PD4.6 & PD4.8	Unit Title: Eat Well, Live Well Unit Description: Food labelling, advertising and packaging Syllabus Outcomes: PD4.6, PD4.7 & PD4.8	Unit Title: Get Smart about Drugs Unit Description: Factors, impact and informed decisions regarding drugs Syllabus Outcomes: PD4.7, PD4.8, PD4.9	others in da	WEEK 7
me and Being ing games for in sport. 6 & PD4.8	Well belling, adver 6, PD4.7 & PC	out Drugs s, impact and l.7, PD4.8, PD	nce	8 NEEM
a Good Spori differing abil	ertising and pao	informed dec 4.9		WEEK 9
t ities and	ckaging	isions		WEEK 10
				WEEK 11

Science Year 7/8 Assessment Schedule

Teacher: Mr Clough

Task title and type	Term, Week	Weighting	Syllabus outcomes			
	Semester 1					
Topic Test – States of Matter	Week 8, Term 1	30%	SC4-6WS, SC4-16CW			
and Laboratory Equipment						
Information Report	Week 2, Term 2	35%	SC4-7WS, SC4-10PW			
Cell Model	Week 5, Term 2	35%	SC4-9WS, SC4-14LW			
	S	emester 2	,			
Zoo Display Panel	Week 3, Term 3	25%	SC4-14LW, SC4-15LW			
Plant System Investigation	Week 10, Term 3	25%	SC4-4WS, SC4-5WS, SC4-			
			7WS, SC4-8WS, SC4-14LW			
Practical Test- Mixtures	Week5, Term 4	25%	SC4-9WS, SC4-14LW			
Yearly Examination – All	Week 5, Term 4	25	All outcomes			
Topics						

Science Year 7/8 Scope and Sequence

Teacher: Mr Clough

'ır	Clough			
	Term 4	Term 3	Term 2	Term 1
	Unit Title: Mixtures Unit Description: Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. Students will examine mixtures using knowledge of the particle theory of matter and learn about separation techniques Syllabus Outcomes: SC4-6WS, SC4-8WS, SC4-16CW, SC4-17CW	Unit Title: The Solar System Unit Description: Scientific knowledge changes as new evidence becomes available. Some technological developments and scientific discoveries have significantly changed people's understanding of the solar system. In this unit, students will examine how various cultures have contributed to the modern model of the solar system. Syllabus Outcomes: SC4-7WS, SC4-9WS, SC4-12ES	Unit Title: Cells Unit Description: Cells are the basic units of living things and have specialised structures and functions. Students will learn about the structures of plant, animal and bacteria cells, and how each functions to maintain a functioning cell. Cellular processes such as mitosis will also be introduced. Syllabus Outcomes: SC4-9WS, SC4-14LW	WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 Unit Title: States of Matter Unit Description: Particle theory is a key idea in chemistry. This unit is an introduction to particle theory and explores how it can be used to explain some properties of matter. Conducting investigations safely, both collaboratively and individually, is a focus of this unit. Syllabus Outcomes: SC4-6WS, SC4-16CW
	s Mixtures, inclu Mixtures, inclu re substances t re substances t ses. Students v particle theory ues ues s: SC4-6WS, SC	ar System scientific know scientific know chnological devened people's un ine how variousystem. s: SC4-7WS, SC	Cells are the baructures and for ructures and for less of plant, and so to maintain as to maintain also will also so the source will be so	WEEK 2 If Matter Article theory Article theory A explores how gations safely, gs: SC4-6WS, SC
	ding solutions, that can be sep will examine moof matter and of matter, SC4-16	ledge changes velopments an derstanding of s cultures hav 4-9WS, SC4-12	sic units of liviunctions. Stude mal and bacter functioning cook be introduce 4-14LW	WEEK 3 is a key idea in it can be used both collabora.4-16CW
	contain a parated using extures using learn about SCW, SC4-	as new evidend d scientific disc the solar syste e contributed t	ng things and ents will learn ria cells, and ell. Cellular d.	WEEK 4 chemistry. Thi to explain som to explain som itively and indiv
	Assessment Week	ce becomes coveries have m. In this unit, o the modern	Assessment Week	WEEK 5 is unit is an introcent is an introcent is an introcent is a focution of new properties of new
	Unit Title: Biotechnology Unit Description: Scientific kr available, and some scientific people's understanding of the examples of biotechnologies: Syllabus Outcomes: SC4-7WS	Unit Title: Plant Systems Unit Description: Multicellula carry out specialised function reproduce. This unit will focu- plants to survive. Students wi investigation related to plants Syllabus Outcomes: SC4-4W SC4-14LW	Unit Title: Classification Unit Description: There are d organisms; classification help explore reasons for classifying taxonomists use. Students w specific organism and present Syllabus Outcomes: SC4-7WS	WEEK 6 Juction to natter. s of this unit.
	technology on: Scientific ki some scientific rstanding of th otechnologies omes: SC4-7W5	nt Systems on: Multicellula alised function s unit will focu ve. Students w elated to plant omes: SC4-4W	ssification on: There are c ssification help ssification help restriction help ssification help ssification help ssification help ssification help ssification ssification ssification ssification ssification help ssification ssification help ssi	WEEK 7 W Unit Title: Forces Unit Description: forces acting on t everyday situatio investigate the us Syllabus Outcom
	Unit Title: Biotechnology Unit Description: Scientific knowledge changes as new e available, and some scientific discoveries have significan people's understanding of the world. Students will investexamples of biotechnologies that society has developed. Syllabus Outcomes: SC4-7WS, SC4-9WS, SC4-15LW	ar organisms co is that enable t is on the specia ill collaborative s. JS, SC4-5WS, SC	lifferences with sorganise this sorganise this gorganisms, argenisms, arill use secondat the informatit, SC4-9WS, SC4	WEEK 7 WEEK 8 WEEK 9 Unit Title: Forces Unit Description: Change to an object's metal forces acting on the object. Some forces are everyday situations. In this unit students investigate the use of forces in everyday of the object. Some forces in everyday of the use of of the
	Unit Title: Biotechnology Unit Description: Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed available, and some scientific discoveries have significantly changed people's understanding of the world. Students will investigate a variety of examples of biotechnologies that society has developed. Syllabus Outcomes: SC4-7WS, SC4-9WS, SC4-15LW	Unit Title: Plant Systems Unit Description: Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce. This unit will focus on the specialised systems that allow plants to survive. Students will collaboratively design and conduct an investigation related to plants. Syllabus Outcomes: SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-14LW	Unit Title: Classification Unit Description: There are differences within and between groups of organisms; classification helps organise this diversity. Students will explore reasons for classifying organisms, and the various features taxonomists use. Students will use secondary sources to investigate a specific organism and present the information for a general audience. Syllabus Outcomes: SCA-7WS, SCA-9WS, SC4-14LW, SC4-15LW	WEEK 7 WEEK 8 WEEK 9 WINTER 1 WEEK 9 WINTER 1 WINTER 2 WEEK 9 WINTER 2 WINTER 2 WINTER 2 WEEK 9 WEEK 8 WEEK 9 WE 9 WE
	ence becomes changed te a variety of	f organs that and at allow onduct an	groups of mts will satures restigate a audience.	WEEK 7 WEEK 8 WEEK 9 WEEK 10 WEEK 11 Unit Title: Forces Unit Description: Change to an object's motion is caused by unbalanced forces acting on the object. Some forces act at a distance and relate to everyday situations. In this unit students will use secondary sources to investigate the use of forces in everyday devices. Syllabus Outcomes: SC4-7WS, SC4-10PW
				WEEK 11 unbalanced relate to sources to

Technology Mandatory Year 8 Industrial and Digital Technology Assessment Schedule

Teacher: Mr Whytcross

Task title and type	Term, Week	Weighting	Outcomes (syllabus and reporting)
	Sc	emester 1	
Slide Lid Box	Term 1, Week 11	50%	TE4-1DP, TE4-3DP, TE4-59MA
Dragster Project and Folio	Term 2, Week 10	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-
		30%	8EN. TE4-10TS
	Sc	emester 2	
Design Project and Folio	Term 3, Week 10	60%	TE4-1DP, TE2-2DP, TE4-4DP
task	60%		TE4-7DI, TE4-10TS
Examination	nination Term 4, Week 6 40%		TE4-1DP, TE2-2DP, TE4-4DP, TE4-7D1, TE4-
			10TS

Technology Mandatory Year 8 Industrial and Digital Technology Scope and Sequence

Teacher: Mr Whytc			strial and Digital Technology Sc	ope and sequence
Term 4		Term 3	Term 2	Term 1
developing a system that can automate watering of an ag plot area based on climatic conditionsTemperature, sunlight and or ground moisture. Students will work through the design process and consolidate knowledge of electronics, coding, microprocessors and electronics to produce a quality system. Syllabus Outcomes: TE4-1DP, TE2-2DP, TE4-4DP, TE4-7DI, TE4-10TS		Unit Title: Digital Technologies - Crack the Code Part 1 Unit Description: Students will gain knowledge and understanding of control technology systems used in everyday life. Students will also gain an understanding of coding and algorithms use within these systems through completion of coding challenges. Students will also investigate the role of a digital technology professional and their impact on the environment and society. Syllabus Outcomes: TE4-1DP, TE2-2DP, TE4-4DP, TE4-7DI, TE4-10TS	Unit Title: Engineered Systems - Move it Part 1 Unit Description: The Engineered Systems context focuses on how force, motion, energy and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Students will explore all these properties and their influence on the design of racing cars. Students will also investigate the role of an engineering professional and their impact on the environment and society Students will also investigate the way Aboriginal and/or Torres Strait Islander Peoples use engineered solutions to serve community needs including those of cultural identity. Syllabus Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-8EN, TE4-1OTS	WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 Unit Title: Materials - Safety and Introduction to CAD/3D Unit Description: Students will gain knowledge, understanding and skills in the responsible selection and safe use of materials, tools and techniques through the completion of mandatory safety tests, participation in safety demonstrations and also a 3D Printed handle for their slide lid box design. Syllabus Outcomes: TE4-1DP, TE4-3DP, TE4-9MA
Week		control derstanding n of coding hal and their	Assessment Week	WEEK 5 Ils in the hrough the rations and
Unit Description: Students will collect data from their watering system microprocessors and learn to use advanced features in Excel to create a range of interactive charts and to visually represent the data. Students will learn to use filters, formulas, charts, pivot tables and slicers to create their graphs and a dashboard that can make the data more accessible. Students will their present data to demonstrate and predict water usage of cereal grains. Syllabus Outcomes: TE4-1DP, TE2-2DP, TE4-4DP, TE4-7DI, TE4-10TS	Unit Title: Digital Technologies - Watering System Evaluation and Data	Unit Title: Digital Technologies - Crack the Code Part 2 Unit Description: Students develop knowledge and skills in the use of a general-purpose programming language to design, produce and evaluate a monitoring and alert system using a microcontroller. The system will sense when someone has opened their Slide Lid Box and set off an alarm. Students will document their skill-development tasks in a design and production folio. Syllabus Outcomes: TE4-1DP, TE2-2DP, TE4-4DP, TE4-7DI, TE4-10TS	Unit Title: Engineered Systems - Move it Part 2 Unit Description: Students will design and produce their own co2 dragster racing car that applies engineering principles with an accompanying folio. Students will develop and apply testing procedures to evaluate the effectiveness and suitability of choices made during the development and production of the engineered solution. Concluding with a Grand Prix Challenge, where students will race their cars to determine the 2019 Champion Race Car. Syllabus Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-8EN, TE4-10TS	WEEK 6 WEEK 7 WEEK 8 WEEK 9 WEEK 10 WEEK 11 Unit Title: Materials - Slide Lid Box Unit Description: Students will further their understanding of the design process through this industrial timber design project. Students will showcase their Design and CAD skills to design a quality slide lid box to an identified need, paying close attention to the factors that affect design. Students will also investigate a range of suitable materials for the project including an innovation parquetry design on the top, which will be produced using Fusion and CAM technologies. Students will demonstrate project management skills necessary to successfully complete the project through an accompanying folio that also communicates their design solution. Syllabus Outcomes: TE4-1DP, TE4-3DP, TE4-9MA

Technology Mandatory Year 7 Assessment Schedule

Teacher: Ms Robertson

Task title and type	Term, Week	Weighting	Outcomes (syllabus and reporting)					
	Semester 1							
How to Grow Wheat Term 1, Week 10 30% TEA4-1DP, TE4-2DP, TE4-5AG, TE4-6FO								
Flour Packaging Design Project	Term 2, Week 5	70%	TEA4-1DP, TE4-2DP, TE4-10TS					
	Sc	emester 2						
Focaccia Bread Design Folio	Term 3, Week 10	60%	TEA4-1DP, TE4-2DP, TE4-6F0 TEA4-1DP, TE4-2DP, TE4-5AG					
From Start to Finish Multimedia Presentation	Term 4, Week 5	40%	TEA4-1DP, TEA4-2DP, TEA-3DP, TEA4-4DP					

Tea

2	<u>Technology Mandatory Year 7/8 Agriculture and Material Technology</u> cher: Miss Robertson						
	Term 4	Term 3	Term 2	Term 1			
	Unit Title: Agricultural and Food Technologies- Harvest Time Unit Description: Students investigate how food and fibre are produced in managed environments. Students will learn how data is acquired, used and interpreted in agricultural situations. During this period, students will harvest and record wheat yield, having the opportunity to use community facilities to test their wheat quality using grain sampling equipment. Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-6F0	Unit Title: Agricultural and Food Technologies: Indigenous Food and Farming Unit Description: Students will investigate land management by Aboriginal and Torres Strait Islanders. Using a scaffold, students create a timeline of the agricultural developments in Australia, including Aboriginal land management, highlighting significant events. The focus is to provide students with an opportunity to learn about Aboriginal land management throughout history and today. Students explore what bush tucker is and bush tucker gardens to find out what makes them different to vegetable gardens, how are they developed and managed. Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-5AG	Unit Title: Material Technologies: Packaging Project Unit Description: Students learn about how graphic designers relate, contribute and impact the environment and society, now and into the future. Students will have the opportunity to learn how to use Vector/Photoshop program to produce a series of simple drawings. Students will also plan and manage the production of a design project through the creation of a Gantt chart. Students will investigate the characteristics and properties of tools, materials and processes and how they are used in a design solution. Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-10TS	Unit Title: Agricultural Technologies Unit Description: Students will design and plan a field trial in relation to wheat production, learning how wheat crops are managed in environments as a system and how sustainability they can be improved. Students will investigate ideal conditions for growth and development of wheat through the exploration of local climatic conditions and as a result, will create a calendar of operations to include planting and harvesting times. Students will select, justify and use a range of appropriate tools and techniques, identifying safe and ethical work practices suitable for the design project. Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-5AG			
	Unit Title: Material (Multimedia) Technologies Unit Description: Students will demonstrate collaborative work practices that they have gone through that year. Additionally, students will have the opportunity to sell their wheat flour and focaccia bread at the local street stall. Students will evaluate the effectiveness and suitability of choices made during the development and production of the multimedia presentation. Syllabus Outcomes: TE4-4DP	Unit Title: Food Technologies: Fantastic Focaccia Unit Description: Students investigate the nutritional properties of a variety of bush tucker to produce a one-page collage/infographic. Students will explore nutritional needs of a group of people, such as the elderly, identifying a range of food preparation techniques. Students will investigate how a focaccia recipe can be improved to enhance nutritional value and, in the process, justifying the recipe adjustment. Additionally, students will develop a criterion for success to self-evaluate design ideas. Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-6F0	e, contribute Unit Title: Material Technologies: Packaging Project Unit Description: Students are presented with the challenge of designing a flour package label/sticker and recipe card suitable for the Asian market. Students will work through the design process to create a quality project, assessing the final outcome against the predetermined criteria. T. Students Syllabus Outcomes: TEA4-1DP, TE4-2DP, TE4-10TS s and	Unit Title: Agricultural and Food Technologies: Asia's Relationship With Australia Unit Description: Students will investigate the importance of wheat production to Australia's sas a system food security and economy, focusing on Asia and Australia's engagement with Asia. Students will research legal and ethical requirements associated with wheat production and marketing and will explore how Australia communicate these ethics through the importation and exportation of goods to and from Asia. Students will examine the characteristics and properties of a variety of nutritious foods, like wheat, while in the process learning about the basics of nutrition, such as the 7 essential nutrients. Syllabus Outcomes: TE4-6FO			

Visual Arts Year 7/8 Assessment Schedule

Teacher: Mrs Campbell

Task title and type	Term, Week	Weighting	Syllabus outcomes
	S	Semester 1	
Artwork: Mixed Media	Term 1, Week 8	70%	4.1, 4.2, 4.3, 4.4,
			4.5, 4.6, 4.7, 4.8, 4.9
Exam: Printmaking	Term 2, Week 5	30%	4.1, 4.2, 4.3, 4.4,
			4.5, 4.6, 4.7, 4.8, 4.9
	S	Semester 2	
Sculpture: Clay	Term 3, Week 9	50%	4.1, 4.2, 4.3, 4.4,
			4.5, 4.6, 4.7, 4.8, 4.9
Artist Research: Graffiti and	Term 4, Week 5	50%	4.1, 4.2, 4.3, 4.4,
Street Art			4.5, 4.6, 4.7, 4.8, 4.9

Visual Arts Year 7/8 Scope and Sequence

Teacher: Mrs Campbell

s Campbell			
Term 4	Term 3	Term 2	Term 1
Unit Title: Graffiti and Street Art Description: The focus of this unit is to appreciate and understand the ideas that artists are trying to convey through street art. Students will explore freedom of expression vs. crime and punishment. Students will explore the street artist 'Banksy' a design their own tags conveying their own meaning. Outcomes: 4.1, 4.3, 4.4, 4.6, 4.8, 4.9	Unit Title: Masks (clay) Description: Masks have been and still are used in ceremonies and festivals of many cultures throughout the world. In contemporary culture, masks have been used in popular media, performance and celebration. They have an important role in character development and role-play, enabling people to act out and experiment with different personas. Students learn about where and how masks are used in different personas and where and how masks are used in different cultures of the world and in contemporary society provides an insight into the beliefs and lifestyles of others. Outcomes: 4.1, 4.3, 4.4, 4.6, 4.8, 4.9	Unit Title: <i>Monotype Printmaking Aboriginal Storytelling & Cultural Frame</i> Description: Throughout history humans have used symbols as an important means of communication. The ability of the symbol to transcend language and the written word has ensured that symbols are used in many aspects of our lives. In this unit students explore the aesthetics and function of symbols, how symbols convey information, and how symbols can be interpreted. Students will create a dry-point etching featuring symbols that represent themselves and important aspects of their lives, while learning first-hand about the specific techniques, materials, and safety requirements that this printmaking method demands. Outcomes: 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.9.	WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8 WEEK 9 WEEK 10 WEEK 11 Unit Title: Totem Values - Mosaic Description: This unit introduces students to the art room and outlines safety and practice in the art room. In this unit students become aware of the elements of design in the construction of an artwork. Through the exploration of mixed media students represent the school values and, using the medium of mosaic, create a totem pole to be displayed as a focal point of aligning our school values to their conceptual understanding. Outcomes: 4.1, 4.3, 4.6, 4.7, 4.8, 4.9
iffiti and Stre he focus of t will explore f wn tags conv	sks (clay) Nasks have b Culture, mai culture, mai elopment an how mas and how mas ontemporar 1, 4.3, 4.4, 4.	notype Print hroughout h hroughout h scend langu explore the a tudents will o tile learning f nds. 1, 4.2, 4.3, 4.	WEEK 2 em Values - 1 his unit intro elements of cooling the medi derstanding 1, 4.3, 4.6, 4.
et Art this unit is to reedom of exerying their ce, 4.8, 4.9	een and still sks have bee d role-play, 6 sks are used i sks are ysociety pro 6, 4.8, 4.9	making Abor istory humanage and the age and the aesthetics an create a dry-irst-hand about 15, 4.6, 4.7, 4	WEEK 3 Mosaic oduces stude design in the lium of mosaic
appreciate a xpression vs. own meaning	are used in on used in poen used in poenabling peoin different poindifferent pointes an insignature.	riginal Storyt iginal Storyt ns have used written word d function opoint etching out the specion.	nts to the ar construction ic, create a to
and understa crime and p	ceremonies a pular media, ple to act ou ple so act ou ersonas and ght into the l	elling & Cultus I symbols as a land as ensured has ensured from bols, hor greaturing symbols are technique of the control of t	t room and control of an artwootem pole to
nd the ideas unishment. S	performance performance t and experir where and h	aral Frame an important d that symbols co w symbols that r mbols that r materials,	week 6 utlines safet rk. Through 1 be displayec
that artists a students will	of many cultue and celebrate and celebrate ment with diffusion masks are cestyles of ot	means of co Is are used ir Is are inform onvey inform epresent the and safety ru	week 7 y and practic the exploratio l as a focal po
re trying to c explore the s	ation. They hation. They hation. They hation. They hation. They hation. They hation. They have used in differers.	mmunication many aspec nation, and h mselves and equirements	e in the art ron of mixed roint of alignin
e trying to convey through street xplore the street artist 'Banksy' and	es throughout the world. In ion. They have an important role erent personas. Students learn used in different cultures of the ers.	n. The ability its of our live ow symbols of important as that this prir	oom. In this unedia studer
gh street 3anksy' and	tant role in slearn	of the s. In this can be spects of ntmaking	WEEK 8 WEEK 9 WEEK 10 WEEK 11 In the art room. In this unit students become not mixed media students represent the schont of aligning our school values to their
			become the school eir

Years 7-10 Wellbeing Scope and Sequence

Teacher: Ms Forner

7-10 Wellbeing				
Term 4	Term 3	Term 2	Term 1	SUBJECT/STAGE WEEK 1
Focus: Responsibility Students learn about between rights and re in service to their sch positions of leadershi Barellan Central Scho	Focus: Excellence Students set goal: based on achievir focus on short an maximise learning	Focus: Respect Students exam and attitudes. S confident in up age, issues that	Focus: Resilience Students learn ab 10 week -FRIEND mindfulness, gett challenges, acces	WEEK 1
rn about asp rn about asp rts and respo their school eadership in	ence goals for the nieving a star rt and long t ırning and le:	ect mine and pr. s. Students p upstanding k nat may arise	ence rn about wha ENDS Resilie Enting to ki getting to ki	WEEK 2
Focus: Responsibility Students learn about aspects of their world they can and cannot control, and learn about the important correlative relationship between rights and responsibilities. Students learn about their responsibilities to their school, family and community, and participate in service to their school and community as part of this term's focus. Students develop and practice ways in which they can take on positions of leadership in the school and community. Through this focus area, students are part of the planning for the direction of Barellan Central School's activities, events and structures in 2019.	Focus: Excellence Students set goals for their academic performance in the second semester after their first semester reports have been distributed, Students set goals for their academic performance in the second semester after their first semester reports have been distributed, based on achieving a standard of excellence in a chosen domain. Students learn about effective methods to assist them in maintaining focus on short and long term goals and tracking progress towards goals. Students learn about the principles of cognitive science that maximise learning and learn how to apply these to study effectively for assessment tasks and exams.	Focus: Respect Students examine and practice the different ways in which respect manifests, including respect for difference and inclusive behaviour and attitudes. Students participate in Anti-bullying activities to build their capacity to be proactive in preventing bullying and being confident in upstanding behaviour. Students learn how to form and maintain respectful relationships, including, dependent on their age, issues that may arise in intimate, family relationships and friendships.	Focus: Resilience Students learn about what resilience is and how they can become resilient this term, through a range of activities including using the 10 week -FRIENDS Resilience program, learning about self-compassion and research-based practices to build self-compassion, such as mindfulness, getting to know their emotional selves and developing positive self-talk. Students will also learn about how to approach challenges, access support and build their support networks.	WEEK 3
				WEEK 4
an and canno: about their r this term's fi ty. Through the ty. Through the	in the seconoses in the seconoses domain ogress toward study effecti	in which resp activities to l how to form onships and f	ney can becon out self-comp as and develo networks.	WEEK 5
t control, and esponsibilitie ocus. Student ocus area	d semester af . Students lea ds goals. Stud vely for asses	ect manifests build their cap and maintain riendships.	ne resilient th bassion and re ping positive :	WEEK 6
learn about t s to their sch s develop and , students are	ter their first arn about effe ents learn ab sment tasks a	, including respacity to be purespectful re	is term, throusearch-basec searchsearchself-talk. Stud	WEEK 7
he important ool, family and I practice way part of the p	semester repo ctive method out the princi nd exams.	pect for diffe oactive in pre lationships, in	gh a range of practices to l ents will also	WEEK 8
e important correlative relationship ol, family and community, and parti oractice ways in which they can take oart of the planning for the direction	orts have been s to assist ther ples of cognitiv	rence and inclusiventing bullying deper	activities inclubuild self-complearn about ho	WEEK 9
ationship and participate y can take on ! direction of	ı distributed, n in maintaining /e science that	usive behaviour ng and being ndent on their	h a range of activities including using the vractices to build self-compassion, such as nts will also learn about how to approach	WEEK 10

Please note there are no assessment tasks for wellbeing lessons.