



WONGAN HILLS  
DISTRICT HIGH SCHOOL

# TERM OUTLINES

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Term 1 2024

YEAR 7



Wk	Content/Teaching Points	Formal Assessment
1-4	<b>Biographies and Autobiographies</b> <ul style="list-style-type: none"><li>Point of view</li><li>Features and structure.</li><li>Consider audience in writing.</li><li>Daily development of vocabulary, grammar, spelling and language conventions</li></ul>	<b>Week 4:</b> Research and complete a body biography
5-8	<b>Documentary Study</b> <ul style="list-style-type: none"><li>Defining documentary – truth, reality, bias, point of view</li><li>Types of documentaries</li><li>Film codes</li><li>Documentary techniques</li><li>Persuasive devices</li><li>Daily development of vocabulary of vocabulary, grammar and language</li></ul>	<b>Week 8:</b> Short answer responses about the construction, purpose and ideas in a documentary
9	<b>Reading Comprehension / Review</b> <ul style="list-style-type: none"><li>Reading Comprehension tasks</li><li>Review and revise vocabulary of literacy terms</li></ul>	

**Homework:**

There are no set homework tasks for Year 7 English this term. However, students may be expected to complete some unfinished tasks at home or conduct research at home.

Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities. Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level, as well as ability levels amongst students, are met.



## 2024 Year 7 Program - Mathematics

### Year Level Description

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- **problem-solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.



**Year 7 Mathematics  
Term 1**

Wk	Content/Teaching Points	Assessment
1- 5	<b>Number and Algebra</b> <ul style="list-style-type: none"><li>• Compare, order, add and subtract integers (ACMNA280)</li><li>• Explore the use of brackets and order of operations to write number sentences (ACMNA134)</li><li>• Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149)</li><li>• Investigate and use square roots of perfect square numbers (ACMNA150)</li></ul>	W5. Test 1 Number
7-9	<b>Space and Measurement</b> <ul style="list-style-type: none"><li>• Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving (ACMMG159)</li></ul>	W8 Test 2. Space and Measurement



Wk	Content/Teaching Points	Assessment
1-5	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Recognise and solve problems involving simple ratios (ACMNA173)</li> <li>Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152)</li> <li>Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (Year 7 - ACMNA153)</li> <li>Express one quantity as a fraction of another, with and without the use of digital technologies (ACMNA155)</li> <li>Multiply and divide fractions and decimals using efficient written strategies and digital technologies (Year 7 - ACMNA154)</li> <li>Round decimals to a specified number of decimal places (ACMNA156)</li> <li>Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMNA154)</li> <li>Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157)</li> <li>Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (ACMNA158)</li> </ul>	W4. Test 3 Number
6-10	<b>Space and Measurement</b> <ul style="list-style-type: none"> <li>Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal (ACMMG163)</li> <li>Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning (ACMMG164)</li> <li>Demonstrate that the angle sum of a triangle is <math>180^\circ</math> and use this to find the angle sum of a quadrilateral (ACMMG166)</li> <li>Classify triangles according to their side and angle properties and describe quadrilaterals (ACMMG165)</li> </ul>	W8 Investigation 1 Space and Measurement
11	Revision for those not on Cadets – Bivouac Camp	



**Year 7 Mathematics  
Term 1**

Wk	Content/Teaching Points	Assessment
1- 5	<b>Number and Algebra</b> <ul style="list-style-type: none"><li>• Compare, order, add and subtract integers (ACMNA280)</li><li>• Explore the use of brackets and order of operations to write number sentences (ACMNA134)</li><li>• Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149)</li><li>• Investigate and use square roots of perfect square numbers (ACMNA150)</li></ul>	W5. Test 1 Number
7-9	<b>Space and Measurement</b> <ul style="list-style-type: none"><li>• Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving (ACMMG159)</li></ul>	W8 Test 2. Space and Measurement



# Wongan Hills District High School

Year 7/8  
FOOD TECHNOLOGIES

## Overview

Students will be examining the following areas: sustainability considerations, social considerations, ways in which our environment has evolved globally, ethical considerations and protecting the natural environment.

By the end of the term, students will be:

- able to read a recipe and understand the key features of a recipe in a practical lesson.
- given opportunities to reflect on nutritional value of food and discover what a balanced diet is.
- gain knowledge on physical properties of food determining prep techniques e.g. raw chicken
- able to discover that the choice of recipe influences the selection of ingredients and equipment used.

	Learning Focus	Learning Activities	Assessment
1	Introduction to Home Economics	Rules and responsibilities Safety rules <i>Singapore Noodles</i>	
2	Food Safety in Home Economics	Food temperatures and safety <i>Easy baked bean cottage pie</i>	
3	Terminology	Revision of measuring terminology and equivalences Cooking terminology <i>Jam Macaroons</i>	
4	Healthy Living	Healthier choices  <i>Savoury mince</i>	
5	All in Moderation – how much is too much?	Budget Meal Design <i>Creamy chicken and vegetable bake</i>	
6	The Design Process – investigating, generating, producing, evaluating, collaborating and managing	Budget Meal Design <i>Mini Cinnamon Tea cakes</i>	<b>ASSESSMENT:</b> Self-Management Mark (Food Production skills and working safely)
7	The Design Process – investigating, generating, producing, evaluating, collaborating and managing	Budget Meal Design <i>Creation of Budget Meal</i>	
8	The Design Process – investigating, generating, producing, evaluating, collaborating and managing	Completion of Budget Meal task (written component) <i>Mini pavlovas</i>	<b>ASSESSMENT:</b> Budget Meal Design – after exploring various budget meals, students will be designing and creating their own budget dish with set limitations.
9	EASTER COOKING		





While the focus of this term will be looking at Ancient Civilisations (Year 7 curriculum), where appropriate, we will also examine medieval Europe as outlined in the Year 8 curriculum.

Wk		Common Skills	Content/Teaching Points	Assessment
1-4	Humanities and Social Sciences Skills: Questioning and Research –Analysing –Evaluating –	<ul style="list-style-type: none"> <li>Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives.</li> <li>Construct a range of questions, propositions and/or hypotheses.</li> <li>Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork.</li> </ul>	<ul style="list-style-type: none"> <li>Time and timelines</li> <li>History and Archaeology</li> <li>Investigating sources – primary and secondary</li> <li>Importance of conservation</li> <li>Methods of preservation and conservation of archaeological artefacts</li> </ul>	
5- 7		<ul style="list-style-type: none"> <li>Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopedia)</li> <li>Use criteria to select relevant information and/or data such as accuracy, reliability, currency, and usefulness to the question</li> <li>Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map)</li> </ul>	Ancient Australia <ul style="list-style-type: none"> <li>Features</li> <li>Societal structures/traditional roles</li> <li>Roles in society and the relationship between groups</li> <li>Way of life</li> <li>Lore</li> </ul>	<b>ASSESSMENT:</b> Source Analysis into Ancient Australian Culture
7 - 9 Term 1 1-2 Term 2		<ul style="list-style-type: none"> <li>Translate information and/or data from one format to another (e.g. from a table to a graph)</li> <li>Apply subject-specific skills and concepts in familiar and new situations</li> </ul>	Ancient Rome <ul style="list-style-type: none"> <li>Geography of Ancient Rome</li> <li>Key Groups in Ancient Rome</li> <li>Government, Law and religion</li> <li>Everyday Life in Ancient Rome</li> <li>Warfare &amp; Death and Funerary Customs</li> <li>Significant individuals</li> </ul>	<b>ASSESSMENT:</b> Source Analysis into Ancient Rome

*'Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term based on student needs and abilities.'*



Week	Teaching Points	Assessment
1 – 2	Revision of basics	
3 – 9  <b>STRANDS</b> <b>Communicating:</b> <ul style="list-style-type: none"> <li>• <i>Socialising</i></li> <li>• <i>Informing</i></li> <li>• <i>Creating</i></li> <li>• <i>Translating</i></li> </ul> <b>Understanding:</b> <ul style="list-style-type: none"> <li>• <i>System of language</i></li> <li>• <i>Language variation and change</i></li> <li>• <i>Role of language and culture</i></li> </ul>	<b>KEHIDUPAN SOCIAL DAN SEKOLAH</b> (Social events and school experiences) <ul style="list-style-type: none"> <li>• In the classroom</li> <li>• Around the school</li> <li>• Differences between primary and secondary schooling</li> </ul> <b>MENJELAJAH NUSANTARA</b> (Explore the Archipelago) <ul style="list-style-type: none"> <li>• Activities that explore a variety of tourist destinations in Indonesia and gives an insight into landmarks and activities in each area</li> </ul> <p>Throughout students will also explore the relationship between language and culture.</p>	Assessment in ongoing throughout the term.  Students will demonstrate their understanding/grasp of Indonesian language throughout oral and written tasks.  There will be many in class opportunities to demonstrate their level of proficiency.  <b>ASSESSMENT:</b> Vocabulary Test Week 8  <b>ASSESSMENT:</b> Role play script between two friends planning a holiday.
1 – 10 <b>STRANDS</b> <b>Communicating:</b> <ul style="list-style-type: none"> <li>• <i>Socialising</i></li> <li>• <i>Informing</i></li> <li>• <i>Creating</i></li> <li>• <i>Translating</i></li> </ul> <b>Understanding:</b> <ul style="list-style-type: none"> <li>• <i>System of language</i></li> <li>• <i>Language variation and change</i></li> <li>• <i>Role of language and culture</i></li> </ul>	<b>NASEHAT YANG CERDIK</b> (Clever Advice) <ul style="list-style-type: none"> <li>• Folktales and fables from Indonesia</li> <li>• Si Kancil (traditional fables about a clever mouse deer)</li> </ul> <p>Throughout students will also explore the relationship between language and culture.</p> <b>PERSIAPAN LIBURAN</b> (Holiday/Travel Preparations) <ul style="list-style-type: none"> <li>• Preparing for travel and travellers tips</li> </ul>	Assessment in ongoing throughout the term.  Students will demonstrate their understanding/grasp of Indonesian language throughout oral and written tasks.  There will be many in class opportunities to demonstrate their level of proficiency.  <b>ASSESSMENT:</b> Own Fable Story  <b>ASSESSMENT:</b> Location brochure or poster advertising one of the locations examined



## Physical Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	<p><u>Balanced Forces</u></p> <ul style="list-style-type: none"><li>Classify forces as push or pull forces.</li><li>Introduce Newtons as the units of force and practice using a Newton balance to measure different forces.</li><li>Identify situations where forces are 'balanced' e.g. when an object is stationary or travelling at a constant speed.</li></ul> <p>Identify the forces that are balanced in a variety of situations and use this to introduce Newton's 3<sup>rd</sup> Law – for every action there is an equal and opposite reaction.</p> <p><u>Unbalanced Forces</u></p> <ul style="list-style-type: none"><li>Define what is meant by "unbalanced forces" and the ways to identify when forces are unbalanced e.g. change in speed, direction or shape of an object.</li><li>Introduce Newton's 1<sup>st</sup> Law i.e. Every object in a state of uniform motion (or rest) test to remain in that state unless an external force is applied to it.</li><li>Practice identifying scenarios where forces are unbalanced and label the forces involved.</li></ul> <p>Examine the forces involved during take-off, flight and landing of a plane</p> <p><u>Simple Machines</u></p> <ul style="list-style-type: none"><li>Introduce machines as any object that makes doing a task easier or more efficient.</li><li>Look at inclined planes as examples of simple machines including ramps, wedges and screw threads.</li><li>How are inclined planes used to make the task of raising water easier in an Archimedes Screw?</li><li>Investigate wheels as simple machines including steering wheels. How does the size of a wheel make a job easier?</li><li>Use a Newton balance to measure the force that needs to be applied to an weighed trolley with and without wheels.</li></ul>	Test 1
5-8	<p><u>Levers</u></p> <ul style="list-style-type: none"><li>Investigate how levers can be used to make tasks easier.</li><li>Define lever arm and fulcrum (pivot).</li><li>Investigate the relationship between the length of the lever arm and the force that needs to be applied.</li><li>Define and identify different types of levers e.g. Class I, II and III levers.</li></ul> <p>Identify levers in the human body.</p> <p><u>Pullies and Gears</u></p> <ul style="list-style-type: none"><li>Explain how pullies can be used to make tasks easier by:<ul style="list-style-type: none"><li>the reduction in the force required</li><li>changing the direction of the force required</li></ul></li><li>Examine gears and define the driving gear and the driven gear. Which directions do they turn in?</li><li>Look at what happens when the driving gear is large and the driven gear is small and vice versa i.e. gearing up and down.</li><li>Investigate how the gears in a racing bike work. When would you choose a low gear and when would you choose a high gear?</li></ul>	Test 2
9-10	<p><u>The Force of Gravity</u></p> <ul style="list-style-type: none"><li>Introduce the force of gravity and how it affects our daily lives.</li><li>Compare and contrast mass and weight, describing weight as a force that is measured in Newtons.</li><li>Practice measuring the mass and weight of different objects.</li><li>Discuss what affects the force of gravity.</li><li>Compare the mass and weight of an object on Earth and on the moon.</li></ul> <p>Examine the weight and mass of an object as it gets further away from the Earth.</p>	Assignment

### Homework:

There is no set homework for the Year 7 students this term, however, it is recommended that students aiming for an ATAR pathway consolidate their learning at home.

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Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level are met.



Wk	Content/Teaching Points	Classwork & Assessment
1-3 Making	Students will commence a unit of work on simulating materials through drawing and painting. Students will learn techniques to sketch to purposefully develop a range of initial, well considered ideas and maintain a detailed plan in the development of those ideas leading to an effective final design. They will view demonstrations on using airbrushes.	Project planning and initial sketches will occur.  Students will work independently to complete a "first thought" exercise about simulating materials, including colour, shape, texture, size etc.  Students will then incorporate these into a design concept depicting their chosen concept.
4-6 Making & Responding	Student will learn how to use different drawing/painting techniques to find ways to denote shape, form, light and surface. They will develop accurate colour schemes and use them discerningly; and apply a range of effectively graduated tones to suggest three-dimensional form, space and detail.	The class will take part in the examination and discussion of the representation of various materials through painting techniques. Computer programs may be used to help refine lines, shading and detail within the photographic reference. Masking techniques will be used. Art pieces will be developed through drawing and painting using acrylic paints and or mixed media.
7-9 Making	Students will be taught to apply effective highlights, reflections and shadows, using a variety of techniques to create a realistic drawing. They will be shown how to accurately mix and apply media, and carefully controls paint application, using precise brushwork to create fine or sharp detail in a finished artwork.	The students will use acrylic paints on paper or other media to create their artwork. The primary emphasis will be on brushwork, light, tone and colour. Students will be required to colour mix their paint using an understanding of colour theory. They will be expected use a variety of appropriate brushes and tools to purposefully select and apply a range of specific techniques and processes to create an effective composition.
9 Making & Responding	Students will be taught to use a self-assessment format to make a considered appraisal of their own artwork by providing specific comments; and provide specific, detailed reflection on their own artwork, suggesting improvements and explaining their likely effect. Students will be taught the correct skills and presentation conventions to complement their own artwork.	Students will produce a finished artwork by effectively and correctly implementing the chosen design and specified techniques and processes. They may continue to work on their paintings as some art works may extend beyond the term until completed. They will provide a considered and detailed appraisal of their own artwork, reflecting with justified suggestions for its improvements.

*Assessments completed in Term one will be combined with assessments from Term two to determine a grade for the Semester.*

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## Wongan Hills District High School

Wk	Content/Teaching Points	Assessment
10-12 <b>Making</b>	Students may continue with their work from the previous term if unfinished or may undertake introductory lessons in ceramic work.	Students will learn terms and processes associated with sculpting in clay. They will experiment with clay and associated tools, processes, mediums and techniques.
13-14 <b>Making &amp; Responding</b>	Students will undertake introductory lessons in various clay sculpting and potting techniques with the aim to produce an art piece that can be glazed and fired.	Students will refine their techniques and processes to produce a clay art piece suitable for glazing and firing.
15-16 <b>Making</b>	Students will undertake lessons in glazing techniques and kiln firing.	Students will glaze and fire their selected art piece.
17-18 <b>Making &amp; Responding</b>	Students will be provided a scaffold for a critical analysis framework to correctly and accurately describe an artwork, providing a detailed interpretation and informed opinion and judgement.	Students will produce a finished artwork by effectively implementing the chosen design and specified process. Students will provide specific reflective comments and opinions about their creative process with evidence to justify statements. They will apply correct and effective presentation conventions to enhance and purposefully display their own artwork.

*Assessments completed in Term one will be combined with assessments from Term two to determine a grade for the Semester.*

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TERM ONE		
Wk	Content/Teaching Points	Assessment
1 - 9	<b>Networks, Hardware and Algorithms</b> <ul style="list-style-type: none"><li>• Understanding hardware systems in connected computers.</li><li>• Binary code</li><li>• File type and size</li><li>• Understanding WAN, LAN, and PAN.</li><li>• Understanding network transmission speeds.</li></ul>	Online tasks and quiz
TERM TWO		
Wk	Content/Teaching Points	Assessment
1-11	<ul style="list-style-type: none"><li>• Flowcharts and algorithms</li><li>• Designing algorithms and flowcharts, with branching, to complete repetitive tasks.</li></ul>	Design and produce an interactive non-linear digital systems quiz
<b>Homework:</b> <p>There are no set homework tasks for Year 7/8 Digital Technologies this term. However, students may be expected to complete some unfinished tasks at home or conduct research at home.</p> <p>Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities. Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level, as well as ability levels amongst students, are met.</p>		