

# Year 7

## Term 1 Curriculum Overview



Students at Burwood GHS are exposed to a broad curriculum in Year 7 in line with the mandatory requirements outlined by the NSW Education Standards Authority (NESA) for each Key Learning Area.

A typical day will involve four 80/85-minute periods broken up as follows:

### Monday, Wednesday, Thursday, Friday

<b>Roll Call</b>	8:45-8:55am	<b>Period 3</b>	11:50-1:10pm
<b>Period 1</b>	8:55-10:10am	<b>Lunch</b>	1:10-2:00pm
<b>Recess</b>	10:10-10:30am	<b>Period 4</b>	2:00-3:15pm
<b>Period 2</b>	10:30-11:50am		

### Tuesday

<b>Roll Call</b>	8:45-8:55am	<b>Period 2</b>	11:10-12:30pm
<b>Period 1</b>	8:55-10:10am	<b>Lunch</b>	12:30-1:10pm
<b>Study period</b>	10:10-10:40am	<b>Period 3</b>	1:10-2:00pm
<b>Recess</b>	10:40-11:10am	<b>Period 4</b>	2:00-3:00pm

Students follow a fortnightly timetable, with weeks broken up into Weeks A and B. A typical fortnightly timetable will include:

<b>English</b>	6 periods	<b>Mathematics</b>	6 periods	<b>Science</b>	6 periods
<b>History</b>	4 periods	<b>PDHPE</b>	3 periods	<b>Technology</b>	4 periods
<b>Languages</b>	3 periods	<b>Music</b>	4 periods	<b>Art</b>	2 periods
<b>Sport</b>	2 periods				

### Class names

This year our classes are named after outstanding Australian athletes.

- 7B** – Ash Barty (tennis)
- 7F** – Cathy Freeman (athletics)
- 7G** – Laura Geitz (netball)
- 7P** – Elise Perry (cricket)
- 7K** – Samantha Kerr (soccer)

# English

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**Head Teacher: Pauline Hageman**

**Periods per fortnight: 6**

## Class Teachers

**7B** Ms Coulson

**7K** Ms Tran

**7F** Ms Hageman

**7O** Ms Sandow & Ms Raynor

**7G** Ms Ioannou

**7P** Ms Millar

## Topic: **SHORT STORIES: Identity**

**Overview:** In this unit, students will learn about narrative structure and conventions and the stylistic choices composers make to communicate their ideas. Students will be introduced to language techniques and how they can be used to create meaning. Students will implement this knowledge by composing their own poetry and short stories.

**Wordflyers:** Every fortnight in class, students will be utilising the Wordflyers program. Wordflyers is an online program which develops students' comprehension, grammar, punctuation and spelling skills.

**Assessment:** Students will complete a test assessing vocabulary and spelling words essential to the unit. Students will also be required to continue writing a story from one of three given perspectives. The teacher will assess the students' ability to write creatively from a particular perspective and use narrative structure in their writing.

# Mathematics

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**Head Teacher: Gavin Parker**

**Periods per fortnight: 5**

## Class Teachers

**7B** Ms Moore

**7K** Ms Thanos

**7F** Ms Oh

**7O** Mr Campbell

**7G** Ms Field

**7P** Ms Muscat

## Topic: **All areas of the Mathematics Syllabus are covered up to and including Stage 5.3.**

**Overview:** Students will utilise Maths Pathways to master content modules in their zone of proximal development for each focus area. These modules are divided into the following content areas:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

In addition, students participate in activities designed to encourage positive learning habits, an open mindset and critical thinking.

**Assessment:** Students are able to nominate completed modules for assessment. Assessment occurs approximately once a fortnight and includes both pen and paper and online assessment. Students need to master each module to move on.

## Science

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**Head Teacher: John van Leeuwen**

**Periods per fortnight: 5**

### **Class Teachers**

**7B** Ms Nguyen

**7K** Mr Richardson

**7F** Ms Thomson

**7O** Ms Mielcarz & Mr Marcs

**7G** Mr Marcs

**7P** Ms Thomson

### **Topic: Water, Water Everyone**

**Overview:** Students will spend time learning about safety in science labs and various aspects of conducting experiments in Science. They will then move on to learning about mixtures and separation before learning about the importance of water as a substance

**Assessment:** Students will have a practical skills assessment as well as a written task.

## Human Society and Its Environment

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**Head Teacher: Alecia Brown**

**Periods per fortnight: 4**

### **Class Teachers**

**7B** Ms Coulson

**7K** Mr Dutton

**7F** Ms Nugent & Ms Yeung

**7O** Ms Westland

**7G** Ms Konstan

**7P** Ms Nugent

### **Topic: Investigating the Past (History)**

**Overview:** Students explore the nature of history, how historians investigate the past and the importance of conserving our heritage, including the heritage of Aboriginal and Torres Strait Islander Peoples.

**Assessment:** Individual investigation and presentation of an archaeological site of their choosing or Individual investigation and investigative forensic report of an ancient human remain.

# Personal Development, Health and Physical Education

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**Head Teacher: Olga Dalageorgos (Relieving)**

**Periods per fortnight: PDHPE 3, Sport 2**

## Class Teachers

**7B** Ms Coulson

**7K** Ms Lindsay

**7F** Ms Tairi

**7O** Ms Credlin

**7G** Ms Lindsay

**7P** Ms Dalageorgos & Ms Gianotti

## Topic: iSelfie

**Overview:** This unit introduces students to a range of personal changes and challenges that are experienced during adolescence such as becoming independent, relationships, bullying, changes and challenges, connectedness and the importance of communication.

**Assessment:** The assessment focuses on providing students with the opportunity to design a creative communication concept to encourage young people to increase their face-to-face communication. Students investigate how the strategy could be implemented at school or in an outside environment and identify how the strategy will promote inclusive, equal and respectful relationships. This strategy will be presented to the class.

## Technology

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**Head Teacher: Rosemary Patonay**

**Periods per fortnight: 4**

Students rotate through three different units of work over the four terms.

### Topic: Crack the Code

**Overview:** Students develop knowledge and skills in the use of a general-purpose programming language using a microcontroller. They assemble electronic components and circuits using this programming language. Using the attained knowledge, skills and understanding produce a marketable greeting card.

**Assessment:** Greeting Card and Production Portfolio

**OR**

### Topic: Bollywood Lights

**Overview:** Students work with fibres, yarns and fabrics to develop fine motor skills in the construction of a woven piece of non-apparel. They design and develop a series of sketches and experiment with a variety of decorative techniques to produce an aesthetically pleasing piece of non-apparel inspired by a chosen culture.

**Assessment:** Embellished carry-all and Design and Production Portfolio

**OR**

### Topic: Weaving Wonders

**Overview:** Students focus on the application of specialist textiles skills and techniques in the design and production of a quality woven textile item. They develop knowledge and understanding of the characteristics and properties of a

range of textiles materials through research , experimentation and practical investigation. They will draw inspiration from the investigation of an Aboriginal and/or Torres Strait Islander textiles designer.

**Assessment:** Woven wall-hanging and Design and Production Portfolio

**OR**

### **Topic: Grow and Thrive / Paddock to Plate**

**Overview:** This focuses on how foods get from the 'farm' to the plate and these are produced and harvested to sustain human life. Students learn about the characteristics and properties of food. They are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious foods.

**Assessment:** Practical Food Preparation, eRecipe Book (2020) and Production Portfolio

## **Music**

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**Head Teacher: Brett Cheshire and Mathew Baldwin (Relieving)**

**Periods per fortnight: 4**

**Class teachers**

<b>7B</b>	Mr Neville	<b>7K</b>	Mr Neville
<b>7F</b>	Ms Sim & Mr Del Riccio	<b>7O</b>	Ms Wines
<b>7G</b>	Ms Sim	<b>7P</b>	Ms Sim

### **Topic 1: Introduction to Music and Musical Concepts**

**Overview:** Students learn about musical concepts pitch and duration through listening, performance and rhythmic composition activities.

**Assessment:** Students will analyse a song of their choice and identify elements using the concepts of music. Students will perform their rhythmic compositions in small groups.

## **Visual Arts**

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**Head Teacher: Brett Cheshire and Mathew Baldwin (Relieving)**

**Periods per fortnight: 2**

**Class teachers**

<b>7BK1</b>	Mr Cheshire	<b>7FO1</b>	Mr Cheshire & Ms Sewani	<b>7GP1</b>	Ms Sewani
<b>7BK2</b>	Ms Willmott & Ms Eterna	<b>7FO2</b>	Mr Baldwin	<b>7GP2</b>	Ms Softley & Mr Cheshire
<b>7BK3</b>	Ms Sewani & Ms Softley	<b>7FO3</b>	Ms Willmott	<b>7GP3</b>	Mr Baldwin & Ms Wilmott

Students spend the year rotating through a number of different Visual Arts units. This is dependent upon the classroom to which they are allocated. Throughout Term 1, students will be involved in ONE of the following:

### Topic 1: Self Portraits (drawing and digital artmaking)

**Overview:** Students learn about the rich history of portraiture and investigate traditional and contemporary forms of creating their self-portrait.

**Assessment:**

- 1x self-portrait (pencil)
- 1x self-portrait (digital or collage)
- Visual Arts Process Diary
- 1x related written/research assessment
- NB: only one research assessment per Semester in VA

**OR**

### Topic 2: The Lost Thing (ceramics)

**Overview:** Students create an imaginative form using clay, inspired by Shaun Tan's book 'The Lost Thing'

**Assessment:**

- 1x ceramic sculpture
- Visual Arts Process Diary
- 1x related written/research assessment
- NB: only one research assessment per Semester in VA

**OR**

### Topic 3: It's a Small World (printmaking)

**Overview:** Students develop an understanding of the printmaking process through observations of insects turned into tonal illustrations

**Assessment:**

- 1 x print
- Visual Arts Process Diary
- 1x related written/research assessment
- NB: only one research assessment per Semester in VA

## Languages

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**Head Teacher: Ed Kent**

**Periods per fortnight: 3**

**Class teachers**

**7B** Mr Anthony

**7K** Mr Wines

**7F** Mr Anthony

**7O** Ms Yeung & Mr Anthony

**7G** Ms Dib

**7P** Ms Yeung

### Topic: Languages - [Language] & Asia Literacy

**Overview:** Students embark on an accelerated trip around the six languages on offer at Burwood Girls High School and their respective cultures. They learn how to introduce themselves in each of the six languages and also learn a little more about the links between language and culture.

**Assessment:** Students complete a self-introduction in each of the six languages throughout the course of study and present this to the class and/or teacher. Additionally, students may be tested using formative and summative methods on their recall of key vocabulary and concepts related to each language/culture.

## Topic: Asia Literacy – In-depth study of Asia

**Overview:** Students embark on an exploration of the continent of Asia and what constitutes modern day Asia. They explore how Asia and Australia are linked through many different facets – geographically, economically, and so on. Students then take on a collaborative guided inquiry into a country of Asia with a presentation to persuade others to consider travelling to that country.

**Assessment:** Group presentation of research findings on one country of Asia to persuade the audience on why they should go and visit that country. Form of presentation is open and can be a game, a website, an interview, a video, a brochure, a play, a song, et cetera.

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## How was school today?

We hope that having this information about subjects will also help you to maintain conversations about school with your teenager. Here are some questions that may prompt interesting discussions.

- What's the biggest difference between this year and last year?
- What rules are different at school than our rules at home? Do you think they're fair?
- Where in the school do you hang out the most? Where in the school do you never hang out?
- What would your school be better with? What would your school be better without?
- If you were a teacher what class would you teach? What class would be the worst to teach? Why?
- What was the coolest (saddest, funniest, scariest) thing that you saw today.
- Tell me one thing that you learned today.
- If your day at school today was a movie what movie would it be?
- What is your easiest class? What is your hardest class? OR What class are you learning the most in? What class are you learning the least in?
- If today had a theme song what would it be?
- What do you think you should do more of at school? What do you think you should do less of?
- What do you think the most important part of school is?
- Tell me one question that you had today.
- Who did you help today? Who helped you today?
- If you could be invisible for the day at school what would you do?
- What part of the day do you look forward to? What part of the day do you dread?
- What would you change about school lunch?
- If you had to go to only one class every day which class would it be?
- Tell me one thing you read at school today.
- If your day at school was an emoji which one would it be?

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