



**Warrawong High School
Course Learning and Assessment Overviews**

Year 7

Term 2 – Weeks 2 – 4

All student work can be submitted via:

- 1. Course Online Platform (Google Classroom or Microsoft Teams)**
- 2. Email to Course Teacher Contact**
- 3. Hand Deliver to Warrawong High School front office**
- 4. Post to:**

**Warrawong High School
127 Cowper Street,
Warrawong NSW 2502**

Teacher Contact: 7.1 – Bloemer

Topic:				
Syllabus Outcomes:				
EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Introduction to poetry, concepts, and Chinese poetry’s context.</p> <p>Summary of learning: Students to develop their understanding of poetic devices as well as their background knowledge on context of the Chinese poetry they are studying.</p>	<p>Learning Focus: Introduction to Du Fu & his poetry.</p> <p>Summary of learning: Students to develop their understanding of Du Fu & how the beauty of the world around us is shown in his poem, <u>Full Moon</u>.</p>	<p>Learning Focus: Continuing to analyse Du Fu’s poem.</p> <p>Summary of learning: Students continue to develop their understanding of how the beauty of the world around us is shown in his poem, <u>Morning Rain</u>.</p>	<p>Activity Title: Poetic Device Post Test</p> <p>Activity Expectation: Students to complete a Poetic Device Post Test using their understanding of techniques studied in weeks 2-4.</p>
Overview	<p>Outline:</p> <ol style="list-style-type: none"> Students to read through the rubric and focus questions. Students then complete poetry activities to develop their understanding of techniques. Finally, students complete work on the prescribed Chinese poetry’s context. <p>Resources:</p> <ul style="list-style-type: none"> Rubric & Focus Questions Poetic Technique Pre-Test Poetic Technique Notes China’s Chronology Cloze Passage China’s Beliefs worksheet Natural Imagery Notes 	<p>Outline:</p> <ol style="list-style-type: none"> Students to complete activities on Du Fu and his context. Students read through the poem, <u>Full Moon</u>, and complete activities on the poem. <p>Resources:</p> <ul style="list-style-type: none"> Du Fu’s Context cloze passage & questions <u>Full Moon</u> by Du Fu Annotation of <u>Full Moon</u> Annotation template <u>Full Moon</u> Questions Mind map scaffold 	<p>Outline:</p> <ol style="list-style-type: none"> Students read through the poem, <u>Morning Rain</u>, and complete activities on the poem. <p>Resources:</p> <ul style="list-style-type: none"> <u>Morning Rain</u> by Du Fu Annotation of <u>Morning Rain</u> Annotation template <u>Morning Rain</u> Questions Mind map scaffold 	<p>Due Date: Monday, 25nd May, 2020.</p> <p>Syllabus outcomes being assessed: EN4-3B</p>
Submittable Activities		<p>Activity: <u>Full Moon</u> Questions</p> <p>Due date: Friday, 15th May, 2020.</p>	<p>Activity: <u>Morning Rain</u> Questions</p> <p>Due date: Friday, 22nd May, 2020.</p>	

Topic:				
Syllabus Outcomes:				
EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Introduction to poetry, concepts, and Chinese poetry’s context.</p> <p>Summary of learning: Students to develop their understanding of poetic devices as well as their background knowledge on context of the Chinese poetry they are studying.</p>	<p>Learning Focus: Introduction to Du Fu & his poetry.</p> <p>Summary of learning: Students to develop their understanding of Du Fu & how the beauty of the world around us is shown in his poem, <u>Full Moon</u>.</p>	<p>Learning Focus: Continuing to analyse Du Fu’s poem.</p> <p>Summary of learning: Students continue to develop their understanding of how the beauty of the world around us is shown in his poem, <u>Morning Rain</u>.</p>	<p>Activity Title: Poetic Device Post Test</p> <p>Activity Expectation: Students to complete a Poetic Device Post Test using their understanding of techniques studied in weeks 2-4.</p>
Overview	<p>Outline:</p> <ol style="list-style-type: none"> Students to read through the rubric and focus questions. Students then complete poetry activities to develop their understanding of techniques. Finally, students complete work on the prescribed Chinese poetry’s context. <p>Resources:</p> <ul style="list-style-type: none"> Rubric & Focus Questions Poetic Technique Pre-Test Poetic Technique Notes China’s Chronology Cloze Passage China’s Beliefs worksheet Natural Imagery Notes 	<p>Outline:</p> <ol style="list-style-type: none"> Students to complete activities on Du Fu and his context. Students read through the poem, <u>Full Moon</u>, and complete activities on the poem. <p>Resources:</p> <ul style="list-style-type: none"> Du Fu’s Context cloze passage & questions <u>Full Moon</u> by Du Fu Annotation of <u>Full Moon</u> Annotation template <u>Full Moon</u> Questions Mind map scaffold 	<p>Outline:</p> <ol style="list-style-type: none"> Students read through the poem, <u>Morning Rain</u>, and complete activities on the poem. <p>Resources:</p> <ul style="list-style-type: none"> <u>Morning Rain</u> by Du Fu Annotation of <u>Morning Rain</u> Annotation template <u>Morning Rain</u> Questions Mind map scaffold 	<p>Due Date: Monday, 25nd May, 2020.</p> <p>Syllabus outcomes being assessed: EN4-3B</p>
Submittable Activities		<p>Activity: <u>Full Moon</u> Questions</p> <p>Due date: Friday, 15th May, 2020.</p>	<p>Activity: <u>Morning Rain</u> Questions</p> <p>Due date: Friday, 22nd May, 2020.</p>	

Teacher Contact: 7.4 – Mihalopoulos

Topic:				
Syllabus Outcomes: EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Introduction to visual poetic techniques – similes, metaphors and personification.</p> <p>Summary of learning: Students to develop their understanding of visual poetic devices.</p>	<p>Learning Focus: Analysis of simile, metaphor and personification poems</p> <p>Summary of learning: Students to develop to understand how techniques are used in poetry and why they are used (effect).</p>	<p>Learning Focus: Continual analysis of simile, metaphor and personification poems</p> <p>Summary of learning: Students continue to develop their understanding of how the beauty of the world around us is shown in his poem, <u>Morning Rain</u>.</p>	<p>Activity Title: Poetic Device Post Test</p> <p>Activity Expectation: Students to complete a Poetic Device Post Test using their understanding of techniques studied in weeks 2-4.</p>
Overview	<p>Outline:</p> <ol style="list-style-type: none"> Students to complete a pre-test on poetic techniques. Students to read and work through all the power point on visual poetic techniques. Students to complete poetry activities to develop their understanding of visual techniques. Finally, students complete a simple quiz on contents of the power point <p>Resources:</p> <ul style="list-style-type: none"> Poetic Technique Pre-Test Visual Poetic Techniques power point slides English Writing Booklet –Poetry Workbook 	<p>Outline:</p> <ol style="list-style-type: none"> Students to complete activities on identifying similes and metaphors in sentences. Students read through the poem <u>The Sea</u> and complete activities on the poem Students read the poem <u>Trees are Great</u>. <p>Resources:</p> <ul style="list-style-type: none"> Identifying similes and metaphors and their meanings. <u>The Sea</u> by James Reeve + questions <u>Trees are Great</u> by Roger McGough + activity 	<p>Outline:</p> <ol style="list-style-type: none"> Students read through the poem, <u>The Sun is Laughing</u> and complete simplistic identification of technique – personification Students read the poem <u>The Fog</u> and complete activities. Students complete Poetic Device – Post Test <p>Resources:</p> <ul style="list-style-type: none"> <u>The Sun is Laughing</u> + questions <u>The Fog</u> by McCreary + questions Poetic Techniques Post-Test 	<p>Due Date: Monday, 25nd May, 2020.</p> <p>Syllabus outcomes being assessed: EN4-3B</p>

Topic: Right angled triangles				
Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-5WM, MA4-18WM				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Understanding Angles, their names and classifications.</p> <p>Summary of learning: Catch up on all work from the past 3 weeks.</p>	<p>Learning Focus: Students will explore Angles and parallel line properties.</p> <p>Summary of learning: Students will gain a deeper understanding of angles, parallel lines and their properties.</p>	<p>Learning Focus: Students will explore exterior angles and angles in quadrilaterals.</p> <p>Summary of learning: Students will understand and gain a deeper knowledge of exterior angles and angles in quadrilaterals.</p>	<p>Activity Title: Angles in Triangles worksheet</p> <p>Activity Expectation: Complete the activity and submit the worksheet</p> <p>Due Date: Friday 15th of May (Week 4)</p> <p>Syllabus outcomes being assessed: MA4-1WM, MA4-2WM, MA4-3WM, MA4-5WM</p>
Overview	<p>Outline: Students must complete the worksheets that were assigned over the last 3 weeks.</p> <p>Resources: Angles work booklet provided as a hard copy and uploaded to google classroom. The worksheets that need to be completed are:</p> <ul style="list-style-type: none"> -Naming Angles -Classifying Angles -Estimating and measuring Angles -Constructing Angles -Creating an Isometric cube -Adjacent Angles -Complementary Angles -Supplementary Angles -Angles at a point -Vertically opposite angles -Parallel lines and the Transversal -Parallel line angle properties 	<p>Outline: Students must read the information provided, write a definition and then complete the activities based on the information provided</p> <p>Resources: Angles work booklet provided as a hard copy and uploaded to google classroom. Students are to complete the following worksheets:</p> <ul style="list-style-type: none"> • Further Parallel lines • Measuring Angles in Triangles • Angles in Triangles 	<p>Outline: Students must read the information provided, write a definition and then complete the activities based on the information provided</p> <p>Resources: Angles work booklet provided as a hard copy and uploaded to google classroom. Students are to complete the following worksheets:</p> <ul style="list-style-type: none"> • Exterior angles of a Triangle • Angles in Quadrilateral 	

Submittable Activities	Activity: Angles and Parallel lines worksheets listed above from the Angles booklet need to be submitted by Due date: Friday 1st May	Activity: The three worksheets need to be submitted <ul style="list-style-type: none">• Further Parallel lines• Measuring Angles in Triangles• Angles in Triangles- This Worksheet will be used as formative assessment and will go towards the report. Due date: Friday 15th May		
-------------------------------	---	---	--	--

Course: 7 Maths 2 - Mathematics

Microsoft Teams – 7Maths2

Teacher Contact: 7.2 – Mr McKee (email: robert.s.mckee@det.nsw.edu.au)

Topic:				
Syllabus Outcomes: MA4-4NA				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: <i>Complete previous work on Angles and work on Number properties and patterns.</i></p> <p>Summary of learning: <i>Develop knowledge and skills about Angles and Number Properties.</i></p>	<p>Learning Focus: <i>Complete all questions from the Textbook exercises 3E, 3F and 3G.</i></p> <p>Summary of learning: <i>Develop knowledge and skills about Number Properties.</i></p>	<p>Learning Focus: <i>Complete all questions from the Textbook exercises 3H, 3I and 3J.</i></p> <p>Summary of learning: <i>Develop knowledge and skills about Number Properties.</i></p>	<p>Activity Title: Revision</p> <p>Activity Expectation: Complete and submit all exercises as outlined</p> <p>Due Date: 8th May 2020</p> <p>Syllabus outcomes being assessed: MA4-4NA</p>
Overview	<p>Outline: <i>Complete both sides of revision worksheet. Read instructions on Worksheet..</i></p> <p>Resources: <i>Previously issued worksheets on Angles, Revision of Chapter3: Number properties and patterns worksheet. Also available on class Team.</i></p>	<p>Outline: <i>Complete Exercises 3E, 3F and 3G. Read the overview for each part and work through each Example to see how to complete the questions.</i></p> <p>Resources: <i>Copy of exercises from Textbook. Also available on class Team.</i></p>	<p>Outline: <i>Complete Exercises 3H, 3I and 3J. Read the overview for each part and work through each Example to see how to complete the questions.</i></p> <p>Resources: <i>Copy of exercises from Textbook. Also available on class Team.</i></p>	<p>Activity Title: Exercises 3E, 3F and 3G.</p> <p>Activity Expectation: Complete and submit all exercises as outlined</p> <p>Due Date: 15th May 2020</p> <p>Syllabus outcomes being assessed: MA4-4NA</p>
Submittable Activities	<p>Activity: <i>All completed work should be submitted to the class Team through Assignments as Scanned or Photographed files.</i></p> <p><i>Or</i></p> <p><i>Submitted on paper to the school.</i></p> <p>Due date: 8th May 2020</p>	<p>Activity: <i>All completed work should be submitted to the class Team through Assignments as Scanned or Photographed files.</i></p> <p><i>Or</i></p> <p><i>Submitted on paper to the school.</i></p> <p>Due date: 15th May 2020</p>	<p>Activity: <i>All completed work should be submitted to the class Team through Assignments as Scanned or Photographed files.</i></p> <p><i>Or</i></p> <p><i>Submitted on paper to the school.</i></p> <p>Due date: 22nd May 2020</p>	<p>Activity Title: Exercises 3H, 3I and 3J.</p> <p>Activity Expectation: Complete and submit all exercises as outlined</p> <p>Due Date: 22nd May 2020</p> <p>Syllabus outcomes being assessed: MA4-4NA</p>

Course: 7.3 Mathematics

Google Classroom Code: kxxse5b

Teacher Contact: A. Crockett

Topic:				
<p>Syllabus Outcomes: MA2-16MG identifies, describes, compares and classifies angles MA3-16MG measures and constructs angles, and applies angle relationships to find unknown angles, MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines</p>				
Week	2	3	4	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: Extension to complete work issued in Term 1 – Week 10, Week 11 and Term 2 – Week 1 Summary of learning: To give students extra time and help to complete work issued last term</p>	<p>Learning Focus: Extension to complete work issued in Term 1 – Week 10, Week 11 and Term 2 – Week 1 Summary of learning: To give students extra time and help to complete work issued last term</p>	<p>Learning Focus: Formative assessment of understanding of angles. Summary of learning: Students understand how to: identify, describe, compare, classify, measure, construct, and apply relationships.</p>	<p>Activity Title:</p> <ul style="list-style-type: none"> • WorkSHEET 2.1 Angles • WorkSHEET 2.2 Angles • WorkSHEET 2.3 Angles • Test Yourself Chapter 2 Angles
<p>Overview</p>	<p>Outline: Students to complete pages as instructed in “Year 7 Mathematics Topic 3 – Angles Instructions” in “Freefall 7 Mathematics – Angles” available as a hardcopy or pdf download in Google Classroom. Resources:</p> <ul style="list-style-type: none"> • Protractor and ruler • Year 7 Mathematics Topic 3 – Angles Instructions • Freefall 7 Mathematics Angles booklet 	<p>Outline: Students to complete pages as instructed in “Year 7 Mathematics Topic 3 – Angles Instructions” in “Freefall 7 Mathematics – Angles” available as a hardcopy or pdf download in Google Classroom. Resources:</p> <ul style="list-style-type: none"> • Protractor and ruler • Year 7 Mathematics Topic 3 – Angles Instructions • Freefall 7 Mathematics Angles booklet 	<p>Outline: Students to complete WorkSHEET 2.1 Angles WorkSHEET 2.2 Angles WorkSHEET 2.3 Angles Test Yourself Chapter 2 Angles available as a hardcopy or pdf download in Google Classroom. Resources:</p> <ul style="list-style-type: none"> • Protractor and ruler • WorkSHEET 2.1 Angles • WorkSHEET 2.2 Angles • WorkSHEET 2.3 Angles • Test Yourself Chapter 2 Angles 	<p>Activity Expectation: Complete each activity</p> <p>Due Date: Monday 25 May, 2020</p> <p>Syllabus outcomes being assessed: MA2-16MG, MA3-16MG, MA4-18MG</p>
<p>Submittable Activities</p>		<p>Activity: Completed Freefall 7 Mathematics Angles booklet Due date: Monday 25 May 2020</p>		

Teacher Contact: Ms Fatima Saad (Fatima.Saad16@det.nsw.edu.au)

Topic:				
Syllabus Outcomes:				
MA3-4NA orders, reads and represents integers of any size and describes properties of whole numbers				
MA3-5NA selects and applies appropriate strategies for addition and subtraction with counting numbers of any size				
MA3-6NA selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation .				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus:</p> <ul style="list-style-type: none"> Mental strategies with larger numbers Mixed operations Whole numbers <p>Summary of learning:</p> <ul style="list-style-type: none"> To be able to break up complex calculations into simpler ones and solve them. To be able to perform calculations where a series of operations are used in a single question (+, -, x, ÷) 	<p>Learning Focus:</p> <ul style="list-style-type: none"> Inequalities, ascending and descending order Order of operations <p>Summary of learning:</p> <ul style="list-style-type: none"> To be able to use the > (greater than) and < (less than) symbols when writing number sentences. To be able to sort numbers in ascending and descending order. To be able to identify that BODMAS stands for Brackets, Order (powers and square roots), Division, Multiplication, Addition and Subtraction. To be able to apply BODMAS to problems with more than one operation (operations are +, -, x, ÷) 	<p>Learning Focus:</p> <ul style="list-style-type: none"> Using brackets Place value <p>Summary of learning:</p> <ul style="list-style-type: none"> To be able to understand that brackets are the first operation to be performed in any calculation. To be able to identify that place value is the value of a number in a set position (e.g. units, tens, ones, hundreds, thousands, tens of thousands etc). To be able to identify the place value of digits in whole numbers and decimals (the place value in decimals are tenths, hundredths, thousandths, etc). 	<p>Activity Title: Assessable activity 1 (15 marks)</p> <p>Activity Expectation: Complete the questions on page 11 and turn it in to your teacher by Monday the 11th of May 2020, either through Google Classroom or by email.</p> <p>Due Date: Monday 11th of May 2020.</p> <p>Syllabus outcomes being assessed: MA3-4NA MA3-5NA</p> <p>Activity Title: Assessable activity 2</p> <p>Activity expectation: Complete the questions worth 24 marks on page 20 and turn it in to your teacher by Monday the 18th of May 2020, either through Google Classroom or by email.</p>
Overview	<p>Outline: Complete pages 1 – 11.</p> <p>Resources:</p> <ol style="list-style-type: none"> Page 3 – 5 provide information and worked examples which help you work through page 6 , titled Mental strategies with larger numbers. 	<p>Outline: Complete pages 12 – 20.</p> <p>Resources:</p> <ol style="list-style-type: none"> Page 12 – 14 contain information and worked examples to help you complete page 15 Inequalities, ascending and descending order. 	<p>Outline: Complete pages 21 – 29.</p> <p>Resources:</p> <ol style="list-style-type: none"> Page 21 – 23 provide information and worked examples which support you to complete using brackets on page 24. 	

	<p>2. Read through pages 7 – 9, there is information and worked examples to help you with page 10, titled Mixed operations – whole numbers.</p> <p>3. <u>Assessable activity 1</u> is based on the exercises on page 6 and 10. Read through pages 1 – 10 for help/guidance/worked examples.</p>	<p>2. Pages 16 – 19 contain information and worked examples to help you complete page 20 Order of operations.</p> <p>3. <u>Assessable activity 2</u> is based on the exercises on page 15 and page 20. Read through pages 12 – 19 for guidance and worked examples, which will help if you are stuck.</p>	<p>2. Page 25 – 27 provide information and worked examples to help you with place value on page 28.</p> <p>3. <u>Assessable activity 3</u> is based on the exercises on page 24 and page 28. You can use pages 21 – 28 to help guide you through these questions.</p>	<p>Due date: Monday the 18th of May 2020.</p> <p>Syllabus Outcomes assessed: MA3-4NA MA3-5NA MA3-6NA</p> <p>Activity Title: Assessable activity 3</p>
<p>Submittable Activities</p>	<p>Activity: Assessable activity 1</p> <p>Due date: Monday 11th May 2020</p>	<p>Activity: Assessable activity 2</p> <p>Due Date: Monday the 18th of May 2020</p>	<p>Activity: Assessable activity 3</p> <p>Due Date: Monday the 25th of May 2020</p>	<p>Activity expectation: Complete the questions worth 15 marks on page 29 and turn it to your teacher.</p> <p>Due Date: Monday the 25th of March 2020</p> <p>Syllabus Outcomes assessed: MA3-4NA MA3-5NA MA3-6NA</p>

Teacher Contact: 7.1 – Mrs. Robyn Fallo, 7.2 – Mr. Joseph Gander, 7.3 – Ms. Fatima Saad/Mr. Timothy Windsor, 7.4 – Ms. Fatima Saad

Topic: Rocks				
Syllabus Outcomes:				
SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system				
SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually				
SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus:</p> <ul style="list-style-type: none"> Scientific models Layers of the Earth <p>Summary of learning:</p> <ol style="list-style-type: none"> To be able to understand what a scientific model is. To be able to provide examples of Scientific models. To be able to understand the benefits and limitations of scientific models. To be able to identify the layers of the Earth. 	<p>Learning Focus:</p> <ul style="list-style-type: none"> Minerals The properties of minerals Mining <p>Summary of learning:</p> <ol style="list-style-type: none"> To be able to define the term mineral. To be able to identify the different properties of minerals (hardness, lustre, colour, etc). To be able to identify that mining is the process through which we obtain minerals. To be able to justify the uses of minerals and relate this to their properties. To be able to describe an occupation in mining and what it entails. 	<p>Learning Focus:</p> <ul style="list-style-type: none"> Weathering and erosion <p>Summary of learning:</p> <ol style="list-style-type: none"> To be able to define both physical and chemical weathering as the breakdown of larger rocks into small ones through physical and chemical means. To be able to describe what erosion is. To be able to write a scientific report on physical weathering. 	<p>Activity 4 Week 2: Layers of the Earth graph/graphing checklist.</p> <p>Activity Expectation: Complete pages 11 – 13 of your booklet.</p> <p>Due Date: Monday the 11th of May 2020</p> <p>Syllabus outcomes being assessed: SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific</p>

<p>Overview</p>	<p>Outline: Read through pages 1 – 13 of your booklet for Term 2 Week 2.</p> <p>Resources: Go to the Google classroom (Year 7 Science – remote). You will find the code on the top right corner of this page. You need to log in using your Department of Education email address. You will find this week’s work under the classwork tab in Term 2 Week 2.</p>	<p>Outline: Read through pages 14 – 36 of the booklet for Term 2 Week 3.</p> <p>Resources: Go to the Google classroom (Year 7 Science – remote). You will find the code on the top right corner of this page. You need to log in using your Department of Education email address. You will find this week’s work under the classwork tab in Term 2 Week 3.</p>	<p>Outline: Read through and complete pages 37 – 51. Optional: p. 52/53.</p> <p>Resources: Go to the Google classroom (Year 7 Science – remote). You will find the code on the top right corner of this page. You need to log in using your Department of Education email address. You will find this week’s work under the classwork tab in Term 2 Week 4.</p>	<p>language, text types and representations</p> <p>Activity 3 Week 4: Physical Weathering experiment/ scientific report.</p> <p>Activity Expectation: Refer to and complete pages 43-46 of your booklet.</p> <p>Due date: Monday the 25th of May 2020</p>
<p>Submittable Activities</p>	<p>Activity: Submit pages 1-13 to Google Classroom.</p> <p>You can submit your work via the Google document allocated to you in the Google classroom, by taking photos of your work and adding it to that Google document. Once you complete the tasks for the week, click ‘Turn in’/’Hand in’.</p>	<p>Activity: Submit pages 14 – 36 to Google Classroom.</p> <p>You can submit your work via the Google document allocated to you in the Google classroom, by taking photos of your work and adding it to that Google document. Once you complete the tasks for the week, click ‘Turn in’/’Hand in’</p>	<p>Activity: Submit pages 27-51 to Google Classroom.</p> <p>You can submit your work via the Google document allocated to you in the Google classroom, by taking photos of your work and adding it to that Google document. Once you complete the tasks for the week, click ‘Turn in’/’Hand in’</p>	<p>Syllabus outcomes being assessed: SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p>

Course: 7 Geography
Teacher Contact: Mr Mendygral

Google Classroom Code: ckrasqk

Topic: Place and Liveability				
Syllabus Outcomes: GE4-1 locates and describes the diverse features and characteristics of a range of places and environments GE4-3 explains how interactions and connections between people, places and environments result in change GE4-4 examines perspectives of people and organisations on a range of geographical issues GE4-6 explains differences in human wellbeing GE4-8 communicates geographical information using a variety of strategies				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Influences and perceptions of people and place Summary of learning: Students will be identifying what attracts people to places and the relationship of environment, crime and safety	Learning Focus: Influences and perceptions of people and place Summary of learning: Students will be identifying what attracts people to places and the relationship of environment, crime and safety	Learning Focus: Access to services and facilities Summary of learning: Students will be identifying types of housing, transport infrastructure, remoteness of communities and associated access to services and facilities	Activity Title: Personal Liveability Criteria and response Activity Expectation: Students will develop their own criteria that outlines what they think makes an area liveable and compare this criteria to their current suburb. Due Date: 15/5/20 Syllabus outcomes being assessed: GE4-1, GE4-4, GE4-8
Overview	Outline: Students will read textbook information, and complete associated activities titled Place and Liveability Part 1 Resources: Year 7 Place and Liveability Chapters Answer Booklet	Outline: Students will read textbook information, and complete associated activities titled Place and Liveability Part 2 Resources: Year 7 Place and Liveability Chapters The Global Liveability Index 2018 Answer Booklet	Outline: Students will read textbook information, and complete associated activities titled Place and Liveability Part 3 Resources: Year 7 Place and Liveability Chapters Answer Booklet	
Submittable Activities	Activity: Complete the comprehension questions 1a through to 1e 1a, 1b, 1c Due wed wk2 (6/5/20) 1d, 1e Due Fri wk2 (8/5/20)	Activity: Complete the comprehension question 2a Complete the 'Personal Liveability' Criteria and response. (PLC+R) 2b 2a Due Tue wk3 (12/5/20) 2b PLC+R Due Fri wk3 (15/5/20) (assessable activity)	Activity: <i>Complete the comprehension question 3a through to 3g</i> 3a, 3b, 3c Due Mon wk4 (18/5/20) 3d, 3e Due Wed wk4 (20/5/20) 3f, 3g Due Fri wk4 (22/5/20)	

Course: 7 PDHPE

Google Classroom Code: zq6ian4

Teacher Contact: 7.1 – *Sovrano*, 7.2 – *Simi*, 7.3 – *Davis*, (7.4 – *Simi* – See Learning and Assessment Overview below)

Topic:				
Syllabus Outcomes: PD4-2, PD4-6, PD4-7, PD4-8				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Key terms of the unit Caffeine and cigarettes</p> <p>Summary of learning: Understand key terms of the unit Effects of caffeine and cigarettes</p>	<p>Learning Focus: Classifying drugs Legal and illegal drugs</p> <p>Summary of learning: Classify drugs Differentiate between legal and illegal drugs</p>	<p>Learning Focus: Prescription drugs Using medicine safely</p> <p>Summary of learning: Understanding the effects of prescription drugs Identifying the correct use of medicine</p>	<p>Activity Title: Abuse of prescription drug Week 4</p> <p>Activity Expectation: Complete questions</p> <p>Due Date: 22.05.2020</p>
Overview	<p>Outline: Answer and complete the activities and questions in the worksheet</p> <p>Resources: 7 PDHPE Week 2 Worksheet Internet</p>	<p>Outline: Answer and complete the activities and questions in the worksheet</p> <p>Resources: 7 PDHPE Week 3 Worksheet Internet</p>	<p>Outline: Answer and complete the activities and questions in the worksheet</p> <p>Resources: 7 PDHPE Week 4 Worksheet Internet</p>	<p>Syllabus outcomes being assessed: PD4-2 PD4-6</p>
Submittable Activities	<p>Activity: 7 PDHPE Week 2 Worksheet</p> <p>Due date: 08.05.2020</p>	<p>Activity: 7 PDHPE Week 2 Worksheet</p> <p>Due date: 15.05.2020</p>	<p>Activity: 7 PDHPE Week 2 Worksheet</p> <p>Due date: 22.05.2020</p>	

Course: 7.4 PDH

Google Classroom Code: zgojcjk

Teacher Contact: Miss Simi

Topic: Be smart don't start				
<ul style="list-style-type: none"> • Syllabus Outcomes: • PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others • PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities • PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity 				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Terms / Words of the topic on Drugs.</p> <p>Summary of learning: New topic words, placing them into a find a word. Read and answer questions on caffeine and cigarettes.</p>	<p>Learning Focus: Groups or classification of drugs.</p> <p>Summary of learning: You will learn about the groups of drugs and how they can be put into categories</p>	<p>Learning Focus: Prescriptions drugs and using other things instead of medicine for healing</p> <p>Summary of learning: You will read and answer questions about using drugs/ medicine from a doctor. Then read scenarios and answer questions about using other things instead of medicine to heal the body.</p>	<p>Activity Title: Drug Free Healing</p> <p>Activity Expectation: Read and answer questions in full sentences.</p> <p>Due Date: Week 4 Friday 15/5/20</p>
Overview	<p>Outline: Read the new words in the topic. Add the words to the missing space to make a full sentence. Create a find a word. Read and answer the questions on caffeine and cigarettes.</p> <p>Resources: 1. <i>New terms, definition and sentence - Worksheet</i> 2. <i>Find a word – Worksheet</i> 3. <i>Caffeine – Worksheet</i> 4. <i>Cigarettes- Worksheet</i></p>	<p>Outline: Read and answer the questions. For some sections you may need to research using the internet.</p> <p>Resources: 1. <i>Depressants and Stimulants – Worksheet / Internet</i> 2. <i>Legal or Illegal drugs – Worksheet / Internet</i></p>	<p>Outline: You are learning about what a prescription drug is. Read and answer the questions. Then read other ways to heal the body. You have to then answer the questions with full sentences using the ideas that are listed.</p> <p>Resources: 1. <i>Prescription drugs - Worksheet</i> 2. <i>Drug Free Healing – Worksheet</i></p>	<p>Syllabus outcomes being assessed: PD4-2, PD4-7</p>
Submittable Activities	<p>Activity: Find a word</p> <p>Due date: Friday Week 2 8/5/20</p>		<p>Activity: Drug Free Healing</p> <p>Due date: Friday week 4 15/5/20</p>	

Course: 7 ITALIAN

7.1 Google Classroom Code: dxhqli 7.2 Google Classroom Code: etcaf3q

Teacher Contact: – Ms C Carvana

7.3 Google Classroom Code: bgl7f77 7.4 Google Classroom Code: 3cri7kj

Topic:				
Syllabus Outcomes: <i>LIT4-7U, LIT4-1C, LIT4-2C, LIT4-3C, LIT4-4C, (LIT4-5U*Internet usage)</i>				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Students explore the similarities and differences with the education system in Italy VS Australia</p> <p>Summary of learning: Students learn to appreciate the similarities/ differences of the school systems and levels in Italy</p>	<p>Learning Focus: Italian neologisms and simple classroom commands</p> <p>Summary of learning: Students develop an understanding of how globalisation & technology create new vocabulary. Students understand simple Italian imperatives for classroom use.</p>	<p>Learning Focus: Italian Classroom Items</p> <p>Summary of learning: Students develop their contextual vocabulary language for common Italian foods and drinks.</p>	<p>Activity Title: Year 7 Term 2 Cartoleria Advertisement Poster (Specialised stationery store)</p> <p>Activity Expectation: Students advertise Weekly Specials of stationery on sale</p>
Overview	<p>Outline: Students to complete the classwork assignment titled: “Le Scuole In Italia”. Read pages 3-6 and answer questions from page 6 in your exercise book.</p> <p>Resources: Worksheets located in Week 2 Assignment section of Google Classroom OPTIONAL: Your own extra research on Internet</p>	<p>Outline: Students complete the classwork assignment titled: “Italian internet neologisms and Italian Classroom commands” Read the information on the pages attached and then create a Find-A-Word See instructions in your notes.</p> <p>Resources: Worksheets located in Week 3 Assignment section of Google Classroom</p>	<p>Outline: Students complete classwork assignment titled: “Classroom Items” Read the many helpful notes of vocab and grammar carefully over pages 7-13. Complete the small exercises attached (Pages 8,9 11) Complete exercises on pgs 12-13.</p> <p>Resources: Worksheets located in Week 4 Assignment section of Google Classroom</p>	<p>Due Date: 25/5/20</p> <p>Syllabus outcomes being assessed: LIT4-4C</p>
Submittable Activities	<p>Activity: (7-1 Only) Students create a VENN Diagram to demonstrate the similarities and differences of school system on a GoogleSlide/ Draw on paper</p> <p>Due date: 8/5/20</p>	<p>Activity: Find-A-Word</p> <p>Due date: 18/5/20</p>	<p>Activity: Stationery Advertisement Poster completed and uploaded OR returned by</p> <p>Due date: 25/5/20</p>	

Teacher Contact: *Mr Harrison/Mrs Rath*

Topic:				
Syllabus Outcomes:				
4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Note values and Pitch</p> <p>Summary of learning: Students will continue to develop their understanding of note values and note pitch</p>	<p>Learning Focus: Treble Notes and keyboard</p> <p>Summary of Learning: Students will continue to develop their understanding of TREBLE Notes and their relationship to the keys on the keyboard</p>	<p>Learning Focus: Bass Notes and Bass Clef</p> <p>Summary of Learning: Students will continue to develop their understanding of BASS Notes and their relationship to the keys on the keyboard</p>	<p>Activity Title: MASTER YOUR THEORY BOOKLET</p> <p>Activity Expectation: Complete LESSON 1 – 4 of MASTER YOUR THEORY BOOKLET.</p>
Overview	<p>Outline: Complete LESSON ONE and LESSON TWO of ‘MASTER YOUR THEORY’ workbook</p> <p>Resources: Paper copy MASTER YOUR THEORY is in your learning pack AND available on Google Classroom</p>	<p>Outline: Complete LESSON THREE of ‘MASTER YOUR THEORY’ workbook</p> <p>Resources: Paper copy MASTER YOUR THEORY is in your learning pack AND available on Google Classroom</p>	<p>Outline: Complete LESSON FOUR of ‘MASTER YOUR THEORY’ workbook</p> <p>Resources: Paper copy MASTER YOUR THEORY is in your learning pack AND available on Google Classroom</p>	<p>Due Date: Ensure lesson 1 – 4 by FRIDAY 22nd MAY</p> <p>Syllabus outcomes being assessed: 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study</p>
Submittable Activities	<p>Activity: LESSON ONE and LESSON TWO of MASTER YOUR THORY. If working by paper copy you should take a photo of each page of your work and submit it via Google Classroom</p> <p>Due date: FRIDAY 8th MAY</p>	<p>Activity: : LESSON THREE of MASTER YOUR THORY. If working by paper copy you should take a photo of each page of your work and submit it via Google Classroom</p> <p>Due Date: FRIDAY 15th MAY</p>	<p>Activity: LESSON FOUR of MASTER YOUR THORY. If working by paper copy you should take a photo of each page of your work and submit it via Google Classroom</p> <p>Due Date: FRIDAY 22nd MAY</p>	

Course: 7 TAS

Google Classroom Code: Sbwgogg

Teacher Contact: 7.1 – Ms Kriss, 7.2 – Ms Ella, 7.3 – Mr Beattie, 7.4 – Ms Kriss, 7.5 – Ms Perry

Topic:				
Syllabus Outcomes: TE4-1DP- designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities. TE4-2DP- plans and manages the production of designed solutions TE4-9MA- investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: <i>The Design & Production Process</i> Summary of learning: <i>Familiarisation of the Design Process</i>	Learning Focus: <i>The Design & Production Process</i> Summary of learning: <i>Familiarisation of the Design Process</i>	Learning Focus: <i>The Design & Production Process</i> Summary of learning: <i>Familiarisation of the Design Process</i>	Activity Title: The Design & Production Process Booklet 1 & 2
Overview	Outline: <i>Students access Technology Mandatory Booklet on GC OR in Hard Copy</i> Resources: <i>Student Booklet is used for this week That is Booklet 1- Design & Production Process. This is found in Google Classroom or Booklet Package.</i> <i>Read and Complete the Design Process</i>	Outline: <i>Students access Technology Mandatory Booklet on GC OR in Hard Copy</i> Resources: <i>Student Booklet is used for this week That is Booklet 2- Food & Ag. This is found in Google Classroom or Booklet Package.</i> <i>Read and Complete the Design Process</i>	Outline: <i>Students access Technology Mandatory Booklet on GC OR in Hard Copy</i> Resources: <i>Student Booklet is used for this week That is Booklet 2- Food & Ag. This is found in Google Classroom or Booklet Package.</i> <i>Read and Complete the Design Process</i>	Activity Expectation: Complete what you can BUT concentrate on the pages that are highlighted in Yellow with Red font Due Date: 4.5.2020 & 11.5.2020
Submittable Activities	Activity: This is the Introduction Booklet- complete what you can BUT page 6 is the assessable Task- It is highlighted in Yellow with Red font. Due date: 11.5.2020	Activity: This is the Introduction Booklet- complete what you can BUT page 12 & 13 is the assessable Task- It is highlighted in Yellow with Red font. Due date: 25.5.2020	Activity: This is the Introduction Booklet- complete what you can BUT page 12 & 13 is the assessable Task- It is highlighted in Yellow with Red font. Due date: 25.5.2020	Syllabus outcomes being assessed: TE4-1DP; TE4-2DP; TE4-2DP

Teacher Contact: MRS KRISS (ALL YEAR 7 VISUAL ART)

TOPIC : ELEMENTS OF DESIGN				
<p>Syllabus Outcomes: 4.10 recognises the art criticism and art history construction meanings. 4.8 explores the function of and relationships between artist-artwork -word-audience.</p>				
Week	2	3	4	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: ART WORK DESCRIPTION: WASSIL KANDINSKY; “COMPOSITION VIII”</p> <p>Summary of learning: Observation of painting by an artist.</p>	<p>Learning Focus: Drawing using POSITIVE & NEGATIVE SHAPES.</p> <p>Summary of learning: Create a drawing by using positive & negative space.</p>	<p>Learning Focus: ART MAKING LESSON: EXERCISE 4: “DESIGN A TATT”</p> <p>Summary of learning: Design & draw your own tattoo</p>	<p>Activity Title: ART WORK DESCRIPTION: WASSIL KANDINSKY; “COMPOSITION VIII</p> <p>Activity Expectation: One paragraph of writing, minimum.</p> <p>Due Date: Due date: FRIDAY 8TH MAY</p> <p>Syllabus outcomes being assessed: 4.10 4.8</p>
<p>Overview</p>	<p>Outline: Answer the question in one paragraph: What can you see? Use the keywords provided to help you.</p> <p>Resources: Worksheet that is provided & pen.</p>	<p>Outline: Follow the instructions from 1 to 5 to create your continuous line drawing of a pair of shoes.</p> <p>Mediums: A4 paper, lead pencil, black texta, coloured pencils or water-based paint (if available)</p>	<p>Outline: Follow the instructions from 1 to 2 on worksheet provided to design one tattoo.</p> <p>Mediums: A4 paper, lead pencil, coloured pencil</p>	
<p>Submittable Activities</p>	<p>Activity: THIS TASK IS AN ASSESSMENT. See attached marking scale.</p> <p>When you see this red writing, highlighted in yellow this means it is an assessable task. You need to submit this paragraph either on Google Classroom or hand in to school when you pick up your next load of work.</p> <p>Due date: FRIDAY 8TH MAY</p>	<p>Activity: Take a photo and upload on Google classroom or take to school when you are ready to pick up your next load of work. I need to mark that you have completed the task. See attached worksheet.</p> <p>Due date: FRIDAY 15ND MAY.</p>	<p>Activity: Take a photo and upload on Google classroom or take to school when you are ready to pick up your next load of work. I need to mark that you have completed the task. See attached worksheet.</p> <p>Due date: FRIDAY 22ND MAY.</p>	