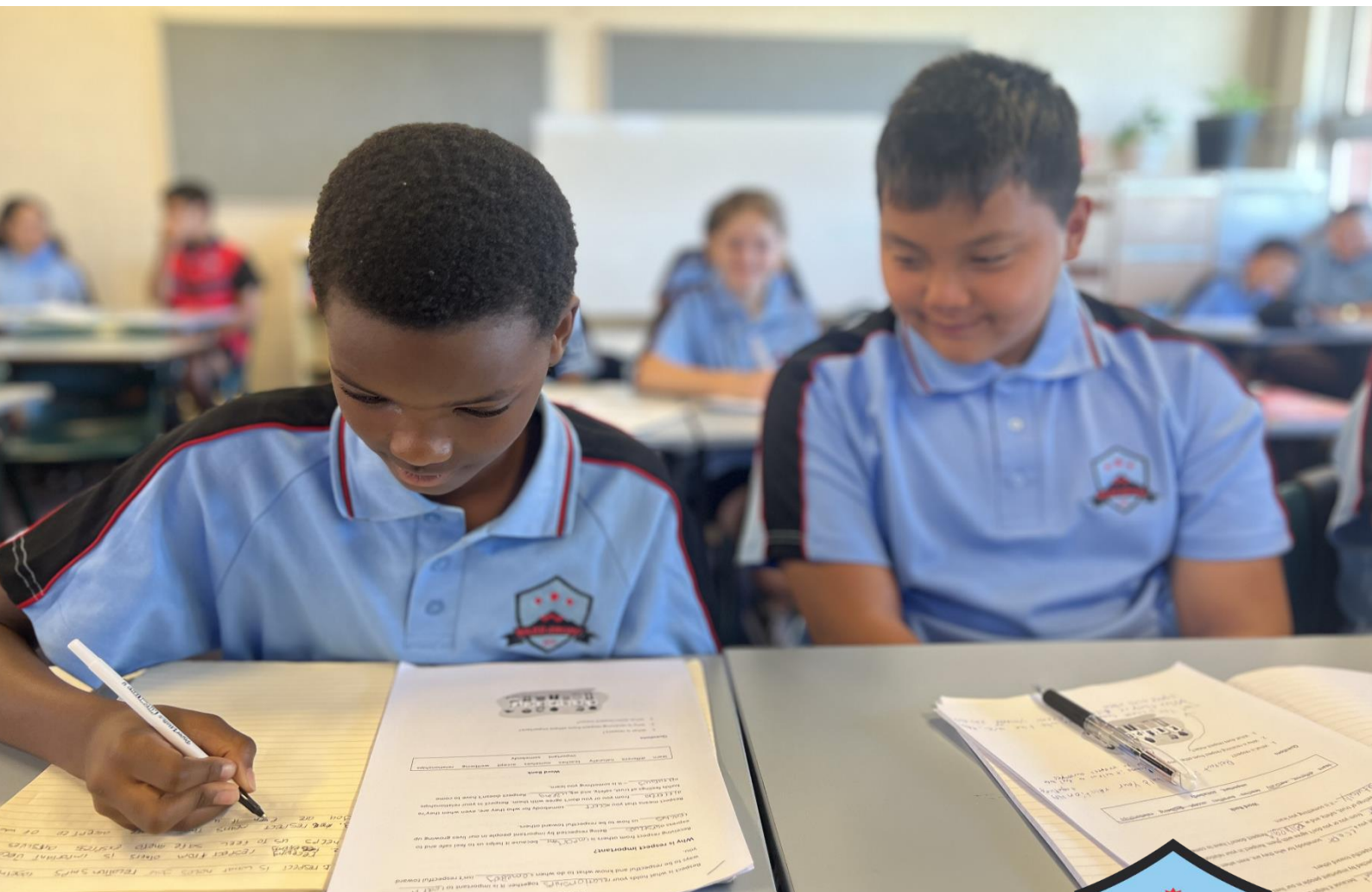
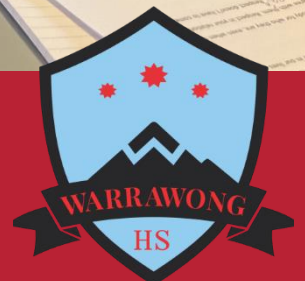


WARRAWONG HIGH SCHOOL

Year 7 Learning and Assessment Booklet 2024



Education &
Communities





Booklet Contents

In this student handbook you will find all the information you need to know about Year 7 Assessment at Warrawong High School. This information needs to be stored in your Assessment Folder with your Assessment Notifications and completed Assessment Tasks for each subject.

Refer to this booklet to help you when completing each assessment task.

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What You Need To Know

ASSESSMENT AT WARRAWONG HIGH SCHOOL

Teachers will use a range of strategies to assess your progress and ability. This will help them and you to understand your strengths and weaknesses so you can grow and achieve success.

There are **TWO** types of Assessment teachers use at Warrawong High School.

Informal Assessment

This type of assessment:

- Is incorporated in the day-to-day classroom activities of each subject.
- Measures the students' performance and progress.
- Helps teachers understand what you have learnt and what you need to develop further.

Formal Assessment

- You will have 2-4 formal assessment tasks per subject each year.
- It is compulsory for you to complete every formal assessment task.
- Formal assessment tasks take place towards the end of a unit of work and provide you with an opportunity to demonstrate what you have learnt.



What are My Responsibilities?

TO ACHIEVE AT WARRAWONG HIGH SCHOOL

Always try your best!

It is important to always do your best work. This will help you learn. It will also help teachers to understand how they can help you.

Students must submit or complete all formal assessment tasks on the due date.

You must hand in your formal assessment task on the due date that is identified on your Assessment Notification. Attach your Assessment Notification to your task when you submit it to your teacher. The due date of a formal assessment task can only change if you speak to your teacher before the due date. The teacher will only change the due date if they believe you are being disadvantaged.

Students must follow all school rules and teacher instructions with regard to every informal and formal assessment task.

You are expected to complete all informal and formal assessment tasks to the best of your ability. You are to take pride in your work and behave appropriately when working with teachers to meet the expectations of each task.

Student assessment support

If you think that you or your child may require support in completing formal assessment tasks, please discuss the matter with your classroom teacher, faculty Head Teacher, Year Adviser, or school learning support team. The school is here to support all student to achieve success in education.

Students must keep track of all assessment task requirements and due dates.

You must use a calendar and/or planner to monitor when formal assessment tasks are due. A completed Assessment Planner is attached to this document and can be used at home to track formal assessment tasks.

Students must notify their teacher if they know they are going to be absent for a Formal Assessment Task before the due date.

If you know that you are going to be away for a formal assessment task, you must notify your teacher before or after class. This must be done before the due date identified on the Assessment Notification.



Study Tips to Prepare

FOR ASSESSMENT AT WARRAWONG HIGH SCHOOL

Assessment Planner

Put the Formal Assessment Planner in this booklet on a wall close to where you complete your homework. It identifies the weeks your formal assessment tasks are due.

It can also be used as a tool to inform planning and revision. If you can see a formal assessment task is approaching in the next 3 weeks, ensure you are completing the milestones, study by revising content or draft aiming to complete the task to the best of your ability.

Assessment Milestones

Assessment milestones are designed to support you in your preparation for all formal assessment tasks.

Ensure you are completing the milestones on the dates indicated on the Assessment Notification. This will provide you with feedback to help you improve.

Teachers must provide you with a formal Assessment Task Notification at least 3 weeks prior to the due date of a formal assessment task. This is to give you enough time to prepare for and complete the task before you have to submit it. Make sure you understand the task and are working to meeting the learning intention and success criteria.

Warrawong High School Homework Centre

Our school Homework Centre is open throughout the week in the library. Times and dates will be communicated weekly at assemblies and through morning notifications.

A teacher is available to help you with your homework and study. By coming to the Homework Centre, you will be able to work with the teacher to build your understanding and prepare yourself for approaching formal assessment tasks.

Ask For Help

Your teachers are here to help you succeed! If you need help, ask your teacher before class, after class or during breaks to assist you.

In addition, each class has a learning advisor that you can seek help and support from.

Your Year Advisor is also someone who is always willing to help you. If you need advice, take the time to see them to discuss your concerns during breaks.



Penalties If You Do Not Complete

A FORMAL ASSESSMENT AT WARRAWONG HIGH SCHOOL

If you are on holidays

If you have a planned holiday during the due date of a formal assessment task, you must inform your teacher when you receive your Assessment Notification or as soon as possible, with a signed note from your parent/carer.

A new due date must be negotiated with your teacher. The new due date must be at least 2 weeks after the Assessment Notification for that assessment task was issued unless negotiated with the deputy principal.

If you follow this procedure, you will **not** receive a penalty.

If you are representing the school

If you are on school business representing the school on the due date of a formal assessment task, you must notify your teacher or the Faculty Head Teacher prior to the due date.

A new due date must be negotiated with your teacher. The new due date must be at least 2 weeks after the Assessment Notification for that assessment task was issued unless negotiated with the deputy principal.

If you follow this procedure, you will **not** receive a penalty.

If you are sick

If you are absent from school on the due date of a formal assessment task due to illness or misadventure, you must provide your teacher with a medical certificate or a signed note from your parent/carer outlining the reason for being absent.

A new due date must be negotiated with your teacher. The new due date must be at least 2 weeks after the Assessment Notification for that assessment task was issued unless negotiated with the deputy principal.

If you follow this procedure and the reason outlined is deemed sufficient, you will **not** receive a penalty.

If you are absent

If you are absent on the due date of a formal assessment task and do not follow the above processes, you may be issued a **penalty**.

Your teacher will notify you of your mark without the penalty and your final mark with the penalty. You must still complete and/or submit the formal assessment task. If you do not complete the task, your parent/carers will be called and, if required, disciplinary action will be taken.

If you fail to submit

If you fail to submit a formal assessment task on the due date, you may receive a zero (0) mark. If you do not complete the task, your parent/carers will be called and, if required, disciplinary action will be taken.

Penalties

Penalties for Year 7-9 are 10% per day for a maximum of 5 days (50%), after which time the resultant mark received will become zero or an E grade for non-submission, unless the student provides appropriate documentary evidence of illness or misadventure.

2024 YEAR 7 FORMAL ASSESSMENT PLANNER

SEMESTER 1

WEEKS	TERM 1	TERM 2
1		
2		
3		
4		
5		HSIE (Geography) – Field Work Report (25%) Visual Arts – Case study on Pop Art (20%) Reports Due to HT
6	PDHPE – Practical and Reflective Task (40%)	Mathematics – Common Test (25%) PDHPE – Practical Task (30%)
7		
8		
9	Science – Practical Task (35%) HSIE (Geography) – Topic and Skills (25%)	English – Essay (40%) Technology Mandatory – Portfolio/Booklet (40%) Language – Creating texts & Understanding texts (40%)
10	Visual Arts – Critical and historical studies (40%) Technology Mandatory – Common Assessment Task (30%) Language – Creating texts & Understanding texts (40%)	
11	English – Portfolio of Work (30%) Mathematics – Common Test (25%)	

2024 YEAR 7 FORMAL ASSESSMENT PLANNER

SEMESTER 2

WEEKS	TERM 3	TERM 4
1		
2		HSIE (History) – Research Task (25%)
3		Science – Examination (30%)
4		Mathematics – Common Test (25%)
5		Reports Due to HT
6	Science – Research Task (35%)	
7		
8	HSIE (History) – Test Source based skills (25%) Mathematics – Common Test (25%)	
9	English – Examination (30%) PDHPE – In-Class Task (30%) Technology Mandatory – Practical Project (30%)	
10	Visual Arts – Case study and Body of work (40%) Language – Interacting Task (20%)	

SUBJECT TITLE: 7 ENGLISH
ASSESSMENT COMMENCES: TERM 1, 2024
HOURS: 100

	Term 1 Overcoming Adversity	Term 2 Close Study of Text	Term 3 Playing with Poetry	Term 4 Living the Fantasy
Term Overview	Term Summary and Focus: In this unit, students will engage with a dramatic text to gain an appreciation of quality, value and enjoyment of imaginative texts. Students will consider ways in which ideas are represented in dramatic texts through language devices, forms, features and structures pertinent to dramatic texts. Students will develop their understanding of how characters are established in a story using description, dialogue and action.	Term Summary and Focus: Students study one literary print text, for example a prose fiction. They identify, analyse and respond to the ideas in the text and the ways in which meaning is shaped. Students examine the conventions that are particular to their chosen literary form, and the ways that authors use, manipulate and/or challenge those conventions. Through their critical and creative responses to the text, students develop their understanding of the use and effects of elements such as style, tone and mood. They further develop their critical skills to analyse and assess the ways meaning is shaped and conveyed.	Term Summary and Focus: Students will study a range of poetry forms to develop their understanding of form, such as haiku. Through this study students will implement their new knowledge by identifying and analysing techniques in selected poems where they communicate their understanding of the key ideas, language and structure of the poetry studied in class.	Term Summary and Focus: In this module, students explore how texts portray the fantasy genre in unique and interesting ways. Students will reflect on their study of fantastical elements to identify and explain the representation of them within the medium of film, by undertaking a close study of Hayao Miyazaki cinematic masterpiece Spirited Away (2001). Students will also develop their knowledge of film techniques and explore how they affect a viewers interpretation of key issues and ideas represented throughout the text.
Outcomes Addressed	EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-URC-01 EN4-URA-01 EN4-RVL-01	EN4-URA-01 EN4-URB-01 EN4-ECA-01	
Formal Assessment	Task 1	Task 3	Task 2	
Assessment Overview	Portfolio of Work	Essay	Examination	
Due Date	Week: 11	Week: 9	Week: 9	
Outcomes Assessed	EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-URC-01 EN4-URA-01 EN4-RVL-01	EN4-URA-01 EN4-URB-01 EN4-ECA-01	
Weighting of Tasks	30%	40%	30%	

SUBJECT TITLE: Year 7 Mathematics

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 125

Term Number	Term 1 Representing Numbers	Term 2 Basic Operations with Rational Numbers	Term 3 Algebra & Length	Term 4 Equations, Area & Data
Term Overview	Term Summary and Focus: Students will recognise the importance of mental arithmetic with sensible numbers. They will compare, order and calculate with numbers, work with prime and composite numbers and develop skills in operating with positive integers.	Term Summary and Focus: They will be expected to develop an understanding of positive and negative integers to work mathematically to solve problems.	Term Summary and Focus: Students will be introduced to the basic concepts in algebra, including operations with pronumerals. They will also develop their previous skills in geometrical concepts to develop the necessary skills and understanding to solve problems.	Term Summary and Focus: Students will build on their knowledge of algebra to solve simple equations. Students will solve real-life problems by calculating the perimeter and area of plane shapes.
Subject Specific Requirements	Students must bring a personal calculator.			
Outcomes Addressed	MAO-WM-01, MA4-INT-C-01, MA4-IND-C-01, MA4-LIN-C-01	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01	MAO-WM-01, MA4-EQU-C-01, MA4-LEN-C-01	MAO-WM-01, MA4-EQU-C-01, MA4-ARE-C-01, MA4-DAT-C-01
Formal Assessment	Task 1	Task 2	Task 3	Task 3
Assessment Overview	Common Test – Representing Numbers	Common Test – Basic Operations with Rational Numbers	Common Test – Algebra & Length	Common Test – Equations
Due Date	Week: 11	Week: 6	Week: 8	Week: 4
Outcomes Assessed	MAO-WM-01, MA4-INT-C-01, MA4-IND-C-01, MA4-LIN-C-01	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01	MAO-WM-01, MA4-EQU-C-01, MA4-LEN-C-01	MAO-WM-01, MA4-EQU-C-01, MA4-ARE-C-01, MA4-DAT-C-01
Weighting of Tasks	25%	25%	25%	25%

ELECTIVE SUBJECT TITLE: Year 7 Science

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Term Number	Term 1 Introduction and Matter	Term 2 Mixing and Separating and Rocks	Term 3 Forces	Term 4 Space, Classification and Ecosystems
Term Overview	<p>Term Summary and Focus: Introduction to Science (WS) Students use scientific inquiry to develop skills in applying the processes of Working Scientifically through a range of collaborative and individual hands-on practical experiences. Matter (CW1) The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.</p>	<p>Term Summary and Focus: Mixing and separating (CW3) Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. Rocks (ES1) Sedimentary, igneous and metamorphic rocks contain mineral and are formed by processes that occur within Earth over a variety of timescales.</p>	<p>Term Summary and Focus: Motion (PW1) Changes to an object's motion is caused by unbalance forces acting on the object. Forces (PW2) The action of forces that act at a difference may be observed and related to everyday situations.</p>	<p>Term Summary and Focus: Space (12ES) Explains predictable phenomena on Earth. Compares models of the solar system, and looks at how ideas from other cultures and technological developments have contributed to our current understanding. Classification (LW1) There are differences within and between groups of organisms; classification helps organise this diversity. Ecosystems (LW5) Science and technology contribute to finding solutions to conserving and managing sustainable ecosystems.</p>
Outcomes Addressed	4WS – 9WS, 16CW	16CW, 12ES	10PW	12ES, 14LW, 15LW
Formal Assessment	Task 1		Task 2	Task 4
Assessment Overview	Practical Task		Research Task	Semester 2 Examination
Due Date	Week: 9		Week: 6	Week: 3
Outcomes Assessed	6WS, 7WS, CW1		8WS, 9WS, ES2	10PW, 12ES, 7WS
Weighting of Tasks	35%		35%	30%

SUBJECT TITLE: Year 7 HSIE (Geography)**ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 50**

Term	Term 1 Landscapes and Landforms	Term 2 Place and Liveability
Term Overview	Term Summary and Focus: Students will explore: <ul style="list-style-type: none"> • the value of landscapes and landforms • changing landscapes • landscape management and protection • geomorphic hazard 	Term Summary and Focus: Students will explore: <ul style="list-style-type: none"> • influences and perceptions • access to services and facilities • environmental quality • community • enhancing liveability
Subject Specific Requirements	Students will be expected to complete fieldwork using permaculture garden and school grounds	Students will be expected to complete fieldwork collecting survey data from local neighbourhood.
Outcomes Addressed	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8
Assessment	Task 1	Task 2
Assessment Overview	Topic and Skills Landscapes and Landforms	Field Work Report Suburb Survey Regarding Liveability
Due Date	Week: 9	Week: 5
Outcomes Assessed	GE4-1, GE4-2, GE4-4, GE4-5, GE4-8	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8
Weighting	25%	25%

SUBJECT TITLE: Year 7 HSIE (History)

ASSESSMENT COMMENCES: TERM 3, 2024

HOURS: 50

Term	Term 3 Investigating the Ancient past	Term 4 Ancient Egypt	Term 4 Ancient China
Term Overview	<p>Term Summary and Focus: Students will develop their knowledge of course content and historical skills, including:</p> <ul style="list-style-type: none"> • Historical terms and concepts • Analysis and use of sources • Empathetic understanding • Recognising different viewpoints • Research • Communication in written and other forms 	<p>Term Summary and Focus: Students will investigate the ancient world including how we find out about the ancient past, in the ancient civilisation of Egypt through:</p> <ul style="list-style-type: none"> • Historical terms and concepts • Analysis and use of sources • Empathetic understanding • Recognising different viewpoints 	<p>Term Summary and Focus: Students will investigate the ancient world including how we find out about the ancient past, in the ancient civilisation of China through:</p> <ul style="list-style-type: none"> • Historical terms and concepts • Analysis and use of sources • Empathetic understanding • Recognising different viewpoints
Subject Specific Requirements	Students will complete a Virtual Tour Study using VR Goggles		
Outcomes Addressed	HT4-1, HT4-5, HT4-6, HT4-9	HT4-3, HT4.8, HT4-10	HT4-2, HT4-6, HT4-9
Assessment	Task 1	Task 2	
Assessment Overview	Test – Source based skills Investigating the Ancient Past	Research Task Ancient Egypt	
Due Date	Week: 9	Week: 2	
Outcomes Assessed	HT4-1, HT4-5, HT4-6	HT4-3, HT4-10	
Weighting	25%	25%	

SUBJECT TITLE: Year 7 Personal Development, Health, and Physical Education

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 75

Term	Term 1 Celebrating Diversity	Term 2 Be smart don't start	Term 3 Managing safety and risk	Term 4 Positive relationships
Term Overview Theory	Term Summary and Focus: Celebrating Diversity	Term Summary and Focus: Be Smart, Don't Start	Term Summary and Focus: Positive Relationships	Term Summary and Focus: Managing Safety and Risk
Term Overview Practical	Term Summary and Focus: Unit 1 - Fundamental Movement Skills Unit 2 – Fitness	Term Summary and Focus: Unit 1 - Athletics Unit 2 - Net Court	Term Summary and Focus: Unit 1 - Invasion Games	Term Summary and Focus: Unit 1 - Striking & Fielding
Subject Specific Requirements	Students will receive a PDHPE work booklet.			
Outcomes Addressed	Theory - PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10 Practical - PD4-4, PD4-5	Theory - PD4-2, PD4-6, PD4-7, PD4-8, PD4-9 Practical - PD4-4, PD4-5, PD4-11	Theory - PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10 Practical - PD4-4, PD4-5, PD4-8	Theory - PD4-1, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10 Practical - PD4-4, PD4-5, PD4-8
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	Practical and Reflective Task Fundamental Movement Skills	Practical Task Athletics Skill Assessment	In-Class Task Cyber Bullying Assessment	
Due Date	Week 6	Week 6	Week 9	
Outcomes Assessed	PD4-4, PD4-5	PD4-4, PD4-5, PD4-11	PD4-1, PD4-3, PD4-6, PD4-9, PD4-10	
Weighting	40%	30%	30%	

SUBJECT TITLE: Year 7 Visual Arts

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 50

Term	Term 1 The fundamentals of art	Term 2 Exploring Pop Art	Term 3 Exploring Surrealism	Term 4 Installation
Term Overview	Term Summary and Focus: Students learn about the fundamentals of art making and art theory including an introduction to the frames, conceptual framework and elements and principles of art. Students explore art history and recognise that the fundamentals of art construct meaning in artwork.	Term Summary and Focus: Students explore the conceptual practice of Pop Art and create artworks inspired by the Pop Art Movement.	Term Summary and Focus: Students use their imagination and deeply felt experiences to develop different techniques that explore Surrealism. Students begin to identify and seek to explain how artists and audiences can interpret signs, symbols and codes to create meaning in artwork.	Term Summary and Focus: Students explore and use their experience with the world around them to develop a series of installation artworks that represent the landscape. Students research the practice of Andy Goldsworthy and begin to identify and to explain how artists attempt to challenge traditional notions of art through the exploration of the environment.
Subject Specific Requirements	Students work in their VAPD and use art materials provided. Students wear appropriate clothing and protective wear.			
Outcomes Addressed	4.1, 4.6, 4.9	4.7, 4.8	4.3, 4.5, 4.10	4.2, 4.4
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	Critical and historical studies 10% VAPD 30%	Case study on Pop Art 20%	Case study on Surrealism 10% Body of work 30%	
Due Date	Week: 10	Week: 5	Week: 10	
Outcomes Assessed	4.1, 4.6, 4.9	4.7, 4.8	4.3, 4.5, 4.10	
Weighting	40%	20%	40%	

SUBJECT TITLE: Year 7 Technology Mandatory

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Term	Term 1	Term 2	Term 3	Term 4
Term Overview	Term Summary and Focus: Trends in Technology. Students are provided with opportunities to plan and manage ideas to solve real world problems using digital technologies. Students have the opportunity to display and develop their ICT skills prior to applying this knowledge toward the 3D Hero's Unit.	Term Summary and Focus: 3D Hero's. Students will undertake the 3D Hero's unit and use the Build-flow Software to design, produce & evaluate a 3D printed item. In this unit students learn programming concepts and commands to modify to suit various needs.	Term Summary and Focus: Grow & thrive. Agriculture and Food Technologies focuses on managed environments. Students will learn about sustainable environments in the Permaculture Garden and transfer this knowledge using raw materials harvested to be utilised in the kitchen.	Term Summary and Focus: Fantastic Food Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, to make food safely. Making informed choices when experimenting with food selection and preparation to identify, produce and implement nutritious menus.
Subject Specific Requirements	Each Context area requires separate Personal Protective Equipment and Work Health and Safety requirements. A portfolio and Practical Project will be completed each Semester.			
Outcomes Addressed	TE4-1DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-5AG, TE4-6FO	TE4-1DP, TE4 5AG, TE4 6FO
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	Common Assessment Task The Design Process (Year 7 Cohort ONLY)	Portfolio/Booklet Related to Specific Context Area	Practical Project Production of Designed Solutions Related to Specific Context Area	
Due Date	Week: 10	Week: 9	Week: 9	
Outcomes Assessed	TE4-1DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-5AG, TE4-6FO, TE4-10TS	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-5AG, TE4-6FO, TE4-10TS	
Weighting	30%	40%	30%	

*NOTE: Students will take on a pattern of study for TAS that is determined by the class they are in and the accessibility of resources throughout Stage 4.

SUBJECT TITLE: Year 7 Language - Italian

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 50

Term	Term 1 Nice to meet you	Term 2 La Famiglia	Term 3 My School Life	Term 4 Let's Eat! - Mangiamo!
Term Overview	Term Summary and Focus: The Nice to meet you - Piacere unit includes: Introductions and presentations in Italian, including simple formal and informal modes. Students learn to exchange information on: pleasantries, names, ages, countries, nationalities and languages spoken. Students are introduced to the Italian language, including the use of dialects and their emergence. A link is made to the ATSI languages and dialects phenomenon over the years, including a brief look at our local ATSI dialect -Dharawal.	Term Summary and Focus: The My Family - La Mia Famiglia unit allows students to communicate about family and develop an understanding of family cultures in Australian and Italian Speaking contexts. Students can describe their family members, including names, ages and use of descriptive adjective while doing so. Students will be given the opportunity to understand that families exist across cultures in many different forms. Family culture and values help shape our identity and connect with others.	Term Summary and Focus: The My School Life - La Mia Scuola unit provides students with the knowledge of school life in Italy. Students learn the necessary language of: school items, subjects, timetable, school areas and simple classroom commands, learning the use of the imperative form. Discussions are held comparing and contrasting school life in Australia and Italy, including cultural perceptions towards education as a whole.	Term Summary and Focus: The Let's Eat! - Mangiamo! unit explores Italian gastronomy and ordering foods/drinks in various establishments. Topic. Different types of Italian foods, customs, traditions, and idiomatic expressions are explored.
Subject Specific Requirements	Students should engage with their Google Classroom where copies of important documentation, classwork and language sites/videos are posted weekly. This also includes digital learning sites as: Quizlet, Languages online, Blooket, Kahoot, Digital dialects and the like to practice language structures and pronunciation.			
Outcomes Addressed	(ML4-INT-01) (ML4-CRT-01) (ML4-UND-01)	(ML4-INT-01) (ML4-CRT-01) (ML4-UND-01)	(ML4-INT-01) (ML4-CRT-01) (ML4-UND-01)	
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	Creating texts & Understanding texts Task <u>Greetings and Introductions</u> "Italian Social Media Platform". Send an "All about me" profile to students in Italy. "Italian profiles" Read profiles of Italian students and answer texts.	Understanding texts & Creating texts Task <u>Describing Self, Family and Pets</u> Listening to Texts & Writing/ Create google slides on their family	Interacting Task <u>School Life</u> Have a conversation with a partner describing what you carry in your "zaino". List the necessary equipment for classes. State your favourite subject and least fav. subject. Offer an adjective with answer.	
Due Date	Week: 10	Week: 9	Week: 10	
Outcomes Assessed	(ML4-CRT-01) 10 (ML4-UND-01) 30	(ML4-UND-01) 30 (ML4-CRT-01) 10	Interacting (ML4-INT-01) 20	
Weighting	40%	40%	20%	