



Australian International Academy Year 7, 2021 Curriculum Overview

Language and Literature

	Term 1	Term 2	Term 3	Term 4
Unit Title	REFUGEES	REFUGEES & FITTING IN	SURVIVAL	SURVIVAL 2
Duration	10 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept	Perspective	Communication	Communities	Creativity
Related Concepts	<ul style="list-style-type: none"> ➤ Audience Imperatives ➤ Purpose 	<ul style="list-style-type: none"> ➤ Context ➤ Setting 	<ul style="list-style-type: none"> ➤ Setting ➤ Structure 	<ul style="list-style-type: none"> ➤ Character ➤ Genres
Global Context	IDENTITIES & RELATIONSHIPS	IDENTITIES & RELATIONSHIPS	IDENTITIES & RELATIONSHIPS	PERSONAL & CULTURAL EXPRESSION
Statement of Inquiry	The struggle for identity is a theme common to individuals from every culture.	Students will explore the various ways in which language can be used to communicate personal struggle and identity.	Different natural and cultural contexts involve their own particular challenges and opportunities. At the micro level, students will explore the relationship between text type and expressive potential. At the macro, they shall explore the influence environment has upon the formation of character.	Different narrative genres utilise different features, structures, and styles of language. Students will investigate the relationship between form and content across a range of narrative genres. Students will analyse examples of, experiment with features of and ultimately create their own examples of narrative genre text.
ATL skills	Category: Communication <ul style="list-style-type: none"> ● Cluster: Communication Category: Research <ul style="list-style-type: none"> ● Cluster: Information Literacy Category: Thinking	Category: Communication <ul style="list-style-type: none"> ● Cluster: Communication Category: Thinking <ul style="list-style-type: none"> ● Cluster: Critical Thinking ● Cluster: Creative Thinking 	Category: Communication <ul style="list-style-type: none"> ● Cluster: Communication 	Category: Communication <ul style="list-style-type: none"> ● Cluster: Communication Category: Thinking <ul style="list-style-type: none"> ● Cluster: Critical Thinking ● Cluster: Creative Thinking

	<ul style="list-style-type: none"> Cluster: Critical Thinking 			
ASSESSMENT				
Criteria	Criteria A Criteria B Criteria C Criteria D	Criteria A Criteria B Criteria C Criteria D	Criteria A Criteria B Criteria C Criteria D	Criteria A Criteria B Criteria C Criteria D
Summative Task(s)	Recount of the history of Kabul. Summative: Written: Informative	Literary recount - Mahtab's story Summative: Written: Report	Text response Summative: Written: Report	IMAGINARY WORLDS Summative: Written: Narrative
LEARNER Profile	<ul style="list-style-type: none"> Inquirers Knowledgeable Thinkers Open-minded Reflective 	<ul style="list-style-type: none"> Inquirers Knowledgeable Thinkers Communicators Caring Reflective 	<ul style="list-style-type: none"> Inquirers Knowledgeable Thinkers Communicators Reflective 	<ul style="list-style-type: none"> Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Reflective

Language Acquisition- Arabic, Turkish & French

Year	Term 1	Term 2	Term 3	Term 4
Unit Title	Family and friends	Going places	celebrations	Daily routine
Duration	9 weeks	10 weeks	10 weeks	9weeks
CONCEPTS				
Key Concept	Communication	Connections	Culture	Creativity
Related Concepts	➤ form	➤ audience	➤ purpose	➤ Patterns
Global Context	Identities and relationships	Orientation in time and space	Personal and cultural expression	Orientation in time and space
Statement of Inquiry	Communication between family member can shape their identities and relationships	Technical and scientific innovations have improved communication between the audience and the message being conveyed	The meaning of personal and cultural expression depends on connections..	The purpose of creativity is structured in time and place.
ATL skills	Category: Communication <ul style="list-style-type: none"> Cluster: Communication Category: Social	Category: Communication <ul style="list-style-type: none"> Cluster: Communication Category: Social	Category: Communication <ul style="list-style-type: none"> Cluster: Communication Category: Social	Category: Self-Management <ul style="list-style-type: none"> Cluster: Organisation Cluster: Affective

	<ul style="list-style-type: none"> Cluster: Collaboration Category: Self-Management <ul style="list-style-type: none"> Cluster: Organisation Category: Research <ul style="list-style-type: none"> Cluster: Information Literacy 	<ul style="list-style-type: none"> Cluster: Collaboration Category: Research <ul style="list-style-type: none"> Cluster: Information Literacy 	<ul style="list-style-type: none"> Cluster: Collaboration Category: Self-Management <ul style="list-style-type: none"> Cluster: Organisation Cluster: Affective Category: Research <ul style="list-style-type: none"> Cluster: Information Literacy Category: Thinking <ul style="list-style-type: none"> Cluster: Transfer 	<ul style="list-style-type: none"> Cluster: Reflection Category: Research <ul style="list-style-type: none"> Cluster: Information Literacy Category: Thinking <ul style="list-style-type: none"> Cluster: Critical Thinking Cluster: Creative Thinking Cluster: Transfer
ASSESSMENT				
Criteria:	Criterion C Communicating in response to spoken and/or written and/or visual text Criterion D Using language in spoken and/or written form	Criterion A Comprehending spoken and visual text Criterion B Comprehending written and visual text	Criterion C Communicating in response to spoken and/or written and/or visual text Criterion D Using language in spoken and/or written form	Criterion A Comprehending spoken and visual text Criterion B Comprehending written and visual text
Summative Task(s):	Task 3 Interactive Oral (Criteria C and D) Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 3-4 minutes and the whole recording must not last more than 6 minutes. Preparation time: 10 minutes 1. Written stimulus In your opinion, which attribute are the most important for	Task 1 Aural comprehension (Criterion A) Task set by school. 2 texts linked to each other and the global context – 1 must contain one or more visual(s). Maximum total length of spoken text - 7 minutes. Questions on all texts and all strands of criterion A. Task 2 Written comprehension (Criterion B) Task set by school.	Task 3 Interactive Oral (Criteria C and D) Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 3-4 minutes and the whole recording must not last more than 6 minutes. Preparation time: 10 minutes 1. Written stimulus In your opinion, which jobs are the most important in your community and why?	Task 1 Comprehending spoken and visual text Task set by school. 2 texts linked to each other – 1 text must contain visual. Maximum total length of texts - 5 minutes Questions on all texts and all strands of Criterion A. Please indicate clearly which strand of the criterion is being assessed in each question. Questions and responses may be in mother tongue, language

	<p>healthy home environment contribute to our identity?</p> <p>2. Visual stimulus (4 images of different environments, for example, a large city, the countryside, the mountain and the seaside)</p> <p>Choose two home environments from the two following images. Compare and contrast the images, and explain the advantages and disadvantages of living in these two home environments.</p> <p>3. Written-visual stimulus (images showing problems in the community, for example, waste or disability access)</p> <p>Look at the pictures in front of you.</p> <p>Which problems exist in your home environment? What are the possible solutions? How can you make a difference?</p> <p>Task 4: Writing Task (Criteria C and D)</p> <p>Students will respond to one of the following written, visual or written-visual stimuli.</p> <p>1. Written stimulus</p> <p>Write a formal letter to the local authorities to explain a problem that you find important in your</p>	<p>2 texts linked to each other and the global context – 1 must contain one or more visual(s).</p> <p>Maximum total length of texts according on the level it range from 150 -350 words</p> <p>Questions on all texts and all strands of criterion B.</p> <p>Time allowance: 60 minutes</p> <p>community action)</p> <p>Look at the word cloud. You must use this picture during a presentation to the other students at your school in response to this question: how can you make a difference in your City? Write the text for your presentation.</p>	<p>2. Visual stimulus (4 images of different environments, for example, a large city, the countryside, the mountain and the seaside)</p> <p>Choose two communities/environments from the four following images. Compare and contrast the images, and explain the advantages and disadvantages of living in these two environments.</p> <p>3. Written-visual stimulus (images showing problems in the community, for example, waste or disability access)</p> <p>Look at the posters in front of you.</p> <p>Which problems exist in your community? What are the possible solutions? How can you make a difference?</p> <p>Task 4: Writing Task (Criteria C and D)</p> <p>Students will respond to one of the following written, visual or written-visual stimuli.</p> <p>Students must write 200-250 words.</p> <p>1. Written stimulus</p>	<p>of instruction or target language.</p> <p>Task 2 Comprehending written and visual text</p> <p>Task set by school.</p> <p>2 texts linked to each other – 1 text must contain visual.</p> <p>Maximum total length of texts: 400-500 words (or equivalent for Chinese and non-Roman alphabetical languages).</p> <p>Questions on all texts and all strands of Criterion B.</p> <p>Time allowance: 50 minutes.</p> <p>Please indicate clearly which strand of the criterion is being assessed in each question.</p> <p>Questions and responses may be in mother tongue, language of instruction or target language.</p> <p>Task 3 Interactive Oral</p> <p>Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 2-3 minutes and the whole recording must not last more than 5 minutes.</p>
--	---	---	---	---

	<p>home family environment and suggest a solution.</p> <p>2. Visual stimulus (images of activities in the community)</p> <p>Look at the images depicting events in home family environment. You are a reporter for the school newspaper or website: write a report describing the recent events at your home Environment or the role for each family members.</p> <p>3. Written-visual stimulus (word cloud featuring the words: caring, principled, open-minded, diverse, multicultural, inclusive, role, opportunity, youth, community service and community action)</p> <p>Look at the word cloud. You must use this image during a presentation to the other students at your school in response to this question: how can you make a difference in your home family environment? Write the text for your presentation.</p>		<p>Write a formal letter to the local authorities to explain a problem that you find important in your community and suggest a solution.</p> <p>2. Visual stimulus (images of activities in the community)</p> <p>Look at the images depicting events in a community. You are a reporter for the school newspaper or website: write a report describing the recent events at your school or in your community.</p> <p>3. Written-visual stimulus (word cloud featuring the words: caring, principled, open-minded, diverse, multicultural, inclusive, role, opportunity, youth, community service and community action)</p> <p>Look at the word cloud. You must use this image during a presentation to the other students at your school in response to this question: how can you make a difference in your community? Write the text for your presentation.</p> <p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The listening activity will demonstrate receptive ability to understand the spoken target language and the inclusion of</p>	<p>Preparation time: 10 minutes</p> <p>1. Written stimulus</p> <p>Leisure activities (sports, music etc.) are shared and enjoyed by people around the world and bring young people together. Do you agree or disagree? Why?</p> <p>2. Visual stimulus</p> <p>Discuss your favorite weekend activities.</p> <p>3. Written-visual stimulus</p> <p>Boys and girls enjoy a variety of activities. Discuss.</p> <p>Task 4 Writing Task</p> <p>Students will respond to one of the following written, visual or written-visual stimuli.</p> <p>Students must write 100-150 words.</p> <p>1. Written stimulus</p> <p>Write a blog entry about what you and your friends like to do during a national holiday.</p> <p>2. Visual stimulus</p> <p>Write an email to your friend in another country telling him/her what you are going to do on your holiday.</p>
--	---	--	---	--

			<p>visuals will demonstrate a receptive ability to understand and interpret a visual message. The oral or written task will show productive skills in conveying a message based on comprehension of an oral and visual text.</p> <p>The inquiry into celebrations is dealt with in the summative tasks. The language proficiency at a phase 2 level will enable students to undertake the assessment tasks.</p>	<p>3. Written-visual stimulus</p> <p>You have the opportunity at school to win two tickets for an activity of your choice. Write an email to your teacher describing the activity you have chosen, why you chose it, and who you would like to accompany you.</p>
LEARNER Profile	<ul style="list-style-type: none"> Principled Caring 	<ul style="list-style-type: none"> Thinkers Reflective 	<ul style="list-style-type: none"> Caring Communicators 	<ul style="list-style-type: none"> Knowledgeable Reflective

Sciences

	Term 1	Term 2	Term 3	Term 4
Unit Title:	Classification	Separating mixtures	Forces in action	Earth and space
Duration:	9 weeks	10 weeks	9 weeks	9 weeks
CONCEPTS				
Key Concept:	Relationships	Change	change	Systems
Related Concepts:	<ul style="list-style-type: none"> ➤ Balance ➤ Form 	<ul style="list-style-type: none"> ➤ conditions 	<ul style="list-style-type: none"> ➤ Interaction ➤ Energy ➤ movement 	<ul style="list-style-type: none"> ➤ Models ➤ movement
Global Context:	Identities and relationships	Scientific and technical innovation	Scientific and technical innovation	Orientation in space and time
Statement of Inquiry:	The laws of the natural world determine the Identification and classification of organisms	The earth is a planet of mixtures. Most of the substances that make up the	The application of force has consequences for an objects'	Challenging established knowledge through making predictions based on evidence

	based on the evolutionary relationship and patterns found in their forms .	land, water and air are mixtures. Mixtures can be separated using different separation techniques.	movement that can be expressed scientifically.	found within models can lead to turning points for humankind.
Content	<ul style="list-style-type: none"> Explore the diversity of living organisms State the difference between 'unicellular' and 'multicellular' Explain why biologists classify living things Describe the hierarchy of biological classification Distinguish between the five kingdoms Use hierarchical systems to classify organisms into groups Group organisms on the basis of similarities and differences Define the term 'taxonomy' and use the taxonomic ranks of kingdom, phylum, class, order, family, genus, species and the scientific conventions for naming species Explain the similarities and differences between the members of taxonomic groups Outline the advantages of using the scientific classification scheme to identify plants and animals. Describe the binomial system of nomenclature 	<ul style="list-style-type: none"> Distinguish between pure substances and mixtures and give examples of each Recall that a mixture can be separated according to specific properties of its components Identify some common mixtures Students distinguish between pure elements, compounds and mixtures. Students relate temperature changes to solubility in aqueous solutions. Students describe how a solution is formed from solutes and a solvent. Identify the solute and solvent in common solutions Appreciate that water is a common solvent in solutions Distinguish between solutions and suspensions Define the terms 'colloid' and 'emulsion' Describe the processes of filtering, sieving, decanting, distillation, evaporation, 	<p>Change to an object's motion is caused by unbalanced forces acting on the object</p> <ul style="list-style-type: none"> identify and describe the changes in motion caused by forces distinguish between contact and non-contact forces represent the forces acting on an object in a diagram recognise situations in which the forces acting on an object balance each other out distinguish between magnetic and non-magnetic substances describe the forces between magnets and between magnets and other objects represent the magnetic field in the region of magnets and around the Earth use a compass to determine the direction of a magnetic field explain how an electromagnet works 	<p>Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and moon.</p> <ul style="list-style-type: none"> explain the seasons in terms of the tilt of the Earth's axis and the orbit of the Earth around the sun state the time taken for a complete orbit of the Earth around the sun explain day and night in terms of the rotation of the Earth about its axis state the time taken for a complete rotation of the Earth about its axis explain why the amount of daylight varies from season to season and distance from the equator use a model to demonstrate how the movement of the sun and Earth causes day and night and the seasons describe the surface of the moon

	<ul style="list-style-type: none"> • Use scientific conventions for naming species • Explain how structural features can be used to classify organisms into groups • Construct and use simple taxonomic dichotomous keys to identify, sort and name organisms • Interpret and design dichotomous keys to classify organisms • Classify vertebrates based on their characteristics • Classify invertebrates into groups using a dichotomous key • Distinguish between the following groups of organisms: vertebrates and invertebrates; placental, monotreme and marsupial mammals; different classes of arthropods; different types of insects; different plant phyla; prokaryotes and protocists; fungi, algae and lichens; prions, viroids and viruses 	<p>crystallisation, chromatography and using a separating funnel compare the uses, effectiveness and limitations of separation processes in the home and in industry</p> <ul style="list-style-type: none"> • Recall how filtering and centrifuging are used in the isolation of blood products • Explain how distillation and evaporation may be used to purify water • Explain how salt is separated from sea water in desalination plants and why the process is controversial • Describe the processes by which sewage is treated • Evaluate the appropriateness of current sewage treatment systems • Appreciate that water often needs treating before it is drinkable. • Students observe that drinking water is typically obtained by separating water from other substances. • Recall common contaminants found in water • Identify chemicals that are often added to 	<ul style="list-style-type: none"> • identify some of the uses of electromagnets • explain how objects become charged • describe the forces between charged objects and between charged and uncharged objects • relate natural events such as lightning and electrostatic shocks to the build up of electric charge • outline some uses of static electricity • distinguish between weight and mass • investigate falling objects and relate their motion to gravity and air resistance • describe friction as a force that opposes motion • identify situations in which friction is useful and others in which friction is a nuisance • distinguish between buoyancy and surface tension • describe some of the work done by sports scientists to improve the performance of athletes, swimmers and 	<ul style="list-style-type: none"> • state the time taken for a complete orbit of the moon around the Earth • identify the different phases of the moon • explain the phases of the moon in terms of the orbit of the moon around the Earth and the Earth around the sun • use a model to demonstrate how the phases of the moon occur • explain how the gravitational pull of the sun and the moon, together with relative movements of the Earth, moon and sun, causes tides • explain solar and lunar eclipses in terms of shadows and the relative movement of the Earth, moon and sun • use a model to demonstrate how solar and lunar eclipses occur
--	---	---	--	---

		<p>water supplies and their purpose</p> <ul style="list-style-type: none"> Describe the process of flocculation in the treatment of water Describe examples of the separation of mixtures in industry by froth flotation, gravity separation, centrifuging, distillation and chromatography Describe the processes used to separate materials in recycling plants 	<p>cyclists by reducing friction</p> <ul style="list-style-type: none"> explain how the effects of friction make the re-entry of spacecraft into the Earth's atmosphere dangerous and how these effects are controlled relate the importance of wearing bicycle helmets and seatbelts to the effect of forces on motion 	
ATL skills	<ul style="list-style-type: none"> Thinking (critical and creative thinking skills) 	<ul style="list-style-type: none"> Thinking 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Self-management
ASSESSMENT				
Criteria:	A, B and D	A, B, C and D	A, B and C	A and D
Summative Task(s):	. Research Task Topic test	Experimental investigation Topic test Research task	Design investigation Topic test	Models Scientific writing Topic test
LEARNER Profile	Knowledgeable Thinkers	Thinkers Risk-takers	Inquirers Risk-takers	Thinkers Open-minded

Individuals and Societies

	Term 1	Term 2	Term 3	Term 4
Unit Title:	WATER/PLACE AND LIVABILITY	THE MEDITERRANEAN WORLD - ROME	THE ASIAN WORLD - CHINA	INVESTIGATING THE ANCIENT PAST
Duration:	9 weeks	11 weeks	10 weeks	7 weeks
CONCEPTS				
Key Concept:	Communities	Change	Creativity	Perspective
Related Concepts:	<ul style="list-style-type: none"> ➤ Diversity ➤ sustainability 	<ul style="list-style-type: none"> ➤ Civilization ➤ Identity 	<ul style="list-style-type: none"> ➤ Civilization ➤ Culture 	<ul style="list-style-type: none"> ➤ Identity ➤ Perspective
Global Context:	Globalization	Fairness and Development	Personal and Cultural Expression	Orientation and Space
Statement of Inquiry:	Access to a sustainable supply of water and a diverse physical environment will influence the livability of a community.	Social changes and recognition of identity, as seen in Roman civilization, leads to an increase in self value through development.	The defining characteristics and legacies of ancient Chinese culture, were enhanced by the expression and creativity of their civilization.	Preservation and understanding of the past is achieved through an objective perspective and reflection of identity.
Content	<p>Vocabulary items related to water and geographical resources</p> <p>Text: Jacplus, videos and articles</p>	<p>Vocabulary: specific to Roman mythology and technology</p> <p>History: Events that led to the rise and fall of the Roman Empire as well as the assassination of Julius Caesar.</p> <p>Text: Articles, videos, journals and Jacplus</p>	<p>Vocabulary: specific to Chinese religions and invention.</p> <p>History: Events that led to the rise of the Chinese Empire as well as inventions that cemented their legacy.</p> <p>Text: Articles, videos, journals and Jacplus</p>	<p>Vocabulary: specific to methods of archaeological dating and digging.</p> <p>History: How history is preserved through heritage sites, museums and the role of archaeologists and science in preservation</p> <p>Text: Articles, videos, journals and Jacplus</p>
ATL skills	<ul style="list-style-type: none"> ● Research skills 	<ul style="list-style-type: none"> ● Communication skills 	<ul style="list-style-type: none"> ● Self-management skills ● Research skills 	<ul style="list-style-type: none"> ● Social skills ● Thinking skills
ASSESSMENT				
Criteria:	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p>	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p>	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p>	<p>Objective A: Knowing and Understanding</p> <p>Objective B: Investigating</p>

	Objective C: Communicating. Objective D: Thinking Critically	Objective C: Communicating. Objective D: Thinking Critically	Objective C: Communicating. Objective D: Thinking Critically	Objective C: Communicating. Objective D: Thinking Critically
Summative Task(s):	1. Students choose a type of dwelling, carry out research and present information in a powerpoint. Students also use recycled material (as much as possible) in creating a model of the chosen dwelling.	1. Students will write a newspaper article about the assassination of Julius Caesar.	1. Students research an item from handout "Heritage of Ancient China" and present information in a powerpoint as well as in a poster. The powerpoint will help them present a 2-3 min speech on their research and the poster will be displayed in the classroom	1. Students choose a heritage site to research and also reflect on what can be done to preserve it.
LEARNER Profile				

Design

	Semester 1	Semester 2
Unit Title:	How to convey a message	3D printing and modelling
Duration:	19 weeks	20 Weeks
CONCEPTS		
Key Concept:	Development	Development
Related Concepts:	<ul style="list-style-type: none"> ▪ Perspective 	<ul style="list-style-type: none"> ▪ Adaptation ▪ Function
Global Context:	Personal and cultural expression	Orientation in time and space
Statement of Inquiry:	The development of a product design can create a different perspective about the quality of the product, change market interest in products and shift market trends.	Developers can adapt products or technology to different time and space to better its function or to suit user needs.
Content	This course introduces the basic concepts of marketing. Students will gain an understanding of how images and text can influence the viewer's perspective on a product. Students will develop image editing skills using Adobe Photoshop to enhance the quality of an image. They also will explore tools and techniques used to effectively convey a message.	Students first learn to investigate and understand a given problem before coming up with sketches to communicate their ideas for possible solutions. From this, they then make use of Computer Aided Design – Tinkercad to accurately model their selected design in 3D. This software serves to assist them in creating, editing, analysing and translating curves, surfaces and solids more easily. As a result, students learn to create

		purposeful products that contribute to the benefit of the community around us.
ATL skills	<ul style="list-style-type: none"> ● Thinking: Creative thinking 	<ul style="list-style-type: none"> ● Thinking: Creative thinking ● Thinking: Transfer
ASSESSMENT		
Criteria:	<ul style="list-style-type: none"> A. Inquiring and analysing B. Developing ideas C. Creating D. Evaluating 	<ul style="list-style-type: none"> A. Inquiring and analysing B. Developing ideas C. Creating D. Evaluating
Summative Task(s):	The assessment task is design for the student to present data about a topic in the form of an infographic. Due to the nature of an infographic, data is presented using numbers and graphical elements to add to the aesthetics.	Students will have an understanding of how 3D printing has progressed to being used in different fields as well as completing projects of different scales. Through this knowledge students will develop a desktop game that is not true to its size to meet a different purpose.
LEARNER Profile	<ul style="list-style-type: none"> ▪ Communicators ▪ Inquirers 	<ul style="list-style-type: none"> ▪ Open-minded

Art

	Term 1	Term 2
Unit Title:	Geometric Patterns and Symbols	Expressing Myself
Duration:	9 Weeks	11 weeks
CONCEPTS		
Key Concept:	Aesthetics	Aesthetics
Related Concepts:	<ul style="list-style-type: none"> ➤ Composition ➤ Style 	<ul style="list-style-type: none"> ➤ Composition ➤ Expression
Global Context:	Personal and cultural expression	Personal and cultural expression
Statement of Inquiry:	The composition, style and aesthetics of Islamic Art and Indigenous Australian Art can be explored through geometric patterns and symbols.	Aesthetics is subjective to personal opinion but a deeper knowledge of artist intention can change our opinion of art.

Content	Art Vocab- Elements and Principles Artists & Arts Styles: Australian Indigenous Art , Islamic Art Nancy Petyarre, Yayoi Kusama Chapter 7, Pg 239 Art Wise 7-10	Art Vocab- Elements and Principles Artists & Styles: David Hockney, Pablo Picasso, Albrecht Durer Chapter 1, Pg 29, Artwise 7 - 9
ATL skills	<ul style="list-style-type: none"> ● Research ● Thinking 	<ul style="list-style-type: none"> ● Thinking
ASSESSMENT		
Criteria:	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding	A: Knowing and understanding B: Developing skills C: Thinking creatively D: Responding
Summative Task(s):	CAT 1: Visual Diary CAT 2: A complete ceramic piece	CAT 1: Art Process Journal CAT 2: A Finished Artwork CAT 3: Artwork Analysis:
LEARNER Profile	<ul style="list-style-type: none"> ● Thinkers 	<ul style="list-style-type: none"> ● Thinkers

Maths

	Term 1	Term 2	Term 3	Term 4
Unit Title:	NUMBER	Measurement and Geometry	Algebra	Probabilities and Statistics
Duration:	10 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept:	Form	Relationships	Logic	Logic
Related Concepts:	<ul style="list-style-type: none"> ➤ System ➤ Quantity 	<ul style="list-style-type: none"> ➤ Measurement ➤ Space 	<ul style="list-style-type: none"> ➤ Generalization ➤ Pattern 	<ul style="list-style-type: none"> ➤ Model ➤ Representation
Global Context:	Fairness and development	Globalization and sustainability	Orientation in time and space	Identities and relationships

<p>Statement of Inquiry:</p>	<p>Understanding the different numeric forms and systems enables us to share resources and quantities fairly.</p>	<p>Understanding the relationship between different measurements of space allows creating sustainable solutions to business problems.</p>	<p>Using logical process helps in Identifying patterns and finding general conclusions to optimise the use of space.</p>	<p>Modelling and representation of data allows better logical understanding of relationships.</p>
<p>Content</p>	<p>Integers: (Weeks 1 - 3) <u>Adding, subtracting, multiplying and dividing positive Integers</u> Compare, order, add and subtract integers (ACMNA280) Discuss what it means to be less than zero in a daily life situation. Demonstrate different methods to represent positive, negative integers and zero (number line, red and blue blobs, song) - MYP by concept Book1 Students work out multiplication and division rules of negative and positive integers using a calculator.</p> <p><u>Order of operations</u> Discuss if order matters using examples from English and Maths (MYP by concept Book 1) Factors and multiples (HCF, LCM) Use Inter-activities from Jacplus on Multiples, Factors, HCF, LCM</p> <p>Rational numbers: (Weeks 4 - 6) <u>Simplifying Rational numbers</u> Why do we simplify? (MYP by concept book 1)</p> <p><u>Mixed numbers and improper fractions</u> compare fractions using equivalence</p>	<p>Week 1 Units of measurement and converting units</p> <ul style="list-style-type: none"> • Discuss the concepts of units of measurement • introduce different systems of units • Explain how to convert units of length <p>Reading scales & measuring lengths</p> <ul style="list-style-type: none"> • Explain the need for different types of scales • Demonstrate how to measure length then read the scales <p>Week 2 Perimeter & Area</p> <ul style="list-style-type: none"> • Revise the definition of perimeter • Introduce the formulae of perimeter & area of regular shapes <p>Week 3 Area of composite shapes using addition & subtraction</p> <ul style="list-style-type: none"> • Calculate the area of composite shapes by addition • Calculate the shaded area by subtraction 	<p>Week 1 Using rules</p> <ul style="list-style-type: none"> • introduce Algebra • Define patterns • Writing rules in words <p>Finding a formula</p> <ul style="list-style-type: none"> • explain the meaning of pronumerals • writing rules in algebraic form • find and write rules from tables of input/output <p>Week 2 Substitution</p> <ul style="list-style-type: none"> • meaning of substitution • revise BEDMAS • explain how to substitute <p>Terms, Expressions & Equations</p> <ul style="list-style-type: none"> • explain the meanings of algebraic terms, expressions, and equations • explain how to convert statement to algebraic expressions or equations <p>Week 3 Simplifying & the distributive law</p>	

	<p>locate and represent fractions and mixed numbers on a number line</p> <p><u>Add, subtract, multiply, divide rational numbers</u> solve problems involving addition and subtraction of fractions, including those with unrelated denominators multiply and divide fractions using efficient written strategies and digital technologies express one quantity as a fraction of another, with and without the use of digital technologies</p> <p>Decimals: (Weeks 7 - 9) <u>Comparing decimals</u> Round of and compare decimals with multiple decimal values <u>Convert between decimals and fractions</u> Practice exercise on 'What is the relationship between fractions and decimals?' pages 4 & 5 MYP by concepts Book 2 Discuss: Which form of expressing better judgement is better - fraction or decimal?</p> <p><u>Four operations with decimals</u> Complete Worksheet Decimals II from Jacplus e-book 7</p>	<p>Week 4 -5 Topic Revision Revise the concepts of:</p> <ul style="list-style-type: none"> • units of measurement • perimeter • Area of regular shapes • Area of composite shapes <p>Week 6 Measuring angles AND Constructing angles with a protractor</p> <ul style="list-style-type: none"> • Introduce the concept of angles • Explain how to measure angles using semi-circular and circular protractors • Explain how to construct different types of angles <p>Week 7 Types of angles & naming angles</p> <ul style="list-style-type: none"> • Classify angles according to their size • introduce different methods of naming angles <p>Week 8 Triangles AND Quadrilaterals & their properties</p> <ul style="list-style-type: none"> • investigate the sum of angles inside triangles and quadrilaterals • discuss the properties of different quadrilaterals <p>Week 9 Parallel & perpendicular lines</p> <ul style="list-style-type: none"> • Define parallel and perpendicular lines 	<ul style="list-style-type: none"> • introduce the concept of like terms • explain how to combine like terms to simplify expressions • introduce the distributive law • use the distributive law to expand and simplify expressions <p>Week 4 Topic Revision Revise the above content</p> <p>Week 5 Solving equations using trial and error</p> <ul style="list-style-type: none"> • write equation from statements • meaning of solution of an equation • solve equations by inspection • check answers by substitution <p>Using inverse operations</p> <ul style="list-style-type: none"> • explain the concept of inverse operation • introduce flowcharting with numbers • introduce backtracking to find the input number <p>Week 6 Building up expressions</p> <ul style="list-style-type: none"> • build expression using flowchart 	
--	--	---	---	--

		<ul style="list-style-type: none"> ● define transversal line ● explain the rules of angles between parallel lines <p>Week 10</p> <p>Topic Revision Revise the concepts of:</p> <ul style="list-style-type: none"> ● angles(measuring, constructing, classification, and naming) ● angles in triangles ● angles in quadrilaterals ● properties of quadrilaterals ● rules if angles between parallel lines 	<p>Solving Equations and checking solutions</p> <ul style="list-style-type: none"> ● solve equations using backtracking ● solve equations using inverse operation ● Checking solutions using substitution on both sides <p>Week 7 Solving applications using equations</p> <ul style="list-style-type: none"> ● explain the steps of solving worded problems <p>Week 8</p> <p>Revise the above content</p>	
ATL skills	<ul style="list-style-type: none"> ● Category: Communication Cluster: Communication ● Category: Thinking Cluster: Transfer 	<ul style="list-style-type: none"> ● Category: Communication Cluster: Communication 	<ul style="list-style-type: none"> ● Category: Thinking Cluster: Critical Thinking 	<ul style="list-style-type: none"> ● Category: Self-Management Cluster: Reflection
ASSESSMENT				
Criteria:	A, C, D	B, C, D	A, B	A, C
Summative Task(s):	<ul style="list-style-type: none"> ● Positive Integers Test ● M&Ms Investigation 	<ul style="list-style-type: none"> ● Eggonomical solutions ● Interior Angles of Polygons ● Geometry - angles CAT 	<ul style="list-style-type: none"> ● Algebra and Patterns Test ● Waiter's dilemma CAT ● Equations Test 	<ul style="list-style-type: none"> ● Sporty Maths-Statistics
LEARNER Profile	<ul style="list-style-type: none"> ● Thinkers ● Communicators 	<ul style="list-style-type: none"> ● Communicators ● Open-minded 	<ul style="list-style-type: none"> ● Thinkers ● Balanced 	<ul style="list-style-type: none"> ● Reflective

Physical and Health Education

	Term 1	Term 2	Term 3	Term 4
Unit Title:	Tennis	Football	Aesthetic Movement	Hockey
Duration:	10 weeks	9 weeks	10 weeks	10 weeks
CONCEPTS				
Key Concept:	Change	Communication	Relationships	Development
Related Concepts:	➤ Movement	➤ Interaction ➤ Perspectives	➤ Balance ➤ Movement	➤ Movement
Global Context:	Personal and Cultural Expression	Fairness and Development	Personal and Cultural Expression	Fairness and development
Statement of Inquiry:	Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance.	Team strategy works best when there is communication and interaction and players work together as a cohesive unit and share perspectives	Athletes and performers analyse current movement patterns so that they can refine technique and maximize performance energy and balance.	The development of the movement patterns of field hockey are similar to those of other invasion games.
Content	WUp: Dynamic Stretches & Discuss Health benefits of PE Content: Intro to ground strokes Doubles matches and moving positions on the court Understanding how to score doubles game play	Students are participating in a range of game-sense drills to progress skill and decision-making. Students are required to present a drill during practical sessions which is related to a strategy they would implement in a game.	Students participate in a 5-week block delivering basic content in Martial Arts Movements to create an aesthetic piece. Movements include both attacking (kicks, punches) and defensive (Blocks, weaves)	To make comparisons between Hockey and other invasion games. Adapting skills from other sports into hockey.
ATL skills	<ul style="list-style-type: none"> ● Social ● Thinking 	<ul style="list-style-type: none"> ● Collaboration 	<ul style="list-style-type: none"> ● Communication ● Self-management 	<ul style="list-style-type: none"> ● Communication
ASSESSMENT				
Criteria:	Criteria C: Applying and Performing Criteria D: Reflecting and Improving	Criteria A: Knowing and Understanding Criteria B: Planning for Performance	Criteria B: Planning for Performance Criteria C: Applying and Performing Criteria D: Reflecting and Improving	Criteria A: Knowing and Understanding Criteria C: Applying and Performing
Summative Task(s):	Performance Skill Demonstration	Skill Demonstration	Skill Demonstration One-minute aesthetic piece combining all movements introduced to the students.	Performance: Dramatisation

LEARNER Profile	Communicators Reflective	Communicators Reflective	Thinkers Open-minded Balanced Reflective	Principled Balanced
------------------------	-----------------------------	-----------------------------	---	------------------------