YEAR 7 OVERVIEW

By the end of Year 7, students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features which persuade. Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features which persuade. Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features which persuade. Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features which persuade. Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features which persuade.

Analysing persuasion in media texts
Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features which persuade.

Analyse the text. Identify text and language features which persuade.

Persuading through motivational speaking
Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features which persuade.

Analyse the text. Identify text and language features which persuade.

Reading and creating life writing: biographies
Students listen to, read and view biographies, interviews and digital stories (life writing) to respond to a biographical text. Students create a written biographical excerpt.

Reading and interpreting literature about Australia and Australians
Students interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

FINANCIAL MATHEMATICS

Calculating the missing angles in a question
Students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

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Unit 1: Investigating the ancient past

**Focus question:**
- How do historians and archaeologists investigate the past and what are the problems they encounter?

In this unit, students:
- identify the tools, techniques and methods used by historians and archaeologists to investigate history
- explore the range of sources that can be used in an historical investigation and the usefulness of these sources
- investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists
- appreciate the importance of conserving remains of the ancient past

Unit 2: The Asian world – China

**Focus question:**
- What are the defining characteristics of ancient China and what are its legacies?

In this unit, students:
- explore the physical features of China and how they influenced the civilisation that developed there
- investigate significant beliefs, values and practices of Chinese society
- identify and understand the roles of key groups in ancient Chinese society
- investigate the role of a significant individual and how they have been perceived by contemporaries and later historians
- examine the extent of contacts and conflicts within and/or with other societies and the resulting developments

Unit 3: The Mediterranean world – Rome

**Focus question:**
- What are the defining characteristics of ancient Rome and what are its legacies?

In this unit, students:
- explore the physical features of ancient Rome and Italy and how they influenced the civilisation that developed there
- investigate significant beliefs, values and practices of Roman society
- identify and understand the roles of key groups in ancient Roman society
- investigate the role of a significant individual and how they have been perceived by contemporaries and later historians
- examine the extent of contacts and conflicts within and/or with other societies and the resulting developments
**MEDIA (THEMEO PARK FOCUS)**

Media involves constructing meaning, considering intended audiences and intended purposes, by modifying technologies to create representations.

- **M1:** Still and moving images, sounds and words are applied and modified, using genre conventions, to construct media texts e.g. using conventions such as studio interview, narration, commentary and dramatic re-enactment in a radio, video or web-based documentary on Australian Indigenous land rights.
- **M2:** Media techniques and practices, including editing and publishing, are used to create media texts e.g. using digital editing techniques to produce a DVD.
- **M3:** Representations in media texts have specific purposes and are modified to maximise audience impact e.g. using eye-catching images, slogans and jingles for a marketing campaign for a new product to target a teenage audience; using appropriate media images of Aboriginal peoples in a promotional video for a local context.

**VISUAL ART – INDIGENOUS ART**

Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.

- **V4A:** Actual, invented and simulated features are used to create depth, representation and non-representation e.g. using texture in a collagraph print to express ideas about water without using representational imagery.

**PERSONAL DEVELOPMENT – CAMP AND LEADERSHIP BOOKLET**

Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.

- **PD1:** Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture e.g. dressing and other behaviours to achieve an image or to conform with or rebel against expectations.
- **PD3:** Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources e.g. family and friends can help students manage the transitions from primary to secondary school; beliefs can give meaning to life events such as the death of a loved one.

**POLITICAL AND ECONOMIC SYSTEMS**

Societies and economies have systems and institutions based on principles and values.

- **PES1:** Australian government systems are characterized by principles including civil society, representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution.
- **PES2:** Australia’s legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts uphold the laws and protect rights and freedoms.
- **PES3:** Local, State, Federal and Indigenous system of government in Australia have different roles, functions, ways of operating and impacts on people and communities e.g. local councils and sewerage; state governments and health services; Federal Government and taxation; Indigenous land councils and land management.

**PLACE AND SPACE**

Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.

- **PES1:** Australian environments are defined by patterns of natural processes, by human activities and by the relationships between them, including climate and natural resource distribution, resource use, and settlement patterns e.g. The tropical north; the Queensland “coal belt”; sugar cane-growing areas; the “booming” south east corner.
- **PES2:** Natural hazards are a result of natural processes, and human activity can affect the impacts of these occurrences e.g. cyclones are a common occurrence in Queensland and increased coastal development has intensified their impact.
- **PES3:** Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed e.g. “Pathway, reduce, reuse and recycle”, renewable versus non-renewable energy sources.

**HEALTH – DIMENSIONS OF HEALTH UNIT**

Health is multidimensional and influenced by individual, group and community actions, and environments.

- **H1:** Health has physical, social, emotional and cognitive and spiritual (relating to belief) dimensions which are interrelated e.g. a system of beliefs can create a sense of calm and a less anxious response in social and emotional situations, which impacts positively on health.
- **H2:** Family, peers and the media influence health behaviours e.g. advertisements and celebrity endorsements can influence adolescents to eat a food product or join a sport program.
- **H3:** Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks e.g. individuals using assertive refusal skills if offered drugs; communities advocating for and implementing smoking bans; provision of local ‘help’ lines.
- **H4:** Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence. e.g. puberty is a time of significant change when individuals have different energy and food needs, specific to gender and activity levels, which can be met through eating a balanced diet; adolescents need to eat specified quantities of fruit and vegetables every day, because these foods are rich in vitamins, minerals and fibre.
### Year 7: Content descriptors for Spelling (Language Strand)

#### Language

- Expressing and developing ideas
- Understand how to use spelling rules and word origins, for example Greek and Latin
- Roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn
- New words and how to spell them

#### Suggested Framework from C2C

<table>
<thead>
<tr>
<th>Unit</th>
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<tbody>
<tr>
<td><strong>Unit 2</strong></td>
<td>Prefixed fore-, pre-, post-</td>
<td>Unusual past and present tense</td>
<td>Prefixes com-, col-, con-, cor-, co-</td>
<td>Suffixes –er, -ist, -or, -ar</td>
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<tr>
<td><strong>Unit 3</strong></td>
<td>Prefixes: contra-, counter-</td>
<td></td>
<td>Suffix: -logy</td>
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<tr>
<td><strong>Unit 4</strong></td>
<td>Greek roots ectomy, phobia</td>
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<td>Latin stems jud and scribe</td>
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<tr>
<td><strong>Unit 5</strong></td>
<td>Advanced homophones</td>
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<td>Latin stems bene, cap, cide</td>
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<tr>
<td><strong>Unit 6</strong></td>
<td>Consonant alternation - silent to sounded</td>
<td>Greek roots biblio, gram, graph</td>
<td>Latin stems ven, vent, prim, princ, lit</td>
<td>Suffixes –ar, -ary</td>
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<tr>
<td><strong>Unit 7</strong></td>
<td>Difficult words</td>
<td>Greek origin with silent letters</td>
<td>Latin stems mob, mot, pens, pend, port</td>
<td>Latin stems term, tain, sta, stis</td>
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<tr>
<td><strong>Unit 8</strong></td>
<td>Assimilated or absorbed prefixes</td>
<td>Greek roots tech, logo, phon</td>
<td>More complex compound words</td>
<td>Dictionary skills/word games</td>
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