

**INNOVATION  
INSPIRATION  
EXCELLENCE**



**2023 Year 7  
Curriculum Handbook**



**Education**

# 1 PROCEDURES RELATED TO THE ADMINISTRATION OF TASKS

## 1.1 Providing Adequate Assessment Notice and Information

A minimum two weeks written notice is required for all formal assessment tasks. Students will be issued with an official assessment notification, and assessment tasks must also be uploaded to CANVAS as an assignment with a set due date within the related course.

THS will provide an assessment notification for every formal task which provides the following information:

- i. the task due date, outcomes, components and weight value in relation to the total weighted mark for the course
- ii. a task description outlining the nature of the task and specific requirements, including the drafting process/requirements for the task
- iii. details of the school's policy for non-submission of the task
- iv. a marking rubric for project-based tasks to guide student performance against A-E and numerical scales
- v. a marking rubric or common answer guide for examination style tasks is to be attached to the notification as part of the Assessment Task Development Process and for Head Teacher Faculty review, but is not required to be distributed to students. (These must be provided to students as part of the feedback process)
- vi. submission and presentation instructions.

## 1.2 Signing for receipt of tasks

All students are required to acknowledge receipt of the assessment task. While it is a requirement to upload all assessment notifications to CANVAS, a hard copy will also be given to students. Acknowledgement is achieved when the students sign and date the THS Student Assessment Notification, Submission and Return Register.

## 1.3 Students absent from school when assessment information is given out

Where possible, students have assessment tasks available to them via the school's Learning Management System, CANVAS on the day they are physically handed out. If a student is absent the day an assessment task notification is distributed, it is their responsibility to see their teacher to receive the notification. Students will know when a task notification must be provided from information outlined in curriculum handbooks and faculty assessment schedules. Teachers are to issue students with a written copy of task notifications during the next attended lesson and have students sign to acknowledge that they have received this.

It is each student's responsibility to carefully check the details of the assessment task notification sheet. Additionally, if a student is absent when the assessment task notification is issued, it is their responsibility to obtain the task information from the class teacher on return to school or otherwise.

## 1.4 Submission and Completion of Tasks

### 1.4.1 Submitting tasks

- Tasks are to be submitted via the Toronto High School Learning Management System, CANVAS. Tasks can be handed in during the day or by **2.20pm on the due date**. If the submission cannot be made through CANVAS after seeking assistance from your teacher or librarian, tasks can be submitted directly to the assessing teacher.
- In the absence of the student's regular teacher, the Head Teacher of the respective faculty can receive assessment tasks on behalf of the absent staff member. Paper submissions are to be dated, time stamped and signed by the receiving Head Teacher. In the absence of both the teacher and respective Head Teacher Faculty, tasks can be submitted to a Deputy Principal. Paper submissions are to be dated, time stamped and signed by the receiving Deputy Principal.
- Students submitting tasks to CANVAS on the due date will have a time stamped assignment submission notification sent to the relevant teacher. For physical assignment submissions, students will be required to sign that they have handed the task to their teacher.
- Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases. Computer/prINTER problems alone are not sufficient grounds for a misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be resolved in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No

consideration can be given for tasks which have allegedly been lost or stolen.

- It is the students' responsibility to ensure that files uploaded to CANVAS are **not corrupt** and are the **correct, completed task**. After submitting the task on Canvas, students can verify this is the case by downloading their submission from the top right hand corner of the *Submission* page on Canvas.

#### 1.4.2 Examinations and in-class tasks

- For examinations, class tests or in-class assessment tasks, it is expected that each student will bring the necessary equipment, including any special items indicated by the class teacher or as listed on the assessment notification. **Students should not expect to be allowed to borrow any equipment.**
- All teachers will be required to have a visible working clock for all timed assessment tasks.
- In the event of an examination or class task being completed before the allocated time, students are expected to appropriately manage their behaviour so as to not interfere with other students undertaking the assessment. If students finish early, they are encouraged to review and edit their papers to use up the allotted time appropriately. With the exception of special circumstances, no student will be permitted to leave the assessment room early.
- Misbehaviour or inappropriate behaviour will not be tolerated during assessment tasks. Students who are ejected from an assessment task should have their paper removed and the time they left the assessment recorded on the top of their paper including details of the disruption. An appropriate consequence for actions will be determined by the Head Teacher Faculty or Senior Executive.

#### 1.4.3 Non-serious or unsatisfactory attempts of assessment tasks

- Students must make a satisfactory attempt at an assessment task. Class teachers, in consultation with their Head Teacher Faculty, will determine if a student has made an unsatisfactory attempt. Assessments are designed so all students should be able to access the task.
- Once a submission has been deemed as a non-serious attempt, the teacher will issue the student with a *Faculty Warning* letter (Year 7-9) or *N-Award Warning* letter (Year 10-12).
- Unless other instructions are given, normal examination conditions will apply to all tasks. Internet connected devices (including but not limited to phones and smart watches) are prohibited from the examination room and/or classroom while an assessment task is being conducted, unless prescribed in the assessment task.

### 1.5 School Based Assessment, Absences and Late Submissions

#### 1.5.1 Late or non-submission of school-based tasks: ACE procedures

- If a student fails to complete a task specified in the school-based assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on an alternate task.
- In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.
- If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.
- If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

#### 1.5.2 Late or non-submission of school-based tasks: THS procedures

- Students who hand in work late, without a valid reason, will be awarded a mark of zero.
- For Years 7-9 students, verbal communication from the parent to the teacher providing a valid reason can be accepted as valid. A medical certificate is not required.
- For Year 10-12 students, all tasks not submitted on the due date and not undergoing appeal, an N-Warning letter will be sent as per NESA requirements.
- Each faculty will take responsibility for tracking Faculty Warnings and N-Warnings.
- Once a N-Warning or Faculty Warning is resolved, it is the responsibility of the classroom teacher to ensure this is reflected on Sentral.
- If a student is absent on the day of a submission or "hand in task", they must submit the task on the first day of their return from absence along with a Misadventure/Illness and Application Form within three days of their return.



### 1.5.3 School leave

- If students know that they will be absent for an assessment task due to personal or school commitments, they must give notice of their leave to the Senior Executive and Head Teacher Faculty as soon as possible. Where possible, the task should be completed or submitted prior to the due date.
- In the event of the task not being able to be completed prior to the due date, the student must consult the Head Teacher Faculty (Years 7-9) or Senior Executive (Years 10-12).
- If the school does not grant leave approval, and the task has not been submitted or completed by the due date, a mark of zero will be awarded for task non completion.

### 1.5.4 Illness and misadventure

- If a student is unwell or experiences misadventure (such as an accident), on the due date or day prior, they must complete an Illness/Misadventure form and submit it within three school days from when they return to school.
- For students in Years 7-9, a medical certificate is not required. Written or verbal communication from the parent to the teacher providing a valid reason can be accepted as valid. The completed Illness, Misadventure and Appeal Form is to be submitted to the Head Teacher Faculty.
- For students in Years 10-12, relevant documentary evidence (such as a medical certificate and Independent evidence of illness form or Statutory Declaration) must be attached to the completed Illness, Misadventure and Appeal Form and submitted to the relevant Deputy Principal (Years 10-12).
- As part of the illness and misadventure process, where the Deputy Principal (Years 10-12) or Head Teacher Faculty (Years 7-9) finds that a student has a valid reason for their absence on the due date of the assessment task, the student will incur no academic penalty and alternative arrangements for the submission or completion of the assessment task will be made. Alternative arrangements could include, but are not limited to: estimates, alternate assessment tasks or submission of the original assessment task depending on the circumstances.
- Where the Deputy Principal (Years 10-12) or Head Teacher Faculty (Years 7-9) finds that a student does not have a valid reason for their absence on the due date of the assessment task or day prior, the student will receive a mark of zero for that assessment task. **The student is still required to complete the assessment task regardless of the zero mark.**
- Completing the Illness/Misadventure form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

### 1.5.5 Excursions and fieldwork

Some subjects require students to undertake compulsory excursions. In the case of unavoidable absences from these activities, students must negotiate alternative arrangements prior to the event. Final decisions will be at the discretion of the Senior Executive.

### 1.5.6 Appeals

- If a student wishes to appeal, they must complete an Illness/Misadventure and Appeal Form.
- For students in Years 7-9, an appeal may be heard by the Head Teacher Faculty when accompanied by contact from the parent or carer.
- For students in Years 10-12, students may submit an appeal with appropriate, independent documentation such as a Doctor's Certificate or Statutory Declaration. Appeals must be submitted directly to the relevant Deputy Principal. The appeal will be subject to the decision of the Assessment Appeals/Dispute Panel.
- THS deems the following situations as grounds for an appeal:
  - the task has not been weighted in line with the NESA requirements
  - the task has not complied with the stated assessment program and/or assessment requirements
  - there has been a miscalculation or a clerical error when deciding the assessment mark

### 1.5.7 Absence, illness/misadventure for group performances

- In the event of a group member being absent on the due date of a performance, if the remaining group members can complete the performance, then the performance is to go ahead.
- In the event that a performance cannot go ahead due to the absence of a group member, the affected students need to complete an Illness/Misadventure form as a group.
- Completed Illness/Misadventure forms must be completed and submitted within three school days from when the student has returned to school.
- Immediately upon return to school, the absent student is required to complete an Illness, Misadventure

and Appeal Form and provide supporting documentation. Completed forms are to be submitted to the Deputy Principal (Years 10-12). This application will be considered separately to any group application.

- Applications for illness/misadventure will be considered on a case by case basis and decisions are left to the discretion of the Senior Executive (Years 10-12) and Head Teacher Faculty (Years 7-9).
- Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task as per the Toronto High School Illness, Misadventure and Appeal Flow Chart (see Appendix). If rescheduling of the performance to an alternate date is required, this will be determined by the Head Teacher Faculty in consultation with the Senior Executive.

### **1.6 Substitute Tasks, Alternate Tasks and Estimates**

Estimates, alternate tasks and substitute tasks will be deployed at the discretion of the Senior Executive for individualised assessment plans, in the event a compromised task is administered, in the event an invalid task is administered, in the event a non-discriminating task is administered or where deemed required. Estimates or substitute tasks will also be deployed at the discretion of the Assessment Appeals/Dispute Committee.

#### **1.6.1 Alternate Tasks**

- If a Senior Executive member determines that a successful Illness/Misadventure or Appeal application requires the administration of an alternate task, the new task will follow the Assessment Development Process. Alternate tasks will be given priority during the Assessment Task Development process.
- As far as is reasonably practical, the alternate task will be completed two weeks after the original due date. The alternate date will be recorded on the Sentral assessment calendar and be confirmed in writing on the upheld Illness/Misadventure and Appeal Form.

#### **1.6.2 Estimates**

If a student misses the scheduled alternate task due to legitimate reasons which fall within the illness, misadventure and appeal process, this exceptional circumstance may result in an estimate. This decision is made by the relevant Deputy Principal (Years 10-12).

### **1.7 Awarding a Zero Mark**

Zero marks will be awarded when a student is absent on the due date or fails to submit an assessment task on the due date. The Assessment Appeals/Disputes Committee may choose to reject an appeal for illness or misadventure in which case, the zero mark will stand. Zero marks will also be awarded in the event of malpractice. Students receiving a zero mark must still complete the assessment task.

### **1.8 Students Undertaking VET Work Placement**

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods.

### **1.9 Technical Failure**

Technical failure is not an excuse for inability to submit or complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the agreement of the Assessment Appeals Committee and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by an Illness/Misadventure Appeal form, if any consideration is to be given by the Assessment Appeals/Dispute Committee. All such cases will be considered individually.

### **1.10 Applications for Extension of Task Submission**

- A student may apply for an extension to a due date if they feel they have exceptional circumstances that result in a genuine inability to meet the assessment timeframe. All applications for extension must be in writing. Years 7-9 require parental/carer contact/contribution and the completed Extension of Assessment Form. For Years 10-12 appropriate supporting documentation, in the form of independent evidence such as Doctor's Certificate or Statutory Declaration, is required in addition to the completed Extension of Assessment Form.
- Applications for extension need to be given to the Head Teacher Faculty (Years 7-9) and Deputy Principal (Years 10-12) at least 24 hours prior to the due date. The awarding of the extension will be at the discretion of the Senior Executive (Years 10-12) and Head Teacher (Years 7-9). Where less than 24 hours notice is

provided, the Senior Executive and Head Teacher Faculty will determine if an extension is to be granted.

- Acceptable reasons to apply for an extension include:
  - school related business
  - illness or injury where the nature of the illness or injury prevents the student's capacity to fulfil the task's requirements
  - family bereavement.
- Technology failure is not an appropriate reason for late submission and therefore an application for extension may be declined.
- A student who wishes to apply for an extension must:
  - complete an Application for Extension of Assessment form and
  - submit a completed Application for Extension of Assessment Form to the Head Teacher Faculty (Years 7-9) or Deputy (Years 10-12) as soon as is reasonably possible.
- The Head Teacher Faculty and Deputy Principal will determine the nature or form of the extension. This could include:
  - an extension of time for submission
  - completion of an alternative task at a later date or
  - an adjustment of the task. Independent evidence, such as a Doctor's Certificate or Statutory Declaration, needs to be supplied for students in years 10-12.
- Completing the Application for Extension of Assessment form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

## 2 PROCEDURES RELATED TO MALPRACTICE

### 2.1 Definition and Practices

THS follows the 2011 NESA definition and practices of malpractice:

‘All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student’s own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results for Year 12 students.

**Malpractice is any activity that allows students to gain an unfair advantage over other students.**

It includes, but is not limited to:

- copying someone else’s work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person’s work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

### 2.2 Procedures for Malpractice in Tasks

- Suspected malpractice will be reported to respective faculty Head Teachers for review. Suspected malpractice is to be communicated to Senior Executive by Head Teachers. Students found to have engaged in malpractice will be awarded a zero mark and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher Faculty and Senior Executive.
- Malpractice is taken seriously at Toronto High School and may result in:
  - zero marks for part or all of the assessment task/examination
  - potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

### 2.3 Procedures for Malpractice in Examinations

- Students are to only have materials which are necessary and permitted for the task. Students must not speak to other students from the time they enter the examination room until the time they leave. Students must not behave in a way likely to disturb other students.
- Electronic devices should not be brought into the examination room. Any electronic devices entering the examination room must be turned off and placed in bags (with the exception of devices prescribed in the tasks such as approved scientific calculators). For each task, teachers are required to provide a visible working clock.
- Students not making a serious attempt at the task or attempting to plagiarise or cheat will be subject to a penalty. Students found to breach any examination requirements may be removed from the examination and awarded a mark of zero.
- Students removed from an examination room will report to a Head Teacher Faculty.

## 3 ASSESSMENT PROCEDURES AND PROTOCOLS

### 3.1 Awarding Marks for an Assessment Task

- At THS, student achievement in relation to syllabus outcomes and standards, is determined through the collection of evidence in the form of formal assessment tasks and is used for grading and ranking students within each of the courses. NESAs promote a standards-referenced approach to assessment and reporting and each syllabus states what students at each learning stage are expected to learn.
- Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels for the RoSA only (A10, A9, B8, B7, C6, C5, D4, D3, E2).
- Marks must be awarded against explicit marking guidelines which should be developed against the course descriptors for individual subjects.
- The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations unless an Illness/Misadventure form has been submitted and upheld. Attendance and application are not to be taken into account in the final assessment mark or in any individual assessment task.
- Marks must also accurately correlate and reflect the outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity, but tasks should be weighted more heavily toward the end of the course completion.
- NESAs require all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

### 3.2 Appeals

- If a student wishes to appeal, they must complete an Illness/Misadventure and Appeal Form.
- For students in Years 7-9, an appeal may be heard by the Head Teacher Faculty when accompanied by contact from the parent or carer.
- THS deems the following situations as grounds for an appeal:
  - the task has not been weighted in line with the NESAs requirements
  - the task has not complied with the stated assessment program and/or assessment requirements
  - there has been a miscalculation or a clerical error when deciding the assessment mark.

### 3.3 Assessment Task Notification

Assessment tasks must include the following information:

<ul style="list-style-type: none"><li>• academic year group</li><li>• faculty delivering the assessment task</li><li>• task number</li><li>• weighting</li><li>• due date</li></ul>	<ul style="list-style-type: none"><li>• detailed task description and standards</li><li>• outcomes</li><li>• marking criteria, marking rubric or explicit marking guidelines such as a common answer sheet</li><li>• method of submission.</li></ul>
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**\*\*All assessment tasks must be issued using the appropriate THS Assessment Notification template.**

Marking guidelines on this template need to be detailed, explicit and show clearly where marks will be allocated. This information is to be provided for students with the understanding that students can essentially use the assessment criteria to grade their own work to gauge assessment task progress and self-assess.

### 3.4 Assessment Feedback for Individuals and Classes

- Teachers are to use the explicit marking guidelines sheet that accompanies the student assessment notification to clearly identify where individual grades/marks have been awarded. A class/course summary that identifies common and explicit feedback of a meaningful nature, articulating assessment task strengths and assessment task areas for improvement, must be completed for every assessment task so all students are aware of what needs to be done to improve for the next assessment opportunity.
- All feedback and marks should be returned to students within two weeks of the task submission. Students must sign for return of task and feedback on the Student Assessment Notification and Return Register.
- Additional forms of feedback may be given in accordance with the THS Feedback Policy and/or at the



discretion of the Senior Executive and/or Head Teachers.

### **3.5 Reporting Progress**

- Students are to receive written and verbal feedback regarding progress. It is the teacher's responsibility to share constructive feedback with students so productive improvements can be made.
- Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress. It is a core responsibility of teachers and a key phase of the teaching and learning cycle with the fundamental purpose of assessment and reporting to improve student learning. Toronto High School's reporting procedures are designed to enable consistency in communicating information to a range of stakeholders about student learning, including a student's level of achievement and the progress they have made.

## **4 AWARDING GRADES FOR END OF COURSE PERFORMANCE**

### **4.1 Monitoring Satisfactory Course Completion**

Satisfactory completion can be judged by evidence regarding sustained application and diligence to learning experiences in class, home tasks and assessment tasks. Attendance may not be used to determine satisfactory completion of a course. Failure to meet one or more of these requirements may lead to an 'N' or 'Non-Completion' determination. An 'N' determination for a course may make a student ineligible for the HSC.

### **4.2 Informing Parents/Carers of Non-Submissions or Upheld Appeals**

For Year 10, an 'N' warning letter is to be used as the primary method for notifying parents of failure to submit or undertake an assessment task. In addition, faculty letters, phone calls home and parent interviews should also be used. Parents may also be informed of failure to submit or undertake an assessment task during parent teacher evening. Records of this contact need to be maintained.

### **4.3 Notifying Students at Risk of Receiving an 'N' Determination**

- Teachers are to interview students failing to engage in satisfactory course completion. 'N' warning letters are to be sent home regarding unsatisfactory course completion. Head Teachers are to interview students regarding ongoing unsatisfactory course completion and make parent / carer phone contact.
- Students undergoing a UPL are to be interviewed by the Deputy Principal and parent / carer phone contact is to be made. Parental inclusion in the UPL interview is at the discretion of the Deputy Principal. Regular contact home regarding student progress is also at the discretion of the Deputy Principal.
- Students failing to meet UPL requirements, and/ or have been officially nominated to the Principal for an 'N' determination by the Deputy Principals, will be interviewed by the Principal. Parent/carers contact and involvement at this point of intervention will be at the discretion of the Principal.

### **4.4 Establishing Student Performance 7-10**

- For Years 7-10, teachers use NESA Common Grade Scale to make professional on-balance judgments to determine which performance descriptor best matches the standards their students have achieved. Additional evidence such as formative assessment, class work and observations can be used to support any variation from the formal grade/mark. Adjusting of marks for final grades is to be done in consultation with staff, led by the Head Teacher Faculty, and approved by the Senior Executive. Marks do not necessarily represent the achievement level of a student as outlined in performance descriptors.
- The grade awarded to each student at the completion of a Stage 5 course should indicate the student's overall achievement in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for School Developed Board Endorsed Courses and Content Endorsed Courses). These grades should be reflected in the marking of assessment tasks.
- Students undertaking a course based on Life Skills outcomes and content are not allocated a grade in that course. Students undertaking a Stage 5 VET course are not allocated a grade in that course.



**TORONTO HIGH SCHOOL**  
**YEARS 7-9 APPLICATION FOR EXTENSION**  
**OF ASSESSMENT DUE DATE FORM**

STUDENT NAME: \_\_\_\_\_

YEAR: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TEACHER: \_\_\_\_\_

**\*THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED\***

- |  |  |
|--|--|
| <input type="checkbox"/> Course, subject, task name and due date completed | <input type="checkbox"/> Parental/Carer communication received       |
| <input type="checkbox"/> Reason for extension completed                    | <input type="checkbox"/> Student signature and date completed        |
| <input type="checkbox"/> Details to support request completed              | <input type="checkbox"/> Parental/Carer signature and date completed |
| <input type="checkbox"/> Classroom teacher comment completed               |  |

Subject: \_\_\_\_\_

Task Name: \_\_\_\_\_

Due Date:     /     /

Reason for Extension Request:

Details to Support Extension Request:

Classroom Teacher Comment:

Parent/Carer Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date:     /     /

Date:     /     /

Head Teacher's Decision:

- |   |  |
|---|--|
| <input type="checkbox"/> Extension of due date ( <i>New due date</i> _____) | <input type="checkbox"/> An adjustment to the task |
| <input type="checkbox"/> Alternate task ( <i>New due date</i> _____)        | <input type="checkbox"/> No extension granted      |

Head Teacher's Comments:

Head Teacher Signature: \_\_\_\_\_

Class Teacher Signature: \_\_\_\_\_

Date:     /     /

Date:     /     /



## TORONTO HIGH SCHOOL FACULTY WARNING FLOWCHART

Student fails to apply themselves with diligence and sustained effort to set class tasks and experiences:

- Class teacher consults with Head Teacher Faculty
- Teacher interviews and supports student.
- Record of interview maintained.

Student fails to submit an assessment task by the due date. Task will have been issued at least two weeks prior to this time.

No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

### **FIRST FACULTY WARNING LETTER IS ISSUED**

Students of concern are raised at faculty meetings and Executive meetings.

Student resolves *Faculty Warning* letter. A mark of zero remains. Sentral is updated.

*Faculty Warning* remains unresolved.

Student fails to submit second assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

OR

### **SECOND FACULTY WARNING LETTER IS ISSUED**

- Unresolved first task is listed on the letter in addition to second missed task.
- Parent/carer is contacted via phone call. Interview record is maintained.
- Students are raised at faculty and Executive meetings. DPs are emailed names of students.
- Class Teacher and Head Teacher to establish requirements for student to redeem *Faculty Warning*/s.

Student resolves *Faculty Warning*. A mark of zero remains. Sentral is updated.

Warning remains unresolved. Head Teacher Intervention/ Interview. Record of interview maintained.

Student fails to submit a third assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

OR

### **THIRD FACULTY WARNING LETTER IS ISSUED**

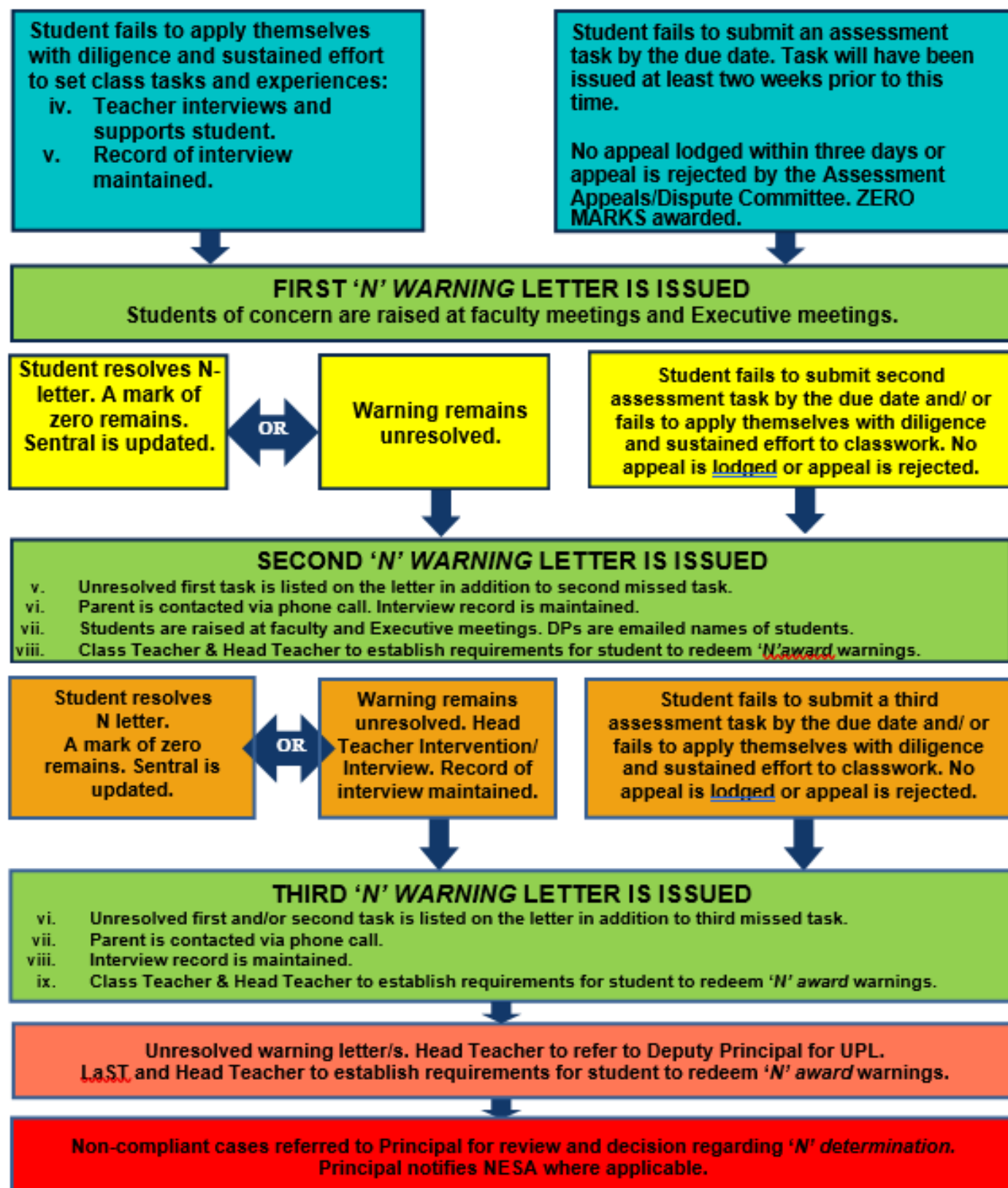
- Unresolved first and/or second task is listed on the letter in addition to third missed task.
- Parent is contacted via phone call.
- Interview record is maintained.
- Class Teacher and Head Teacher to establish requirements for student to redeem *Faculty Warnings*.

Unresolved warning letter/s. Head Teacher to refer to Deputy Principal for UPL. LaST and Head Teacher to establish requirements for student to redeem *Faculty Warnings*.

Non-compliant cases referred to Principal for review and decision.



## TORONTO HIGH SCHOOL 'N' AWARD FLOWCHART



**TORONTO HIGH SCHOOL COURSE INFORMATION**  
**NESA SYLLABUS LINKS**

FACULTY	SUBJECT and NESA SYLLABUS LINK
CAPA	<a href="#">MUSIC</a>
ENGLISH	<a href="#">ENGLISH</a>
HSIE	<a href="#">GEOGRAPHY</a>  <a href="#">HISTORY</a>
LOTE	<a href="#">FRENCH</a>
MATHEMATICS	<a href="#">MATHEMATICS</a>
PDHPE	<a href="#">PDHPE</a>
SCIENCE	<a href="#">SCIENCE</a>
TAS	<a href="#">TECHNOLOGY MANDATORY</a>



## MUSIC- Year 7

Unit	Unit 1	Unit 2	Unit 3	UNIT 4
Time/ Duration	Term1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	THE NATURE OF MUSIC AND SOUND	ART MUSIC	POPULAR MUSIC	MUSIC FOR RADIO, FILM, TELEVISION AND MULTIMEDIA
Concepts	<ul style="list-style-type: none"> <li><u>Listening and Musical Contexts</u>: Introduction to music, Individual music report, The materials of music, Two-word strategy - Gotye, Pentatonix, Styles of music, My favourite Australian artist, What is music?, STOMP, Walk off the Earth, How sounds are made, Four qualities of sound, Objects used as instruments, Aboriginal and Torres Strait Islander music.</li> <li><u>Musical concepts</u>: Duration and Pitch.</li> <li><u>Musicianship</u>: Note and rest values, beat, rhythm, notes on treble stave.</li> <li><u>Composition</u>: Beat grid, firefly, graphic notation and bucket drumming.</li> <li><u>Performance</u>: Bucket drumming and glockenspiels.</li> </ul>	<ul style="list-style-type: none"> <li><u>Listening and Musical Contexts</u>: The symphony orchestra, Role of the conductor, Percussion family, Idiophones, Membranophones, Woodwind family, Aerophones, Brass family, String family, Chordophones, Electrophones.</li> <li>Classical Music, Music from another culture, Australian Art Music.</li> <li><u>Musical concepts</u>: Tone Colour and Dynamics an Expressive Techniques</li> <li><u>Musicianship</u>: Notation activities, different time signatures, articulation and dynamic symbols, score reading.</li> <li><u>Composition</u>: Pentatonic scale, Chrome Music Lab.</li> <li><u>Performance</u>: Keyboards.</li> </ul>	<ul style="list-style-type: none"> <li><u>Listening and Musical Contexts</u>: The beginnings of Pop, The instruments of Pop, Styles of Pop music, Music of solo and group performers, World and Australian Indigenous Pop, Australian Pop Music artists, Technology in Pop music, The role of improvisation.</li> <li>Musical concepts: Structure and Texture</li> <li><u>Musicianship</u>: Dotted notes, notes on bass stave.</li> <li><u>Composition</u>: Incredibox, rhythm and lyrics (rap), rhythm and melody (riff).</li> <li><u>Performance</u>: Singing and Ukulele</li> </ul>	<ul style="list-style-type: none"> <li><u>Listening and Musical Contexts</u>: Music for Australian radio, Music in advertising, Music for television, Film music, Theme and Incidental music, an Australian composer, Computer generated music, Music for gaming, The impact of technology.</li> <li><u>Musical concepts</u>: Revision of all 6 concepts</li> <li><u>Musicianship</u>: Revision</li> <li><u>Composition</u>: Film music score, radio jingle, mobile phone ringtone, cartoon composition.</li> <li><u>Performance</u>: Combination of keyboard and guitar.</li> <li>Preparation for, and performance in, annual MADD night.</li> </ul>
Assessments Number Type Timing Weighting Outcomes		<b><u>Task 1</u></b> In-class listening exam <b>Term 2, Week 5</b> 40% 4.7, 4.8, 4.9	<b><u>Task 2</u></b> Solo and ensemble performance <b>Term 3, Week 10</b> 30% 4.1, 4.2, 4.3	<b><u>Task 3</u></b> Notated composition <b>Term 4, Week 6</b> 30% 4.4, 4.5, 4.6, 4.10

<b>Learning Areas/ Mandatory Experiences</b>	<p>Composition – based on duration of notes, beat and rhythm.</p> <p>Listening – to excerpts of different styles of music and relating them to the Concepts of Music, in particular duration and pitch.</p> <p>Performance – solo and ensemble performances on bucket drums and glockenspiels instruments reflective of different styles of music.</p> <p>Contexts – written work and research on the nature of music and sound as well as Australian, Aboriginal and Torres Strait Islander music.</p>	<p>Composition – based on pitch in the treble stave.</p> <p>Listening – to excerpts of different instruments of the orchestra and relating them to the Concepts of Music, in particular tone colour and dynamics and expressive techniques.</p> <p>Performance – solo and ensemble performances on keyboards, reflective of different styles of music.</p> <p>Contexts – written work and research on instruments of the orchestra, alternate systems of classification, different styles and genres of Art Music, and Indigenous Music.</p>	<p>Composition – based on note values, lyrics and pitch.</p> <p>Listening – to excerpts of different styles of Popular Music and relating them to the Concepts of Music, in particular texture and structure.</p> <p>Performance – solo and ensemble performances on ukulele and vocals reflective of different styles of Popular Music.</p> <p>Contexts – written work and research on the history and musical characteristics of a wide range of World, Australian Indigenous Pop and Australian Pop music styles.</p>	<p>Composition – using a range of music technology, computer programs and apps.</p> <p>Listening – to excerpts of music for Radio, Film, Television and Multimedia and relating them to the Concepts of Music.</p> <p>Performance – solo and ensemble performances on keyboards and guitar.</p> <p>Contexts – written work and research on Music for Radio, Film, Television and Multimedia and how advancements in music technology have affected the development of instruments and music over time.</p> <p>Australian composer, Computer generated music.</p>
<b>Report Outcomes</b>		4.7 4.8 4.9	4.1 4.2 4.3	4.4 4.5 4.6 4.10.

## ENGLISH- Year 7

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1 (10 weeks)	Term 2 (10 weeks)	Terms 3 and 4 (20 weeks)
Name of Unit	IDENTITY	POETRY	POWER AND CONFLICT
Concepts	<ul style="list-style-type: none"> <li>• Audience</li> <li>• Context</li> <li>• Purpose</li> <li>• Autobiography</li> <li>• Indigenous/Multi-Cultural Texts</li> <li>• Visual Literacy</li> <li>• Imagery</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Poetic voice</li> <li>• Form</li> <li>• Devices</li> <li>• Conventions</li> <li>• Purpose</li> <li>• Style</li> <li>• Imagery</li> </ul>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Structure</li> <li>• Setting</li> <li>• Characterisation</li> <li>• Themes</li> <li>• Language Forms and Features</li> <li>• Film Techniques</li> </ul>
Assessment Number Type Timing Weighting Outcomes	<b>Task 1</b> Multimodal and Reflection <b>Term 1, Week 9</b> 30% EN4-2A, EN4-3B	<b>Task 2</b> Creative <b>Term 2, Week 10</b> 40% EN4-4B, EN4-7D, EN4-9E	<b>Task 3</b> Imaginative Writing (Responding to Stimulus) <b>Term 4, Week 3</b> 30% EN4-1A, EN4-4B, EN4-5C,
Learning Areas/ Mandatory Experiences	Reading, Writing, Viewing, Listening, Speaking	Reading, Writing, Viewing, Listening, Speaking	Reading, Writing, Viewing, Listening, Speaking
Reporting Outcomes			
Texts	<i>My Place, The Diary of Anne Frank, Grace Beside Me, The Littlest Refugee</i>	<i>The Sneeches</i> Dr Seuss, <i>Rhymes</i> by Spike Milligan, <i>My Country</i> by Dorothea Mackeller, <i>No More Boomerang</i> by Oogeroo Noonuccal, <i>Dear Future Generations, Sorry</i> by Prince EA, <i>We Can Be More</i> by Solli Raphael	<i>The Magician's Nephew, Harry Potter, Percy Jackson and the Lightning Thief, The Hobbit, Alice in Wonderland, Legend of King Arthur, Dracula, Fairy Tales</i>

## GEOGRAPHY- Year 7

Unit	Unit 1	Unit 2
Time/ Duration	Term 1 (10 weeks)	Term 2 (10 weeks)
Name of Unit	LANDSCAPES AND LANDFORMS	PLACE AND LIVEABILITY
Concepts	Place, space, environment, interconnection, scale, sustainability and change	Place, space, environment, interconnection, scale, sustainability and change
Assessment Number Type Timing Weighting Outcomes	<b>Task 1</b> Research Task <b>Term 1, Week 9</b> 50%	<b>Task 2</b> Examination <b>Term 2, Week 6</b> 50%
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> <li>• <b>Acquiring</b> geographical information</li> <li>• <b>Processing</b> geographical information</li> <li>• <b>Communicating</b> geographical information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Acquiring</b> geographical information</li> <li>• <b>Processing</b> geographical information</li> <li>• <b>Communicating</b> geographical information</li> </ul>
Report Outcomes		

## HISTORY- Year 7

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 3 6 Weeks (15 periods)	Term 3-4 7 Weeks (18 periods)	Term 4 7 Weeks (18 periods)
Name of Unit	DEPTH STUDY 1: INVESTIGATING THE PAST	DEPTH STUDY 2: THE MEDITERRANEAN WORLD -EGYPT	DEPTH STUDY 3: THE ASIAN WORLD - CHINA
Concepts	Cause and Effect, Perspectives, Empathic Understanding, Contestability	Continuity and Change, Cause and Effect, Empathic Understanding, Significance	Continuity and Change, Cause and Effect, Empathic Understanding, Significance
Assessment Number Type Timing Weighting Outcomes	<u>Task 1</u> Research Task <b>Term 3, week 7</b> 50% HT4-1, HT4-8, HT4-10	<u>Task 2</u> Class Test <b>Term 4, Week 3</b> 50% HT4-3, HT4-6, HT4-9	
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> <li>• Comprehension: chronology, terms and concepts</li> <li>• Analysis and use of sources</li> <li>• Perspectives and Interpretations</li> <li>• Empathic Understanding</li> <li>• Explanation and Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension: chronology, terms and concepts</li> <li>• Analysis and use of sources</li> <li>• Empathic Understanding</li> <li>• Research</li> <li>• Explanation and Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension: chronology, terms and concepts</li> <li>• Analysis and use of sources</li> <li>• Perspectives and Interpretations</li> <li>• Empathic Understanding</li> <li>• Explanation and Communication</li> </ul>
Report Outcomes	HT4-1, HT4-3, HT4-6, HT4-8, HT4-9, HT4-10		



## LOTE (FRENCH)- Year 7

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Time/ Duration	Term 1 (5 weeks) *conditional on disruptions – carnivals etc	Term 1 (5 weeks)	Term 2 (5 weeks) Conditional on disruptions – NAPLAN, Starstruck	Term 2 (5 weeks) Conditional on disruptions - exams	Term 3 (5 weeks)	Term 3 (5 weeks)	Term 4 (5 weeks) Conditional on disruptions - immunisations	Term 4 (6 weeks) Conditional on disruptions – exams, MADD excursions
Name of Unit	ORIGINS OF LANGUAGE and GREETINGS	NUMBERS, DAYS, MONTHS and COLOURS	CA BOUGE UNITE 1	CA BOUGE UNITE 2	CA BOUGE UNITE 3	CA BOUGE UNITE 4	CA BOUGE UNITE 5	CA BOUGE UNITE 6
Concepts	Fr/Eng similarities, Fr root words, common greetings	Numbers, days, months dates, ordinal numbers, masc/fem	Greetings & apologies to suit context	Discussing others, masc/ fem & personal description Adjectives (m/f)	Adj. agreement, expressing likes & asking opinion using n'est-ce pas?	Imperative mood sing or plural, in/def article & omission with negative	Futur proche using aller, forming questions, plurals	Present tense conjugation of ER verbs
Assessment Number Type Timing Weighting Outcomes	<b>End of Unit 1</b> #1.1 – 1.4 Writing – 25 LFR1-4C Reading – 25 LFR1-3C Listening – 25 LFR1-1C Speaking – 25 LFR1-1C	<b>End of Unit 2</b> #2.1 – 2.4 Writing – 25 LFR2-4C Reading – 25 LFR1-3C Listening – 25 LFR2-1C Speaking – 25 LFR1-1C	<b>End of Unit 3</b> #3.1 – 3.4 Writing – 25 LFR3-4C Reading – 25 LFR3-3C Listening – 25 LFR3-1C Speaking – 25 LFR3-1C	<b>End of Unit 4</b> # 4.1 – 4.4 Writing – 25 LFR2-6U Reading – 25 LFR4-2C Listening – 25 LFR3-2C Speaking – 25 LFR1-8U	<b>End of Unit 5</b> # 5.1 – 5.4 Writing – 25 LFR3-6U Reading – 25 LFR4-2C Listening – 25 LFR3-2C Speaking – 25 LFR3-7U	<b>End of Unit 6</b> # 6.1 – 6.4 Writing – 25 LFR4-6U Reading – 25 LFR3-2C Listening – 25 LFR1-2C Speaking – 25 LFR4-5U	<b>End of Unit 7</b> # 7.1 – 7.4 Writing – 25 LFR4-1C Reading – 25 LFR4-2C Listening – 25 LFR4-2C Speaking – 25 LFR4-3C	<b>End of Unit 8</b> CB 6 Writing – 25 LFR4-4C Reading – 25 LFR4-3C Listening – 25 LFR4-2C Speaking – 25 LFR4-3C
Learning Areas/ Mandatory Experiences	MUDD, Focus on Reading. Word attacking skills – predicting. Multicultural – titles, kissing, handshake. Ab'l Education	MUDD, Focus on Reading. Literacy Blitz Word attacking skills - cognates. Numeracy – ordinals. Multicultural - fetes	MUDD, Focus on Reading. Literacy Word attacking skills – associating text with picture. Numeracy skills to communicate ages	MUDD, Focus on Reading. Literacy Word attacking skills Reading to infer meaning. Numeracy skills – calculate distances, convert currency using daily rates	MUDD, Focus on Reading. Literacy Word attacking skills - collaboration with others.	MUDD, Focus on Reading. Literacy Word attacking skills – scanning to locate key words. Numeracy skills – use scale to approximate distances	MUDD, Focus on Reading. Literacy Word attacking skills – using a bi- lingual dictionary. Cloze texts	MUDD, Focus on Reading. Literacy Word attacking skills – identifying grammatical patterns.
Report Outcomes	Write: LFR4-6U Read: LFR4-2C	Listen: LFR3-2C Speak: LFR4-5U	Writ: LFR4-6U Read: LFR4-2C Listen: LFR3-2C Speak: LFR4-5U				Not included in reporting	Not included in reporting

# MATHEMATICS- Year 7

## Term 1

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1, Weeks 1 - 5 (5 weeks)	Term 1, Weeks 6 - 8 (3 weeks)	Term 1, Week 9 – Term 2, Week 5 (8 weeks)
Name of Unit	COMPUTATION WITH INTEGERS	INDICES	FRACTIONS, DECIMALS AND PERCENTAGES
Concepts	Non-calculator methods for all operations, ordering integers, applying order of operations	Represent numbers in index notation, evaluate expressions involving indices, divisibility tests, express numbers as a product of prime numbers, square and cube roots, index laws	Equivalent fractions, operations with fractions, operations with decimals, fractions or decimals of a quantity, rounding numbers, irrational numbers, percentage increase and decrease
Assessment Number Type Timing Weighting Outcomes		<u>Task 1</u> In Class Test <b>Term 1, Week 7</b> 25% MA4-1WM, MA4-3WM, MA9-4NA	
Learning Areas/ Mandatory Experiences			
Report Outcomes			

# MATHEMATICS- Year 7

## Term 2

Unit	Unit 4	Unit 5
Time/ Duration	Term 2, Weeks 6 - 8 (3 weeks)	Term 2, Weeks 9 - 10 (2 weeks)
Name of Unit	ANGLE RELATIONSHIPS	DATA COLLECTION AND REPRESENTATION
Concepts	Labelling points and vertices, complementary and supplementary angles, transversals on parallel lines, calculating unknown angles	Categorical and numerical data, histograms, stem-and-leaf plots, dot plots, sample v census, surveys
Assessment Number Type Timing Weighting Outcomes	<b>Task 2</b> In Class Test <b>Term 2, Week 6</b> 25% MA4-1WM, MA4-2WM, MA4-5NA	
Learning Areas/ Mandatory Experiences		
Report Outcomes	MA4-1WM, MA 4-2WM, MA4-3WM, MA4-5NA, MA9-4NA	

# MATHEMATICS- Year 7

## Term 3

Unit	Unit 6	Unit 7	Unit 8
Time/ Duration	Term 3, Week 1 - 3 (3 weeks)	Term 3, Week 4 - 6 (3 weeks)	Term 3, Week 7 – 10 (4 weeks)
Name of Unit	LENGTH and AREA	TIME	ALGEBRAIC TECHNIQUES 1
Concepts	Perimeters, converting units of measurement, area of simple shapes, composite areas and perimeters	Addition and subtraction with time, 12-hour and 24-hour time, international time zones	Represent expressions with algebra, add and subtract like terms, simplify expressions with four operations
Assessment Number Type Timing Weighting Outcomes		<u><b>Task 3</b></u> Investigative Task <b>Term 3, Week 6</b> 25% MA4-2WM, MA4-12MG, MA4-13MG, MA4-15MG	
Learning Areas/ Mandatory Experiences			
Report Outcomes			

# MATHEMATICS- Year 7

## Term 4

Unit	Unit 9	Unit 10	Unit 11
Time/ Duration	Term 4, Weeks 1 - 3 (3 weeks)	Term 4, Weeks 4 - 6 (3 weeks)	Term 4, Weeks 7 – 10 (4 weeks)
Name of Unit	LINEAR RELATIONSHIPS	PROBABILITY 1	PROPERTIES OF GEOMETRICAL FIGURES 1
Concepts	Plotting points on a Cartesian plane, translations on a Cartesian plane	Sample spaces, likelihood of events occurring, probability scale, calculating the chance of events occurring, complementary events	Side and angle properties of triangles and quadrilaterals, classify triangles, line and rotational symmetry, angle sum of a triangle
Assessment Number Type Timing Weighting Outcomes		<b>Task 4</b> In Class Test <b>Term 4, Week 6</b> 25% MA4-1WM, MA4-8NA, MA4-11NA, MA4-21SP	
Learning Areas/ Mandatory Experiences			
Report Outcomes		MA4-1WM, MA4-2WM, MA4-8NA, MA4-11NA, MA4-12MG, MA4-13MG, MA4-15MG, MA4-21SP	



## PDHPE THEORY- Year 7

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Name of Unit	Term 1, Week 1 - Term 1, Week 11 (10 weeks)	Term 2, Week 1 - Term 2, Week 10 (10 weeks)	Term 3, Week 1 - Term 3, Week 10 (10 weeks)	Term 4, Week 1 - Term 4, Week 11 (10 weeks)
Time/Duration	<b>FORMING RELATIONSHIPS</b>	<b>ME MYSELF AND EVERYONE ELSE</b>	<b>ADOLESCENCE AND CHANGE</b>	<b>RESPONDING TO EMERGENCIES</b>
Concepts	Throughout this unit, students will explore the qualities of positive relationships and the skills required to form appropriate and respectful relationships with others.	Throughout this unit, students will explore the qualities of positive relationships and explore their support networks, concepts associated with diversity and how to deal with bullying.	Throughout this unit, students will learn about physical and emotional changes during puberty, before learning about the reproductive system. Students will also develop skills to identify and deal with power in relationships.	Throughout this unit, students will develop skills and strategies to keep safe and respond in a safe and health promoting manner in a range of dangerous contexts. which aims to minimise harm and risk of injury.
Assessment Number Type  Timing Weighting Outcomes	<b>Task 1</b> Respectful Friendships – Pamphlet Home-based Assessment Term 1, Week 10 50% of Theory PD4-1, PD4-3, PD4-9	This unit will not be formally assessed.	<b>Task 2</b> Yearly Examination  Term 4, Week ¾ 50% Theory Mark PD4-2, PD4-9, PD4-10	
Report Outcomes	<b>Semester 1</b> PD4-1, PD4-3, PD4-9		<b>Semester 2</b> PD4-2, PD4-6, PD4-9, PD4-10	

## PDHPE PRACTICAL- Year 7

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 1 – 6 (5 weeks)	Term 1, Weeks 7 – 11 (5 weeks)	Term 2, Weeks 1 – 5 (5 weeks)	Term 2, Weeks 6 – 11 (5 weeks)
Name of Unit	FMS DEVELOPMENT	YOUR ATHLETIC SELF	USE YOUR INITIATIVE	JUST DANCE!
Concepts	Throughout this unit, students will engage in activities to assess their level of fitness and FMS across a range of areas, before formulating an action plan to improve their overall fitness.	Throughout this unit, students will participate in Cross Country and Athletics events, with the aim of improving their understanding and skills for the upcoming carnivals.	Throughout this unit, students will participate in a range of initiative games aimed at promoting teamwork and creative thinking while being physically active.	Throughout this unit, students will participate in social dances, focussing on rhythmic and expressive movement.
Assessment Number Type  Timing Weighting Outcomes	<b>Task 1</b> FMS Skills Assessment Continuous Assessment Term 1, Weeks 4 - 6 50% of Practical Mark PD4-4, PD4-8	There will be no summative assessment during these units, however, students will complete learning activities with the aim of being plotted on the <a href="#">Physical Literacy Continuum</a> .		
Learning Areas/ Mandatory Experiences	Movement Skill and Performance	Movement Skill and Performance	Movement Skill and Performance	Movement Skill and Performance
Report Outcomes	<b>Semester 1</b> PD4-4, PD4-5, PD4-6, PD4-8			

## SCIENCE- Year 7

Unit	Unit 1	Unit 2	Unit 3	Unit 4	
Time/ Duration	Term 1, Weeks 2 - 11	Term 2, Weeks 1-10,	Term 3, Weeks 1 - 10	Term 4, Weeks 1- 11	
Name of Unit	WORKING SCIENTIFICALLY	MIX AND MATCH	CHANGE	ASTRONOMY	
Concepts	What is Science? What are the branches of Science? Safety and measurement in the Lab, The scientific method. Forces- contact and non-contact, Energy- types, Intro to Chemical reactions	Properties and behaviour of matter- basic chemistry. Aspects of Geology Managing Earth’s resources- renewable and non-renewable fuels.	Chemical and physical change Change in earth surface- Geological change Classification- change in living things	Introductory Astronomy- solar system seasons/eclipses. Historical models of universe. Getting into space and navigating to other bodies- space launches.	
Assessments Number Type Timing Weighting Outcomes	<u>Task 1</u> Working Scientifically Skills & Safety Task <b>Term 1, Week 7</b> 30% WS 5.2 d, WS 5.3 a & b, WS8 b & d, WS 9 a & b		<u>Task 2</u> Practical (Skills) Exam <b>Term 2, Week 8</b> 30% WS 6, WS 7, WS 8, WS 9 <i>and/or</i> Content from PW1, PW2, PW3, PW4, CW4, CW1, CW3, ES1, ES3, ES4, LW4		<u>Task 3</u> <b>Yearly Examination</b> <b>Term 4, Weeks 5 &amp; 6</b> 40% WS 5, WS 6, WS 7, WS 8, WS 9, ontent from PW1, PW2, PW3, CW1, CW2, CW3, CW4, ES1, ES3, ES4, LW1, LW2, LW4,
Learning Areas/ Mandatory Experiences	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically  2) engage students in scientific inquiry through applying the processes of Working Scientifically  3) allocate <b>at least 50%</b> of the course time to students' active engagement in hands-on <b>practical experiences</b>	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically  2) engage students in scientific inquiry through applying the processes of Working Scientifically  3) allocate <b>at least 50%</b> of the course time to students' active engagement in hands-on <b>practical experiences</b>	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically  2) engage students in scientific inquiry through applying the processes of Working Scientifically  3) allocate <b>at least 50%</b> of the course time to students' active engagement in hands-on <b>practical experiences</b>	1) develop understanding of science through a range of hands-on practical experiences that use the skills and processes of Working Scientifically  2) engage students in scientific inquiry through applying the processes of Working Scientifically  3) allocate <b>at least 50%</b> of the course time to students' active engagement in hands-on <b>practical experiences</b>	

<b>Report Outcomes</b>	<p><b>Semester 1</b></p> <p><b><u>Questioning and Predicting</u></b>  <b>SC44WS</b> identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</p> <p><b><u>Planning &amp; Conducting</u></b>  <b>SC45WS</b> collaboratively and individually produces a plan to investigate questions and problems  <b>SC46WS</b> follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</p> <p><b><u>Processing &amp; Analysing Data</u></b>  <b>SC47WS</b> processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p><b><u>Communication &amp; Problem Solving</u></b>  <b>SC48WS</b> selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems  <b>SC49WS</b> presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p> <p><b><u>Knowledge &amp; Understanding</u></b>  Content from PW1, PW2, PW3, CW4, CW1, CW3, ES1, ES3, ES4, LW4</p>	<p><b>Semester 2</b></p> <p><b><u>Planning &amp; Conducting</u></b>  <b>SC45WS</b> collaboratively and individually produces a plan to investigate questions and problems  <b>SC46WS</b> follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</p> <p><b><u>Processing &amp; Analysing Data</u></b>  <b>SC47WS</b> processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p><b><u>Communication &amp; Problem Solving</u></b>  <b>SC48WS</b> selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems  <b>SC49WS</b> presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p> <p><b><u>Knowledge &amp; Understanding</u></b>  Content from PW1, PW2, PW3, CW1, CW2, CW3, CW4, ES1, ES3, ES4, LW1, LW2, LW4,</p>
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# TECHNOLOGY MANDATORY AGRICULTURE AND FOOD TECHNOLOGIES- Year 7

Unit	Unit 1		
Time/ Duration	13 WEEKS		
Name of Unit	Food Fabulous Food		
Concepts	<p>Agricultural Technologies: managed environments, such as farms and plantations, processes of food and fibre production, innovative and sustainable supply of agriculturally produced raw materials, managed systems that produce food and fibre through designing and producing solutions.</p> <p>Food Technologies: characteristics and properties of food, food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.</p>		
Assessments Number Type  Timing Weighting Outcomes	<p>1. Ongoing Practical Work: 60%</p> <p>2. Design Project Portfolio: 40%</p>		
Learning Areas/ Mandatory Experiences	<p><b>Literacy Focus:</b></p> <ul style="list-style-type: none"> <li>• Metalanguage</li> <li>• Procedure</li> <li>• Sentence structure</li> <li>• Comprehension</li> <li>• Exposition</li> </ul>	<p><b>Numeracy Focus:</b></p> <ul style="list-style-type: none"> <li>• Measurement</li> <li>• Times / Temperatures</li> <li>• Addition, Subtraction, Multiplication &amp; Division</li> <li>• Fractions</li> <li>• Statistics</li> </ul>	<p><b>Learning Across the Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander histories and cultures</li> <li>• Asia and Australia's engagement with Asia</li> <li>• Sustainability</li> </ul>
Report Outcomes	<ul style="list-style-type: none"> <li>• designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-1DP</li> <li>• plans and manages the production of designed solutions TE4-2DP</li> <li>• selects and safely applies a broad range of tools, materials and processes in the production of quality projects TE4-3DP</li> </ul>		



## TECHNOLOGY MANDATORY DIGITAL TECHNOLOGIES- Year 7

Unit	Unit 1
Time/ Duration	1 Semester
Name of Unit	Creating Digital Solutions
Concepts	Understanding the design process Programming/Coding for digital solutions
Assessments Number Type  Timing Weighting Outcomes	<p><b><u>Task 1</u></b> Alarm/Alert System Project and Folio</p> <p>Term 2 Week 5 OR Term 4 Week 5 100%</p> <p>TE4-1DP, TE4-2DP, TE4-4DP , TE4-7DI , TE4-10TS</p> <p><b>Related Life Skills outcomes:</b> TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-9EN, TELS-11TS</p>
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> <li>Identifying and defining</li> <li>Researching and planning</li> <li>Producing and implementing</li> <li>Testing and evaluating</li> </ul>
Report Outcomes	TE4-1DP, TE4-2DP, TE4-3DP

# TECHNOLOGY MANDATORY ENGINEERED SYSTEMS- Year 7

## Electronics

Unit	Unit 1	Unit 2
Time/ Duration	1 Semester Term 1	1 Semester Term 2
Name of Unit	CONTINUITY TESTER	CAPTIVE AEROPLANE
Concepts	Understanding the design process through utilising a range of materials, tools and techniques to produce quality projects.	
Assessments Number Type Timing Weighting Outcomes	<b><u>Task 1</u></b> Practical Project and Folio Term 2 or 4, Week 9 50%	<b><u>Task 2</u></b> Practical Project and Folio Week 9 Weighting: 50% Weighting 40%
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> <li>• Electronics Properties</li> <li>• Designing</li> <li>• Making</li> <li>• Joining Techniques</li> <li>• Finishing</li> </ul>	<ul style="list-style-type: none"> <li>• Electronics Properties</li> <li>• Designing</li> <li>• Making</li> <li>• Joining Techniques</li> <li>• Finishing</li> </ul>
Report Outcomes	4.1.1,4.2.1, 4.3.1, 4.3.2	4.1.1,4.2.1, 4.3.1, 4.3.2

## TECHNOLOGY MANDATORY ENGINEERED SYSTEMS- Year 7

### Structures

Unit	Unit 1
Time/ Duration	1 Semester OR Semester 2
Name of Unit	STRUCTURES - TOWER
Concepts	Understanding the design process and engineering principles through using a range of materials, tools and techniques to test and produce quality projects
<b>Assessments</b> Number Type Timing Weighting Outcomes	<b>Task 1</b> Practical Project and Folio Term 2 or Term 4 100% TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS <b>Related Life Skills outcomes:</b> TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-9EN, TELS-11TS
<b>Learning Areas/ Mandatory Experiences</b>	<ul style="list-style-type: none"> <li>Identifying and defining</li> <li>Researching and planning</li> <li>Producing and implementing</li> <li>Testing and evaluating</li> </ul>
Report Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS

## TECHNOLOGY MANDATORY MATERIAL TECHNOLOGIES- Year 7

Unit	METALS	
Time/ Duration	13 Weeks	
Name of Unit	COAT HOOK	
Concepts	Understanding the design process through utilising a range of materials, tools and techniques to produce quality projects.	
Assessments	<b>Task 1</b> Practical Project and Folio Term 2 Week 3 or Term 3 Week 7 or Term 4 Week 10 100% TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	
Number		
Type		
Timing		
Weighting		
Outcomes		
Learning Areas/ Mandatory Experiences	Metal Properties, Designing , Making , Joining Techniques , Decorating Technologies: hand tools, hand drill, scroll bender, tinman's rivet	
Report Outcomes	TE4-1DP, TE4-2DP, TE4-3DP	

Unit	TEXTILES	
Time/ Duration	Semester 1 OR Semester 2	
Name of Unit	BAG IT	
Concepts	Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.	
Assessments	<b>Task 1</b> Embellished Bag, Workbook and folio including samples, drawings and research. Due Term 2 Week 6 OR Term 4 Week 6 100%	
Number		
Type		
Timing		
Weighting		
Outcomes		
Learning Areas/ Mandatory Experiences	Measurement, labelling, safety, metalanguage/literacy, risk management, ICT	Measurement, labelling, safety, metalanguage/literacy, risk management, ICT
Report Outcomes	TE4-1DP, TE4-2DP, TE4-3DP	

Unit	TIMBER
Time/ Duration	Semester 1 OR Semester 2
Name of Unit	<b>SERVING TRAY</b>
Concepts	Understanding the design process through utilising a range of materials, tools and techniques to produce quality projects.
Assessments	
Number	<b><u>Task 1</u></b>
Type	Practical Project and Folio
Timing	Term 2 Week 5 OR Term 4 Week 5
Weighting	100%
Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA
Learning Areas/ Mandatory Experiences	Timber Properties , Designing , Making , Joining Techniques , Finishing
Report Outcomes	TE4-1DP, TE4-2DP, TE4-3DP