



Year 7 Unit Outlines Semester 2

ARTS

Dance Drama 13 Week Rotation

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- **Criterion A: Knowing and understanding.** Students demonstrate knowledge and understanding of the art form studied, including concepts, processes, the use of subject specific terminology and the role of the art form in original or displaced contexts. Students demonstrate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
- **Criterion B: Developing Skills.** Students demonstrate the acquisition and development of the skills and techniques of the art form studied. Students demonstrate the application of skills and techniques to create, perform and/or present art.
- **Criterion C: Thinking creatively.** Students develop a feasible, clear, imaginative and coherent artistic intention and present a range and depth of creative-thinking behaviours. Students demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.
- **Criterion D: Responding.** Students construct meaning and transfer learning to new settings and create an artistic response that intends to reflect or impact on the world around them. Students critique the artwork of self and others.

Units of Inquiry	
Elements of dance and drama Statement of Inquiry: Students work together to best create and perform high quality dance drama works using reflective practice.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Reflective process journal	Ongoing
Devised Ritual Performance	Week 7
Creative Practical Task	Week 13

Music 13 Week Rotation

MYP Assessment Criteria

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- Criterion B: Developing Skills. Students demonstrate the acquisition and development of the skills and techniques of the art form studied. Students demonstrate the application of skills and techniques to create, perform and/or present art.
- Criterion C: Thinking creatively. Students develop a feasible, clear, imaginative and coherent artistic intention and present a range and depth of creative-thinking behaviours. Students demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.
- Criterion D: Responding. Students construct meaning and transfer learning to new settings and create an artistic response that intends to reflect or impact on the world around them. Students critique the artwork of self and others.

Units of Inquiry	
The Elements of Music; Persuasive Writing; Pachelbel's Canon – keyboard skills; Film Music Statements of Inquiry: <ul style="list-style-type: none">• Communication is vital in presenting an interpretation to an audience.• A musician's culture and identity can be expressed when they compose and/or present music.• Representation of genre needs to be considered when creating film music.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process Journal	Ongoing
The Elements of Music	Week 4
Persuasive Writing	Week 7
Pachelbel's Canon	Week 10
Film Music	Week 13

Visual Arts 13 Week Rotation

MYP Assessment Criteria

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- Criterion B: Developing Skills. Students demonstrate the acquisition and development of the skills and techniques of the art form studied. Students demonstrate the application of skills and techniques to create, perform and/or present art.
- Criterion C: Thinking creatively. Students develop a feasible, clear, imaginative and coherent artistic intention and present a range and depth of creative-thinking behaviours. Students demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.
- Criterion D: Responding. Students construct meaning and transfer learning to new settings and create an artistic response that intends to reflect or impact on the world around them. Students critique the artwork of self and others.

Units of Inquiry	
The Arts: Yr7 Visual Arts Statements of Inquiry: <ul style="list-style-type: none">• The arts play an important role in developing and expressing personal and cultural identities• Art making occurs in a variety of situations and provides opportunities for personal exploration, expression and communication of ideas and challenges.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process journal	Ongoing
Drawing Task	Week 5
Ceramic Design Task	Week 8
Art Appreciation Study	Week 10
Media Arts Design Task	Week 12

DESIGN

Introduction to Food Technology

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Inquiring and Analysing - Students analyse a group of similar products that inspire a solution to the problem. Students analyse a group of similar products that inspire a solution to the problem. Students develop a design brief, which presents the analysis of relevant research.
- Criterion B: Developing ideas – Students present a range of feasible design ideas, which can be correctly interpreted by others. Students present the chosen design and outlines the reasons for its selection with reference to the design specification. Students develop accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
- Criterion C: Creating a Solution - Students demonstrate excellent technical skills when making the solution. Students follow the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen design and the plan when making the solution. Students present the solution as a whole.
- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students explain the success of the solution against the design specification. Students describe how the solution could be improved.

Units of Inquiry	
Criteria for Sensory Design - Pizza Statement of Inquiry: Developments that support health and well-being include adapting to multiple requirements.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Practical Lessons	Weeks 6, 9, 11
Design Task - Pizza	Week 12
Process journal/booklet	Week 12

Introduction to Product Design 13 Week Rotation

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Inquiring and Analysing - Students analyse a group of similar products that inspire a solution to the problem. Students analyse a group of similar products that inspire a solution to the problem. Students develop a design brief, which presents the analysis of relevant research.
- Criterion B: Developing ideas – Students present a range of feasible design ideas, which can be correctly interpreted by others. Students present the chosen design and outlines the reasons for its selection with reference to the design specification. Students develop accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
- Criterion C: Creating a Solution - Students demonstrate excellent technical skills when making the solution. Students follow the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen design and the plan when making the solution. Students present the solution as a whole.
- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students explain the success of the solution against the design specification. Students describe how the solution could be improved.

Units of Inquiry

Product Designs and Specifications

Statement of Inquiry: When designing and developing products, the creator must evaluate its function and form with consideration to sustainability and global markets.

Assessment Task

Due Date

Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.

Process Journal

Ongoing

Design Task 1

Week 4

Design Task 2

Week 8

Design Task 3

Week 13

Textile Technology 13 Week Rotation

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- Criterion A: Knowing and understanding. Students demonstrate knowledge and understanding of the art form studied, including concepts, processes, the use of subject specific terminology and the role of the art form in original or displaced contexts. Students demonstrate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
- Criterion B: Developing Skills. Students demonstrate the acquisition and development of the skills and techniques of the art form studied. Students demonstrate the application of skills and techniques to create, perform and/or present art.
- Criterion C: Thinking creatively. Students develop a feasible, clear, imaginative and coherent artistic intention and present a range and depth of creative-thinking behaviours. Students demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.
- Criterion D: Responding. Students construct meaning and transfer learning to new settings and create an artistic response that intends to reflect or impact on the world around them. Students critique the artwork of self and others.

Units of Inquiry	
E-Textiles and Soft Toys Statement of Inquiry: Fashion products can be influenced by developments in technology, which enhance their form and function while still meeting ergonomic requirements.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
E-Portfolio	Week 5
Design & Practical Task	Week 12

INDIVIDUALS AND SOCIETIES

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding - Students use a range of terminology in context. Students demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.
- Criterion B: Investigating - Students formulate/choose a clear and focused research question, explaining its relevance. Students formulate and follow an action plan to investigate a research question. Students use methods to collect and record relevant information. Students evaluate the process and results of the investigation, with guidance.
- Criterion C: Communicating - Students communicate information and ideas in a way that is appropriate for the audience and purpose. Students structure information and ideas according to the task instructions. Students create a reference list and cite sources of information.
- Criterion D: Thinking critically - Students analyse concepts, issues, models, visual representation and/or theories. Students summarize information to make valid, well-supported arguments. Students analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations. Students recognize different perspectives and explain their implications.

Units of Inquiry	
Water in the World Statement of Inquiry: Healthy water systems provide meaning and inspiration to cultures.	
Place and Liveability Statement of Inquiry: Communities change through interaction with the environment.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Creative Response and Rationale	Week 10
Suburb Case study	Week 16

LANGUAGE ACQUISITION

French

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Comprehending spoken and visual text - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic conventions. Students engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- Criterion B: Comprehending written and visual text - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic aspects of format and style, and author's purpose for writing. Students engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to simple short phrases. Students interact in simple and rehearsed exchanges, using verbal and non-verbal language. Students use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics. Students communicate with a sense of audience.
- Criterion D: Using language in spoken and/or written form - Students write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. Students organize basic information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry	
Ma famille et moi Statement of Inquiry: Using accurate structures and accent allows us to convey a message and make connections with others.	
Tu me comprends? Statement of Inquiry: Learning a language involves thinking creatively in order to understand and convey meaning.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Family – listening task	Week 5
Family – speaking task	Week 7
School - reading task	Week 15
Directions - writing	Week 16

Indonesian

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Comprehending spoken and visual text - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic conventions. Students engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- Criterion B: Comprehending written and visual text - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic aspects of format and style, and author's purpose for writing. Students engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to simple short phrases. Students interact in simple and rehearsed exchanges, using verbal and non-verbal language. Students use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics. Students communicate with a sense of audience.
- Criterion D: Using language in spoken and/or written form - Students write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. Students organize basic information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry	
Menavigasi duniaku- Navigating my world Statement of Inquiry: The purpose of language learning is to communicate with others to better understand their message.	
Hidup sekolah saya- My school life Statement of Inquiry: Learning a language involves thinking creatively to understand context and convey meaning	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Listening test	Week 5
Speaking test	Week 7
Reading test	Week 15
Writing test	Week 16

Japanese

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Comprehending spoken and visual text - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic conventions. Students engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- Criterion B: Comprehending written and visual text - Students identify basic facts, messages, main ideas and supporting details. Students recognize basic aspects of format and style, and author's purpose for writing. Students engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.
- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to simple short phrases. Students interact in simple and rehearsed exchanges, using verbal and non-verbal language. Students use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics. Students communicate with a sense of audience.
- Criterion D: Using language in spoken and/or written form - Students write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. Students organize basic information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry	
Going Out for the Day Statement of Inquiry: Language is used purposefully to communicate about the personal and cultural world around us.	
Let's Celebrate! Statement of Inquiry: Cultural meanings and conventions affect our use of time and space.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Listening Test	Week 6
Reading test	Week 9
Speaking task	Week 13
Writing task	Week 15

LANGUAGE AND LITERATURE

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Analysing - Students identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts. Students identify and explain the effects of the creator's choices on an audience. Students justify opinions and ideas, using examples, explanations and terminology. Students interpret similarities and differences in features within and between genres and texts.
- Criterion B: Organizing - Students employ organizational structures that serve the context and intention. Students organize opinions and ideas in a coherent and logical manner. Students use referencing and formatting tools to create a presentation style suitable to the context and intention.
- Criterion C: Producing text - Students produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process. Students make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Students select relevant details and examples to develop ideas.
- Criterion D: Using language - Students use appropriate and varied vocabulary, sentence structures and forms of expression. Students write and speak in an appropriate register and style. Students use correct grammar, syntax and punctuation. Students spell (alphabetic languages), write (character languages) and pronounce with accuracy. Students use appropriate non-verbal communication techniques.

Units of Inquiry	
Imagined Worlds Statement of Inquiry: Writers are able to use their creativity to transcend the bounds of space and time through exploring familiar themes in unfamiliar settings.	
World Cinema and Perspectives Statement of Inquiry: Critical literacy helps us understand that perspectives and purpose can influence an audience.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Analytical Essay	Week 6
Imagined Worlds Creative Response	Week 10
Film Techniques Oral Presentation	Week 15
Film Review	Week 18

MATHEMATICS

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding – Students select appropriate mathematics when solving problems in both familiar and unfamiliar situations. Students apply the selected mathematics successfully when solving problems. Students solve problems correctly in a variety of contexts.
- Criterion B: Investigating patterns – Students select and apply mathematical problem-solving techniques to discover complex patterns. Students describe patterns as relationships and/or general rules consistent with findings. Students verify and justify relationships and/or general rules.
- Criterion C: Communicating – Students use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations. Students use appropriate forms of mathematical representation to present information. Students move between different forms of mathematical representation. Students communicate complete and coherent mathematical lines of reasoning. Students organize information using a logical structure.
- Criterion D: Applying mathematics in real-life contexts – Students identify relevant elements of authentic real-life situations. Students select appropriate mathematical strategies when solving authentic real-life situations. Students apply the selected mathematical strategies successfully to reach a solution. Students explain the degree of accuracy of a solution. Students explain whether a solution makes sense in the context of the authentic real-life situation.

Units of Inquiry	
Parts of a Whole Statement of Inquiry: Students will understand that different can be equal through exploring fractions, decimals, percentages and probability.	
Shape Statement of Inquiry: Students will understand how form and shape allows us to describe real world objects through exploring aspects of measurement and geometry.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Rational numbers task	Week 2
Probability test	Week 7
Rational numbers test	Week 10
Measurement assignment	Week 15
Geometry in-class investigation	Week 16
Geometry test	Week 18

PHYSICAL & HEALTH EDUCATION

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

- Criterion A: Knowing and understanding – Students describe physical and health education factual, procedural and conceptual knowledge. Students apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations. Students apply physical and health terminology effectively to communicate understanding.
- Criterion B: Planning for performance - Students outline goals to enhance performance. Students design and explain a plan for improving physical performance and health.
- Criterion C: Applying and performing – Students demonstrate and apply a range of skills and techniques. Students demonstrate and apply a range of strategies and movement concepts. Students outline and apply information to perform effectively.
- Criterion D: Reflecting and improving performance – Students describe and demonstrate strategies to enhance interpersonal skills. Students explain the effectiveness of a plan based on the outcome. Students explain and evaluate performance.

Units of Inquiry	
Practical- Dance, Hockey, Mod Tennis, Buroinjin/European Handball, Football (Soccer), Basketball, Fitness. Statements of Inquiry: <ul style="list-style-type: none"> • We begin to understand the need for communication skills through interacting in teams. • We begin to understand the effect of balance and movement during the changes that occur in competitions. 	
Health - Puberty and Relationships Statement of Inquiry: We develop an understanding of the physical, psychological and social changes in ourselves and how our body adapts to function as an adult.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Summative- Planning for performance and reflecting and improving performance.	
Formative assessment- Ongoing class tasks and class participation, including peer and individual feedback on progress	Ongoing
Soccer	Ongoing
Health – Relationships and Puberty	Week 6
T-ball	Ongoing
Hockey	Ongoing
Mod Tennis	Ongoing
Buroijin/European handball/Basketball	Ongoing
Fitness testing	Ongoing
Fitness	Ongoing

SCIENCES

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding - Students describe scientific knowledge. Students apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations. Students analyse information to make scientifically supported judgments.
- Criterion B: Inquiring and designing - Students describe a problem or question to be tested by a scientific investigation. Students outline a testable hypothesis and explain it using scientific reasoning. Students describe how to manipulate the variables, and describe how data will be collected. Students design scientific investigations.
- Criterion C: Processing and evaluating - Students present collected and transformed data. Students interpret data and describe results using scientific reasoning. Students discuss the validity of a hypothesis based on the outcome of the scientific investigation. Students discuss the validity of the method. Students describe improvements or extensions to the method.
- Criterion D: Reflecting on the impacts of science - Students describe the ways in which science is applied and used to address a specific problem or issue. Students discuss and analyse the various implications of using science and its application in solving a specific problem or issue. Students apply scientific language effectively. Students document the work of others and sources of information used.

Units of Inquiry	
Earth in Space	Statement of Inquiry: Students will understand that patterns within systems influence the way we use resources, through inquiry into systems within the environment on Earth and beyond.
Cycles & Seasons	Statement of Inquiry: Students will understand that patterns within systems influence the way we use resources through inquiry into systems within the environment on Earth and beyond.
Classification	Statement of Inquiry: Students will understand that a variety of factors influence the diversity of living things through inquiry into human interactions within ecosystems.
Ecology	Statement of Inquiry: Students will understand that a variety of factors influence the diversity of living things through inquiry into human interactions within ecosystems.
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Resources Assignment	Week 4
Resources Test	Week 5
Classification Assignment	Week 14
Classification Test	Week 14