



# Year 7 - Assessment Schedule

Term 2, 2018

| Subject                                   | Assessment Task  | Due   |
|---|--|---|
| English                                   | <b>Timed Writing Essay</b><br>Students will undertake a series of timed narrative and persuasive writing activities. Students will do a number of reading comprehension activities.  | Week 1 - 4  |
|   | <b>Limericks</b><br>Students will be required to create their own Limerick using the skills and techniques taught in class. The second part of the assessment students will be required to analyse a piece of poetry.  | Week 10   |
|   | Ongoing Bookwork   | Ongoing   |
| Maths                                     | <b>Mid Term Exam: Statistics - Data and Graphs</b><br>Students will learn about data and the centre of measures of spread, and different types of graphs and tables. They will be assessed with an exam.   | Week 7  |
|   | <b>End of Term Exam: Measurement and Geometry</b><br>Students will be learning about angles and the angles within different shapes. They will investigate the volumes of various shapes, and learn to draw 3D shapes from various angles. This unit of work will be assessed with a end of term exam.  | Week 10   |
|   | <b>Alternating Fortnightly Quiz and Book Check</b><br>Students are expected to keep ongoing notes in their workbooks throughout the term.  | Weekly  |
| Science                                   | <b>Orbit Model and Poster</b><br>Students will build a model of the Sun, Earth and Moon illustrating their orbital movement around each other, and then produce a poster or presentation communicating what they have learned.   | Week 4  |
|   | <b>Water Saving Brochure</b><br>Students are learning about the resources we use every day, where they come from and what supplies we have to draw upon in the future. We will be looking at how Alice Springs' water supply is a non-renewable resource and students will produce a brochure, computer presentation or video about how we can reduce water use.   | Week 10   |
| SOSE<br>Water in the World<br>5 Week Unit | <b>Water in the World: Workbook</b><br>Students are learning about water - water as a resource, the water cycle, water scarcity, Australia's water use and Indigenous cultural perspectives on water. Student's workbooks will be checked by the teacher and they will receive formative feedback on questions they have answered independently in class on the various topics covered.  | Week 4 & 8  |
|   | <b>Water in the World: The Water Cycle</b><br>Students are learning about classifying water as a resource, describing ways that water flows and connects places, and how water affects places. Students will produce a small poster on the water cycle to display their understanding of the water cycle. Task description: Imagine you are a water droplet in a cloud. Create a poster of your journey through the water cycle in your own words and hand-draw images that complement the written aspect. | Week 3  |
|   | <b>Water in the World: Telegraph Station Geography Trip / Report and Venn Diagram</b><br>Students are learning about the quality and variability of Australia's water resources, water scarcity and ways to overcome it and connecting the cultural aspects of water in Alice Springs. Students will collect and analyse data from the   | Excursion<br>Week 7<br><br>Final Report<br>Due Week |

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|   | Telegraph Station to enhance their understanding of water in Alice Springs, scarcity and Indigenous perspectives of water use. They will complete a written report that will compare the data they have gathered and how this relates to Water in the World.  | 10         |
| <b>SOSE</b><br><b>Place and Liveability</b><br><b>5 Week Unit</b>                   | <b>Place and Liveability: Workbook</b><br>Student's exercise books will be checked for neatness, consistency and completion of set work.  | Week 6, 8  |
|   | <b>Test: analysis of sources</b><br>Students will use the GeoSpace Liveability Survey to collect demographic information about the liveability of their neighborhood. They generate inferences from the information they gather to propose a simple explanation for any patterns, trends and relationships they find.   | Week 7     |
|   | <b>Design and Event, Facility or Service</b><br>Design, an event, facility or service that is designed to enhance the social connectedness of the local community. Explain how this would contribute to livability.   | Week 9     |
| <b>Health &amp; PE</b>  | <b>Online and Offline Relationships: Mind Map</b><br>Students will create a Mind Map to illustrate the different types of relationships they have, both on and off line. Within this Mind Map we will also discuss and illustrate different types of behaviours we show within each different type of relationship.   | Week 2     |
|   | <b>Deck of Choices</b><br>Students will create a deck of cards detailing both positive and negative strategies/choices for a range of scenarios discussed in class.   | Week 4     |
|   | <b>Storyboard</b><br>We will as a class, watch the short video called 'Children see Children Do'. Students will then use a storyboard template to show an understanding of alternate options that are available when confronted with difficult situations.  | Week 6     |
|   | <b>Ying/Yang activity</b><br>Students will take a relationship from the mind map they have created use their deck of choices to create a scenario and range of positive and negative choices to demonstrate their understanding.  | Week 8     |
|   | <b>Athletics</b><br>In Term 2 students will be practicing and performing a number of athletics events. Students will be required to complete each event, to prepare them for the school Athletics Carnival.   | Ongoing    |
| <b>ARTS</b><br><br><i>Students in Year 7 rotate through Arts courses each term.</i> | <b>Home Ec</b><br>Students will cook a set dish in the kitchen from a recipe. They will complete a self-assessment rubrics on practical skills and make a Power Point covering all aspects of topics covered within the term.<br><b>Design &amp; Tech</b><br>Student will design and make a dice. They will design and make a maze and will program a robots sensors to navigate the maze.<br><b>Art</b><br>Students will learn about the art techniques to create a tonal still life, a linocut print and a ceramic sculpture. | Weeks 1-10 |