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| Year 7 juncture  Planning and auditing template |
|  |
| All key learning areas |

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| About this template This resource is intended to help you plan teaching, learning and assessment of the *Essential Learnings* across the curriculum. It can be used to:   * audit existing units * plan new units of work.   The template provides a record of your units of work and their specific teaching, learning and assessment of:   * Ways of working * Knowledge and understandings (conceptual statements only) * Assessable elements.  Using the form features This template is a protected MS Word form document — it allows you to enter unit titles in the shaded areas and check and uncheck boxes by clicking on them.  To make any other changes to the template, turn off the MS Word protection feature:   * Open the document in MS Word. * Display the Forms toolbar: from the top menu, select View > Toolbars > Forms. * On the Forms toolbar, click on the Protect forms icon (padlock).     Reactivate protection by clicking on padlock when needed. | Five processes that guide planning  Five_planning_processes_Yr3_juncture  *This template can be used to identify curriculum and develop assessment.* Additional planning and auditing resources **APEL** is a QSA developed software application to help teachers audit their curriculum and plan units of work using the *Essential Learnings*. Available from the QSA website <www.qsa.qld.edu.au>. |

Year 7 juncture — The Arts

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| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * create and shape arts works by modifying arts elements to express purpose and to include influences from their own and others cultures and times | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * modify and polish arts works, using interpretative and technical skills | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify, apply and justify safe practices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on learning to apply new understandings and identify future applications. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 7 juncture — The Arts

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | | | Year 7 | | | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | | | Semester 1 | | | | | Semester 2 | | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
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| Dance: Dance involves using the human body to express ideas, considering different audiences and intended purposes,  by modifying dance elements in movement sequences. | | | | | | | | | | | | | | | | | | | | | |
| * Combinations of locomotor and non-locomotor movements are used to create actions for movement sequences. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Directional focus is used to draw attention in space in movement sequences. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Combinations of simple and compound time signatures are used to modify timing of movements in sequences. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Suspending and vibrating movement qualities are used to modify energy. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| Drama: Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences  and intended purposes, through dramatic action based on real or imagined events. | | | | | | | | | | | | | | | | | | | | | |
| * Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Dramatic action is interpreted, prepared and shaped through scenarios and scripts. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |

Year 7 juncture — The Arts

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | | | Year 7 | | | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | | | Semester 1 | | | | | Semester 2 | | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
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| Media: Media involves constructing meaning, considering intended audiences and intended purposes, by modifying  media languages and technologies to create representations. | | | | | | | | | | | | | | | | | | | | | |
| * Still and moving images, sounds and words are applied and modified, using genre conventions, to construct media texts. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Media techniques and practices, including editing and publishing, are used to create media texts. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| * Representations in media texts have specific purposes and are modified to maximise audience impact. | |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |  |
| Music: Music involves singing, playing instruments, listening, moving, improvising and composing by modifying  the music elements to express ideas, considering intended audiences and intended purposes, through sound. | | | | | | | | | | | | | | | | | | | | | |
| * Duration, beat, time values and metre are used to create rhythm. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Pitch and intervals are used to create melody. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Tonalities and harmonies are used to organise music in vertical arrangements. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Contemporary and traditional musical forms are used to structure music. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Vocal, instrumental and electronic sound sources have characteristic sound qualities (tone colour). | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |
| * Relative softness and loudness and emphasis of sounds are used to change dynamic levels and expression of music. | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  | |  |  |

Year 7 juncture — The Arts

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Visual Art: Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express  ideas, considering different audiences and different purposes, through images and objects. | | | | | | | | | | | | | | | | | |
| * Blended, controlled and symbolic colour is used to create depth, representation and symbolism. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Descriptive and emotive lines are used to create abstraction, proportion and symbolism. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Negative space and positive shape are used to create abstraction, non-representation and proportion. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Actual, invented and simulated textures are used to create depth, representation and non-representation. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

The Arts — Assessable elements

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Assessable elements | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students demonstrate evidence of their learning over time in relation to the following assessable elements: |
| Knowledge and understanding | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Creating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presenting | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Responding | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflecting | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 7 juncture — HPE

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| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * identify issues and plan investigations and activities | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * collect, analyse and evaluate information and evidence | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * draw conclusions and make decisions supported by information and evidence | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply movement concepts and make purposeful refinements to movement skills | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * create and perform movement sequences through modifying and combining movement skills and applying movement concepts | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify risks and justify and apply safe practices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * select and demonstrate appropriate personal development skills and strategies in team and group situations | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on and identify the impact of diverse influences on health and well being, movement capacities and personal development, including the best use of positive influences | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on learning, apply new understandings and identify future applications. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 7 juncture — HPE

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Health: Health is multidimensional and influenced by individual and group actions and environments. | | | | | | | | | | | | | | | | | |
| * Health includes physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Family, peers and the media influence health behaviours. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Individual, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical activity: Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity. | | | | | | | | | | | | | | | | | |
| * Modifying techniques and selectively applying movement concepts can enhance physical performance and increase enjoyment in physical activities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Refining teamwork, tactics and strategies in a variety of contexts improves movement capacities, and physical performance, and enhances participation in physical activity. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Regular participation in physical activity can enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, and health and wellbeing. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 7 juncture — HPE

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Personal development: Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development. | | | | | | | | | | | | | | | | | |
| * Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

HPE — Assessable elements

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Assessable elements | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students demonstrate evidence of their learning over time in relation to the following assessable elements: |
| Knowledge and understanding | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Investigating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Planning | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Implementing and applying | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflecting | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 7 juncture — SOSE

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| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * identify issues and use common and own focus questions | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * plan investigations using inquiry models | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * collect and organise information and evidence from primary and secondary sources | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * evaluate sources of information and evidence for relevance, reliability, origins and perspective | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * draw conclusions and make decisions based on information and evidence by identifying patterns and connections | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * respond to investigation findings and conclusions by planning and implementing actions | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply strategies to contribute effectively to representative groups and to participate in civic activities | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on learning, apply new understandings and identify future applications. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 7 juncture — SOSE

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Time, continuity and change: Changes and continuities are linked to particular events and the achievements  of individuals and groups that attract different interpretations. | | | | | | | | | | | | | | | | | |
| * Events from pre-colonisation to Federation, including Indigenous heritages, European colonisation, frontier conflicts, the development of the economy, and the Federation movement, have established the Australian nation and contributed to Australian identities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Australia’s relationship with its Asian and Pacific neighbours is linked to events over a range of time periods, including events associated with the “White Australia” policy, refugees and immigration, free-trade agreements and military alliances. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * National traditions, celebrations and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Place and space: Environments are defined by physical characteristics and processes, and are connected  to human activities and decisions about resource management. | | | | | | | | | | | | | | | | | |
| * Australian environments are defined by patterns of natural processes, by human activities and by the relationships between them, including climate and natural resource distribution, resource use, and settlement patterns. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Natural hazards are a result of natural processes, and human activity can affect the impacts of these occurrences. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 7 juncture — SOSE

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Place and space: Environments are defined by physical characteristics and processes, and are connected  to human activities and decisions about resource management. | | | | | | | | | | | | | | | | | |
| * Physical and human dimensions are used to define global environments. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Culture and identity: Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts. | | | | | | | | | | | | | | | | | |
| * Material and non-material elements influence personal identity and sense of belonging of groups. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Perceptions of different cultures and groups are influenced by local, national and world events and by representations. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Aboriginal people’s and Torres Strait Islander people’s diverse social organisation, languages and lifestyles reflect the importance of “country” — land, sea and places | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 7 juncture — SOSE

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Political and economic systems: Societies and economies have systems and institutions based on principles and values. | | | | | | | | | | | | | | | | | |
| * Australia’s government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Australia’s legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Australian citizenship involves values, attitudes and actions related to political equality and civil and human rights. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Australia is connected to other nations through international agreements, the responsibilities of global citizenship, and shared commitments to security and environmental issues. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Economic systems involve primary, secondary, service and knowledge industries that use resources and develop products and services for sale to consumers. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

SOSE — Assessable elements

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Assessable elements | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students demonstrate evidence of their learning over time in relation to the following assessable elements: |
| Knowledge and understanding | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Investigating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Communicating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflecting | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 7 juncture — Technology

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| Ways of working | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students are able to: |
| * investigate and analyse the purpose, context, specifications and constraints for design ideas | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * select resources, techniques and tools to make products that meet specifications | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * plan and manage production procedures and modify as necessary | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * make products to meet specifications by manipulating and processing resources | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify risks and justify and apply safe practices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * evaluate the suitability of products and processes for the purpose and context, and recommend improvements | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on and identify the impacts of products and processes on people, their communities and environments | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on and identify the impacts of products and processes on people, their communities and environments applications. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Year 7 juncture — Technology

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| Knowledge and understanding | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| **Key:** Teaching and learning  Assessment | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |
| Technology as a human endeavour: Technology influences and impacts on people, their communities and environments. | | | | | | | | | | | | | | | | | |
| * Design and development of products are influenced by societies’ changing needs and wants, and include artefacts, systems, environments and services. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Information, materials and systems (resources): The characteristics of resources are matched with tools and techniques to make products to meet design challenges. | | | | | | | | | | | | | | | | | |
| * Resources are selected according to their characteristics, to match requirements of design challenges and suit the user. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Technology — Assessable elements

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Assessable elements | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students demonstrate evidence of their learning over time in relation to the following assessable elements: |
| Knowledge and understanding | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Investigating and designing | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Producing | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Evaluating | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflecting | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ICT Cross-curriculum priorities

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Inquiring with ICTs | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students explore and use ICTs in the processes of inquiry across key learning areas. They: |
| * identify the inquiry focus, data and information requirements and possible digital information sources | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * plan, conduct and manage structured searches and advanced searches for data and information in response to questions | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * organise and analyse, experiment with and test data and information from a variety of sources | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * evaluate data and information gathered for usefulness, credibility, relevance, accuracy and completeness | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on, analyse and evaluate how ICTs have assisted in meeting the inquiry purposes and in developing new understandings. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Creating with ICTs | | | | | | | | | | | | | | | | | |
| Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop  understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They: | | | | | | | | | | | | | | | | | |
| * develop plans and proposals, considering common ICT design feature | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * develop criteria to evaluate responses, plans and processes | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * express and creatively represent ideas, information and thinking | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * creatively document and present their planning, thinking and learning using a combination of media | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on their use of ICTs as creative tools and evaluate the quality of their ICT responses, plans and processes against criteria. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ICT Cross-curriculum priorities

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Communicating with ICTs | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students experiment with, select and use ICTs across key learning areas to collaborate and enhance communication with individuals, groups or wider audiences in local and global contexts for an identified purpose and audience. They: |
| * collaborate, develop, organise and present new ideas | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * consider how ICTs can be used to enhance interpersonal relationships and empathise with people in different social and cultural contexts | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply suitable or agreed communication conventions and protocols | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * select and apply a variety of digital media to improve communication | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * establish their own or a group image and identity in communication | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on their use of ICTs and consider feedback to improve collaboration and refine and communicate meaning. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ICT Cross-curriculum priorities

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Ethics, issues and ICTs | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students understand the role of some ICTs in society. They develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments. They |
| * apply codes of practice for safe, secure and responsible use of ICTs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * review the use of ICTs in terms of safety, ethical practice, legality and responsibility | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply values and codes of practice of the ICT environment that respect individual rights and cultural differences when accessing and delivering information online | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply protocols to acknowledge the owner(s)/creators(s) of digital information sources and develop an awareness of legislation relating to digital theft and plagiarism | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply a range of preventative strategies to address issues relating to health and safety when using ICTs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * develop and apply strategies for securing and protecting digital information, including personal information | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * evaluate how their use of ICTs meets ethical and legal criteria | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on, analyse and evaluate the use of ICTs, assess their impact in the workplace and society, and consider future needs. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ICT Cross-curriculum priorities

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|  | | Units of work | | | | | | | | | | | | | | | |
| Year 6 | | | | | | | | Year 7 | | | | | | | |
| Semester 1 | | | | Semester 2 | | | | Semester 1 | | | | Semester 2 | | | |
| Operating ICTs | Unit title |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students use a range of advanced ICT functions and applications across key learning areas to inquire, create, collaborate and communicate, and to manage information and data. They: |
| * develop operational skills and begin to use the extended functionality of a range of ICT devices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * investigate the main uses and processes of some input, output, processing and storage devices | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * describe various ICT devices and processes using ICT-specific terminology | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply operational conventions when using ICTs | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * develop strategies for learning new ICT operations and consider different ways to perform tasks | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * identify operational advantages to manage personal ICT resources and customise interfaces | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * apply agreed processes for personal management of digital content and identify the advantages of customisation | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * reflect on, analyse and evaluate their operational skills to meet the requirements of system resources, processes and conventions. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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