

Student A – Year 7

Unit of work overview - Health Education - Physical Education - Art - Maths - Science – English - Business - Civics

### **Rationale:**

Student A has difficulty staying motivated as a homeschool student. Project Based Learning (PBL) is an approach that has been proven very efficient in order to generate enthusiasm and meaning in learning over the last few decades (Bell, 2010). PBL will therefore be used as the overarching pedagogy for this school term.

Student A is at the end of his year 7 of schooling and it is necessary to consolidate what has been learnt earlier. As well it will be important to complete the learning of the mandatory knowledge, understanding and skills that the Australian Curriculum recognises (2020).

Student A's interests are many and therefore it was important to find a project that could unite all various passions. This is the reason why a theme around media art and camping has been chosen. In regards to camping, as part of student A latest school work, student A organised a school camp which included organisation, marketing and budgeting. The camping component will be kept in this new unit of work in order to build on the skills that has been developed.

Student A has also some personal goals. Attention has therefore been given to connect the project with these aims. Student A's goals are mainly focused on developing physical, emotional and social well-being as well as creating a photography exhibition.

Similarly, student A is going through an important transition as an early teenager. Student A is experiencing rapid change with body, emotion and mind. This fact leads to the importance for student A to learn about identity and how change impacts it in order to maintain a balanced health in all areas of life.

Student A's PBL for this term has also been influenced by local circumstances. Over the last few weeks the Gympie newspaper reported a multitude of camping infringements in the area (Gympie today, 2020). From this understanding, student A's unit of work will not only be directed to personal learning but also to community contribution, known as service based learning (SBL). SBL researchers have documented much positive influence on learning over the years (Farber, 2017).

Therefore this project has been entirely tailored for student A, taking into consideration individual circumstances, local community facts as well as the Australian Curriculum for Year 7. The intention is for student A to bring all areas of life into one focused project that has meaning and benefits both as an individual and to society at large.

The unit of work will be constructed via the Backward Mapping framework (Weir, 2009). It means that we have first decided upon the real life priorities that students are facing. From this, we are linking them to the Australian curriculum for each learning area. When achievement standards have been selected, it is time to decide on the learning goals making sure high order thinking skills and knowledge are included (Biggs & Collis, 2014). Then it is time to design the assessment task, including the Guide To Make Judgement (GTMJ) based on Matters' continuum model (Matters, 2005), the summative and formative assessments, as well as all the guiding steps for students to become successful learners. Finally we will create all the learning activities that support the framework based on these assessments.

The Melbourne Declaration (2008) is embedded in this personalised unit in which the learning goals take into consideration the physical, emotional, cognitive, environmental, social and spiritual dimension of student A, as well as contributing to make him a successful lifelong learner. For this aspect, PBL is appropriate as it will help student A measure and apply the knowledge, understanding and skills student A needs most in that moment, contributing to immediate and long term health and well-being. By having a strong health foundation, learning can occur more easily as the research has proven (McLeod, 2007).

### **Step 1: Real life priorities**

Student A is interested in four main areas: YouTubing, photography, camping and graphic design. These are individual real life priorities. As well there is a present trend around Gympie of behaviours that break the laws and disturb the local fauna and flora. A need for campers to connect with nature in a more respectful manner is therefore needed in this area. The SBL and PBL will therefore be based on these facts and needs. As all SBL and PBL start with a critical question, the main inquiry will be around: **"How to use media art to help Gympie's residents and visitors have a meaningful experience and understanding of nature through camping?"**.


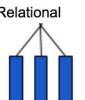


**Step 2: Connection to the Australian Curriculum Year 7 achievement standards and content descriptors:**

Arts	Science:	Health Education:	English:	Mathematics:	Humanities: Civics:	Physical Education:
<p>By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.</p> <p>Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067).</p> <p>Plan, structure and design media artworks that engage audiences (ACAMAM069).</p> <p>Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070).</p>	<p>They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They communicate their ideas, methods and findings using scientific language and appropriate representations.</p> <p>Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112). Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223). Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS125). Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (ACSIS133).</p>	<p>Focused areas: mental health and wellbeing (MH) and safety (S)</p> <p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.</p> <p>Investigate the impact of transition and change on identities (ACPPS070). Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071). Investigate and select strategies to promote health, safety and wellbeing (ACPPS073). Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078).</p>	<p>They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts. Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.</p> <p>Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765). Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720). Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724). Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725).</p>	<p>They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. They represent transformations in the Cartesian plane. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.</p> <p>Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157).</p> <p>Find percentages of quantities and express one quantity as a percentage of another with and without digital technologies. (ACMNA158).</p> <p>Recognise and solve problems involving simple ratios (ACMNA173).</p> <p>Investigate and calculate 'best buys', with and without digital technologies (ACMNA174).</p> <p>Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point (ACMNA178).</p> <p>Investigate, interpret and analyse graphs from authentic data (ACMNA180).</p>	<p>When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.</p> <p>How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050).</p> <p>Issues:</p> <p>They apply economics and business knowledge, skills and concepts to familiar problems. They identify the effects of their decisions and the possible effects of alternative actions.</p> <p>Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021). Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES024).</p>	<p>Focused area: challenge and adventure activities (CA)</p> <p>They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.... They apply movement concepts and refine strategies to suit different movement situations.</p> <p>Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082).</p> <p>Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083).</p> <p>Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087).</p>

**Step 3: Creating the learning goals: (SOLO verbs in bold) – colour code connected with the GTMJ below**

<p>Arts:</p> <p><b>Identify</b> the common various view points about 'nature' that campers have in the Gympie region.</p> <p><b>Create</b> a photographic exhibition using images and texts that engage campers in connecting with nature in a more healthy manner.</p>	<p>Science:</p> <p><b>Observe, explain and represent</b> the function of food webs within an ecosystem.</p> <p><b>Collaborate</b> with the Butchulla people to <b>understand</b> and <b>implement</b> a plan of action to restore a sustainable ecosystem around camping ground near Gympie.</p>	<p>Health Education:</p> <p><b>Recognise</b> how changes that occur through puberty impact emotional, social and environmental health.</p> <p><b>Identify</b> specific emotional, social and environmental health issues occurring amongst Gympie's campers.</p> <p><b>Create</b> a plan of action in order to support emotional, social and environmental health amongst Gympie's campers.</p>	<p>English:</p> <p><b>Synthesise</b> and <b>use</b> personal knowledge as well as specific language features to help people observe, reflect and adjust their relationship with nature.</p> <p><b>Read and analyse</b> texts from different genre about camping and relationship with nature.</p>	<p>Mathematics:</p> <p><b>Collect, represent and analyse</b> data about walking fitness level, flora and fauna population on a cartesian plane.</p> <p><b>Create</b> a budget and <b>solve</b> its problems using fractions, decimals and percentages as well as the four operations and compare cost of items.</p> <p><b>Understand and use ratio</b> to develop photographic skills.</p>	<p>Humanities:</p> <p><b>Civics:</b></p> <p><b>Understand and apply</b> Australia's laws about camping and how these laws are regulated.</p> <p><b>Synthesise and include</b> knowledge of these laws within the text of the photographic exhibition.</p> <p><b>Business:</b></p> <p><b>Present</b> various alternatives to a camping night budget.</p> <p><b>Explain the causes and consequences</b> of issues that happened during the budget made using business skills and concepts.</p>	<p>Physical Education:</p> <p><b>Create and implement</b> a fitness plan aimed at being able to do a forty minutes bushwalk while carrying camping gears without strain.</p>
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**SOLO Taxonomy (personal adaptation from Biggs & Collis, 2014):**

SOLO Level	Meaning	Verbs	Development
 Extended abstract	Conceptualise beyond what has been taught, can generalise to a new area.	Generalise, predict, evaluate, reflect, hypothesize, create, theorise, prove, plan, justify, argue, compose, prioritise, design, construct, perform, judge, reflect, transfer theory (to new domain), generate, formulate, imagine,	Develop qualitatively
 Relational	Indicates orchestration between fact and theory, action and purpose. Understanding of several components which are integrated conceptually. Can apply the concept to familiar problems and situations	Sequence, classify, compare and contrast, explain causes, explain effects, analyse (part-whole), form an analogy, organise, distinguish, interview, question, relate, apply, integrate, apply theory (to its domain), apply, argue, compare, justify, convert, infer, solve,	Become deeper
 Multistructural	Indicates understanding of boundaries but not of systems. Understanding of several components but not very deeply. Disorganised collection of concepts around an issue.	Describe, list, outline, follow an algorithm, combine, enumerate, apply method, perform serial skills, define, express, extend, generalise, calculate	Develop quantitatively
 Unistructural	Concrete but minimalist understanding of an area. Focus on one conceptual issue in a complex case.	Define, identify, name, draw, find, label, match, follow a simple procedure, paraphrase, count, recite, follow instructions, arrange, duplicate, memorise, recognise, order, outline, recall, repeat, reproduce, select, state, locate, paraphrase,	Become wider

Sample only - Curriculum Design

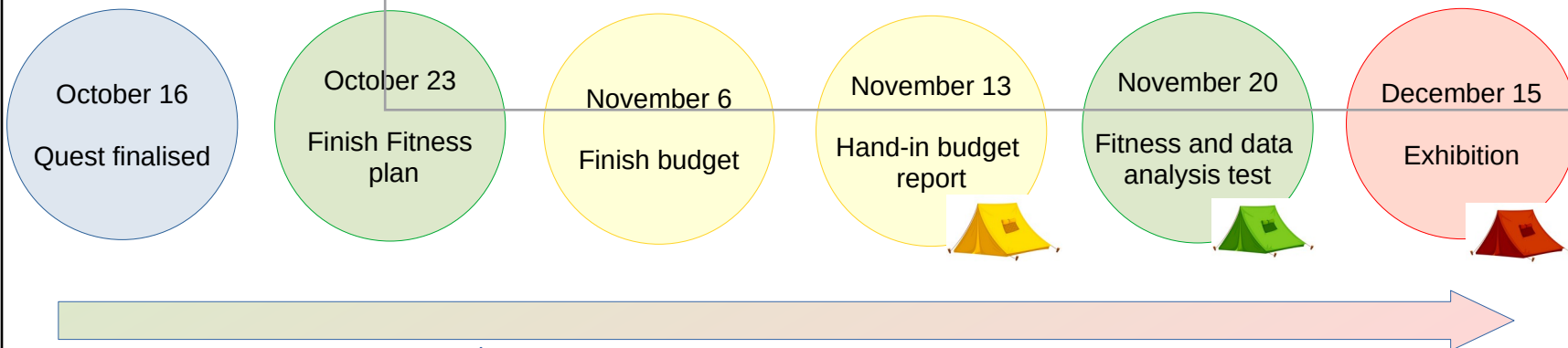
#### Step 4: Design the assessment Task: student A's Quest

**What?** The Quest for Term .... year...:

**Organise a camping night with friends and family to display a photographic exhibition. The exhibition is aimed at helping campers appreciate, observe, respect and learn from nature.**

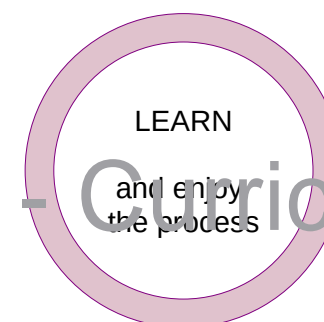
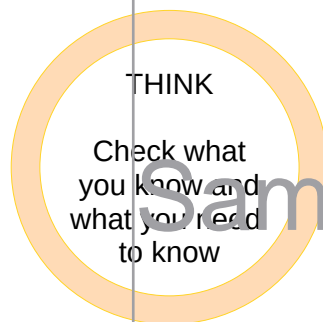
**When?** Important dates and checkpoints for the Quest:

- October 16: Last request for modification of the project GTMJ.
- October 23: Finalise the fitness plan to be implemented from October 23 until November 20.
- November 6: Finalise the budget and invite guests to the exhibition (with 5 days RSVP).
- November 13: camping night (no guest), *formative* assessment for component 1,2 and 4, **summative assessment for component 3 (handing in the 2 budgets and the report on 'What issues can happen while creating a budget?')** .
- November 20: camping night and exhibition (no guest), *formative* assessment for component 1,2 **summative assessment for component 4 (40 minutes walk test and data analysis)** .
- December 15: camping night and exhibition (with guest) and **summative assessment for component 1, 2.**



**How?** Keep in mind these following steps. You can also read them again if you get stuck along the way. For each of the 4 components of the Quest:

1. **List** all the resources you need (information wells, equipment needed) .
2. **Write:** all what you know – all what you don't know – all you have done so far – all that needs to be done
3. **Reflect** on how you are going to know what you don't know using your resources (add more resources to the list if you think of others) – how you are going to do what you haven't done.
4. **Learn** what you need to learn.
5. **Go ahead with** your Quest



**Why?** Basically the project is for you to live your life in the best possible way: integrating your passion and your learning to become a fully responsible adult.

- This project is a stepping stone to become the adult you want to become.
- This project is a reflection of where you are at now.
- To know yourself a bit more.
- The more you know yourself the more capacity you have to live the life you aspire to live.

**GTMJ:**

<p><b>Demonstrate</b> the ability to express one's view on nature based on educated knowledge.</p>	<p><b>Create</b> a photographic exhibition that help campers appreciate, observe, respect and learn from nature.</p>	<p><b>Evaluate</b> various budget alternatives for the camping night using appropriate mathematical and business languages.</p>	<p><b>Create, implement and analyse</b> data of a fitness plan aimed at being able to do a 40 minutes bushwalk while carrying camping gears without strain.</p>	<p>Standards</p>
<p><b>Sequence</b> the presentation to reflect the gradual process of the acquisition of one's view to make oneself deeply understood.</p>	<p><b>Organise</b> the exhibition by using the local environment to reflect the artifacts and maximise their impact on participants</p>	<p><b>Extrapolate</b> and <b>justify</b> from at least five alternative budgets created what events could be organised in the future</p>	<p><b>Integrate</b> the emotional, social and environmental dimension of Health in the fitness plan.</p>	<p>Achieve far and beyond</p>
<p><b>Justify</b> one's view with knowledge of the connection between ecosystem and foodwebs, data record of fauna and flora and legislation.</p>	<p><b>Justify</b> the connection between the photos used and the text written</p>	<p><b>Analyse</b> and <b>solve</b> a series of issues that can manifest during the creation of a budget.</p>	<p><b>Justify</b> the choice of the fitness plan created in light of one's own knowledge and capacity.</p>	<p>Achieve with excellence</p>
<p><b>Demonstrate</b> the ability to express one's view on nature based on the understanding of various circumstances, such as other people's view, legislation and scientific knowledge of ecosystem.</p>	<p><b>Create</b> a photographic exhibition that includes at least 7 images with text that help campers appreciate, observe, respect and learn from nature by using knowledge of emotional, social and environmental health.</p>	<p><b>Evaluate</b> two alternative budgets for the camping night that is accurate, complete and that use mathematical and business languages such as debit, credit, profit and loss, using the four operations, percentages, fractions and decimals.</p>	<p><b>Create, implement and analyse</b> data of a fitness plan aimed at being able to do a 40 minutes bushwalk while carrying camping gears without strain by using technology (watch timers...) fitness knowledge (heart beat, number of breath, muscle care...), and mathematical knowledge (cartesian plane, median and mean).</p>	<p>Achieve completely</p>
<p><b>Express</b> one's view on nature based on one's own judgment, or based on misunderstood facts and knowledge of law and science.</p>	<p><b>Create</b> a photographic exhibition that helps campers understand nature differently through images and text.</p>	<p><b>Create</b> only one budget or two that contains some mathematical mistakes.</p>	<p><b>Create</b> and implement a fitness plan aimed at improving one's own walking capacity.</p>	<p>Some aspects needs some more learning</p>
<p><b>Display</b> artefacts that are difficult to understand and which don't relate with either one's view or with nature.</p>	<p><b>Create</b> a photographic exhibition connected with nature through images and text.</p> <p><b>Display</b> some random photos without any clear expressed meaning.</p>	<p><b>Create</b> a budget that includes inappropriate mathematical and/or business reasoning</p> <p><b>Write</b> a series of number that are incoherent</p>	<p><b>Create</b> and implement some ideas of fitness.</p> <p><b>Go</b> for a walk, get easily discouraged with one's own ability and give up on the possibility for improvement</p>	<p>Need support to review and learn</p>

Sample only Curriculum Des

## Step 5: Guiding Weekly Steps:

Main objectives	Learning goals	Assessment	Ressources & Differentiation
<b>Week 1:</b> Discover the project for this term	<b>Identify</b> one's passion and interest. <b>Understand</b> the needs from the Australian Curriculum. <b>Explore</b> the implementation of the project in the community. <b>Understand</b> the learning methodology of working from home in a semi self directed manner.	<b>Diagnostic</b> assessments on student A's capacity to be a self directed learner.	Australian Curriculum Year 7: Overview 1 – Overview 2
<b>Week 2:</b> <b>Understand</b> the assessment task and GTMJ <b>Set</b> a learning plan for the 10 weeks	<b>Understand</b> the differences and commonality between the dimensions of health and in particular the emotional, social and environmental dimensions. <b>Understand</b> and implement routines that nourish the various dimensions of health. <b>Understand</b> what self-directed learning is. <b>Explore</b> how to motivate oneself during self-directed learning. <b>Choose</b> a novel about nature and camping.	<b>Formative</b> assessment on PBL's understanding and daily routines. <b>Formative</b> assessment on the whole project overall	Self-directed learning: Video 1 – Video 2 – Video 3 Motivation: Video 1 – Video 2 – Video 3 – Video 4 Novel: Gympie Library Dimension of health: Article
<b>Week 3:</b>  <b>Create</b> the fitness plan.  <b>Understand</b> what an ecosystem is.  <b>Understand</b> the changes that occurs during puberty	<b>C1:</b> <b>Understand</b> what an ecosystem is. <b>Represent</b> a simple ecosystem that could be found in camping grounds in the Gympie region. <b>Read</b> novel about nature and camping. <b>Write</b> on a journal what is our view on nature. <b>Explain</b> how one of your photo expresses your view of nature.	<b>Formative</b> assessment on ecosystem	ABC resources - Simpark game – Tito Ecology game – Ecosystem Board Game  Video 1 – Video 2  Personal reflective journal
	<b>C2:</b> <b>Understand</b> what puberty means. <b>Analyse</b> how puberty is a period of change. <b>Synthesize</b> the emotional, social and environmental changes that are happening in oneself during puberty. <b>Choose</b> 3 photographs of animals and explain what you like about each of them using the first video on elements of design: line and filling the frame. <b>Explore</b> the Gympie region' camping grounds and take photos.	<b>Formative</b> assessment on changes occurring during puberty. <b>Formative</b> assessment on the elements of photography.	Puberty: Video 1 – Video 2 Photography elements: intro - line and filling the frame
	<b>C3:</b> <b>List</b> all the possible camping grounds that are eligible for presenting our exhibition. <b>Review</b> the four main operations and decimals.	<b>Formative</b> assessment on decimals and the 4 main operations.	Video 1 on decimals Video group 1 – Video group 2 – worksheet training for the 4 main operations
	<b>C4:</b> <b>Understand</b> the various component of fitness. <b>Understand</b> what a fitness plan is. <b>Analyse</b> the connection between endurance and perseverance. <b>Create</b> a fitness plan based on educated knowledge of oneself and of fitness components. <b>Implement</b> a fitness plan.	<b>Formative</b> assessment on fitness (oral questioning and through the completion of the fitness plan template).	Fitness components: Video – Article Endurance building  Fitness Plan template
	<b>Overall Week 3</b>	<b>Week 3 Formative</b> assessment on the whole project overall	
	<b>Week 4:</b>	<b>C1:</b> <b>Research</b> why people around Gympie like to go camping.	<b>Formative</b> assessment on point of view.



<p><b>Create</b> the event.</p> <p><b>Explore</b> the notion of point of view.</p> <p><b>Review</b> of business skills and language.</p>	<p><b>Understand</b> the meaning of point of view and how to ascertain a point of view.  <b>Compare</b> the point of view of Gympie campers upon nature with your knowledge of ecosystems.  <b>Read</b> a novel about nature and camping.  <b>Write</b> on a journal what is our view on nature.  <b>Explain</b> how one of your photo expresses your view of nature.</p>	<p><b>Formative</b> assessment on ecosystem.</p>	
	<p><b>C2:</b>  <b>Explore</b> the Gympie region' camping grounds and take photos.  <b>Understand</b> how to appreciate, observe, respect and learn from nature.  <b>Choose</b> 3 photographs of animal and explain what you like about each of them using the second and third video on elements of design.</p>	<p><b>Formative</b> assessment on the elements of photography.</p>	<p>Photography elements: shape and rule of third  Photography elements: form and choosing a background  Learning from nature</p>
	<p><b>C3:</b>  <b>Review</b> fractions.  <b>Review</b> the concepts of credit, debit and profit and loss.  <b>Brainstorm</b> various scenarios for the camping night.  <b>Choose</b> the two best scenarios.  <b>List</b> the necessary requirements of these 2 scenarios (what you need,...).</p>		<p>Fractions:  Video group 1  Debit and Credit  Use budgeting skills and knowledge from previous School term.</p>
	<p><b>C4:</b>  <b>Implement</b> the fitness plan.  <b>Record</b> data from the implementation of the fitness plan.  <b>Understand</b> what a cartesian plane is.</p>		<p>Cartesian plane</p>
	<p>Overall week 4:</p>	<p><b>Formative</b> assessment on the whole project overall. (V see 4 check-).</p>	
<p><b>Week 5:</b></p> <p><b>Finalise</b> the budget</p> <p><b>Invite</b> guests to the event.</p> <p><b>Analyse</b> the impact of human beings on various ecosystems.</p>	<p><b>C1:</b>  <b>Express</b> one's point of view about nature that includes your knowledge of ecosystems through a photo with text.  <b>Understand</b> how Butchulla's indigenous elders manage sustainable ecosystems.  <b>Understand</b> the interdependence between human activity and ecosystems.  <b>Read</b> a novel about nature and camping.  <b>Read</b> Dark Emu to understand how indigenous people manage their ecosystems.</p>	<p><b>Formative</b> assessment on ecosystem.</p>	<p>Ecology game  Ecosystem Board Game  Ecosystem and human impact  Butchulla Indigenous community  Book Dark Emu from Gympie Library  Indigenous farming</p>
	<p><b>C2:</b>  <b>Express</b> one's point of view about nature through a photo with text.  <b>Explore</b> the Gympie region' camping grounds and take photos.  <b>Choose</b> 3 photographs of animal and explain what you like about each of them using the fourth and fifth video on elements of design  <b>Reflect</b> on how to appreciate, observe, respect and learn from nature.</p>	<p><b>Formative</b> assessment on the elements of photography.</p>	<p>Photography elements: texture and framing in a frame – color and horizontal and vertical</p>
	<p><b>C3:</b>  <b>Review</b> percentages.  <b>Finalise</b> the budget of the 2 scenarios.  <b>Invite</b> guest to the event.</p>	<p><b>Summative</b> assessment of components 3.</p>	<p>Percentages:  Video group 1</p>
	<p><b>C4:</b>  <b>Implement</b> the fitness plan.  <b>Record</b> data from the implementation of the fitness plan.  <b>Analyse</b> data from the fitness plan using a cartesian plane.</p>		



	Overall week 5:	Formative assessment on the whole project overall (Week 5 check-in).	
<b>Week 6:</b> <b>Analyse</b> legislations. <b>Discover</b> what human can do to restore our ecosystem  <b>Analyse</b> data using a cartesian plane	<b>C1:</b> <b>Understand</b> the separation of Power in Australian's legislation. <b>Research</b> what legislation regulates camping and campers' behaviour in the Gympie region. <b>Compare</b> these legislations with one's own and other people behaviours while camping. <b>Draw</b> conclusions from this comparison. <b>Read</b> a novel about nature and camping. <b>Research</b> how human activity can help maintain healthy ecosystems. <b>Express</b> one's point of view about nature that includes your knowledge of ecosystems and legislations through a photo with text.	<b>Formative</b> assessment on ecosystem and legislation.	Ecology game Ecosystem Board Game Pollution and ecosystem  Australian legal system  Separation of power
	<b>C2:</b> <b>Explore</b> the Gympie region' camping grounds and take photos. <b>Express</b> one's understanding on how to appreciate, observe, respect and learn from nature.	<b>Formative</b> assessment on the quality of photos taken.	
	<b>C4:</b> <b>Implement</b> the fitness plan. <b>Record</b> data from the implementation of the fitness plan. <b>Analyse</b> data from the fitness plan using a cartesian plane. <b>Understand</b> the meaning and functions of means and medians.		Means and Medians:
	<b>Overall Week 6:</b>	<b>Formative</b> assessment on the whole project overall (Week 6 check-in).	
<b>Week 7:</b> <b>Choose</b> the first 3 photos.  <b>Perform</b> the 40 minutes walk	<b>C1:</b> <b>Sort</b> the use a selection of 3 legislations that regulate camping into a table. <b>Read</b> a novel about nature and camping. <b>Connect</b> the three legislations with one's knowledge of ecosystems.	<b>Formative</b> assessment on the relationship between legislation and ecosystem.	Ecology game Ecosystem Board Game Ecosystem restoration.
	<b>C2:</b> <b>Explore</b> the Gympie region' camping grounds and take photos. <b>Express</b> one's understanding on how to appreciate, observe, respect and learn from nature.	<b>Formative</b> assessment on the quality of photos taken.	
	<b>C4:</b> <b>Implement</b> the fitness plan. <b>Record</b> data from the implementation of the fitness plan. <b>Analyse</b> data from the fitness plan using a cartesian plane. <b>Perform</b> the 40 minutes walk	<b>Summative</b> assessment of components 4. November 20 <sup>th</sup> .	
	<b>Overall Week 7:</b> <b>Regulate</b> emotional challenges caused by the presentation of the exhibition (anxiety, public speaking fears,...)	<b>Formative</b> assessment on the whole project overall (Week 7 check-in)	Non-violent communication (NVC) tools Breathe tools
<b>Week 8:</b> <b>Choose</b> the last 4	<b>C1:</b> <b>Link</b> the 3 photos with the three legislations and one's knowledge of ecosystems.	<b>Formative</b> assessment on the relationship between legislation and ecosystem.	Ecology game Ecosystem Board Game

photos. <b>Create</b> the exhibition theme	<b>C2:</b> <b>Choose</b> the four remaining photos that will be used for the exhibition. <b>Send</b> a reminder to all the guests (use the media that you like: letter, video, email,...).	<b>Formative</b> assessment on the quality of photos taken.	
	<b>Overall Week 8:</b> <b>Regulate</b> emotional challenges caused by the presentation of the exhibition (anxiety, public speaking fears,...).	<b>Formative</b> assessment on the whole project overall (Week 8 check-in)	Non-violent communication (NVC) tools Breathe tools
<b>Week 9:</b> <b>Link</b> text with photos.	<b>C1:</b> <b>Review</b> the 7 artifacts for the exhibition.	<b>Formative</b> assessment on the whole project overall (Week 9 check-in).	Ecology game Ecosystem Board Game
	<b>C2:</b> <b>Review</b> the 7 artifacts for the exhibition. <b>Print</b> the artifacts and prepare them for the exhibition. <b>Review</b> the camping bookings.	<b>Formative</b> assessment on the quality of photos taken.	
	<b>Overall week 9:</b> <b>Regulate</b> emotional challenges caused by the presentation of the exhibition (anxiety, public speaking fears,...).		Non-violent communication (NVC) tools Breathe tools
<b>Week 10:</b> <b>Review</b> the preparation work for the exhibition	<b>Send</b> a reminder to all the guests (use the media that you like: letter, video, email,...) <b>Check</b> if all the artifacts are ready. <b>Prepare</b> camping gears. <b>Do</b> the shopping before the event.	<b>Formative</b> assessment on the whole project overall (Week 10 check-in).	Non-violent communication (NVC) tools Breathe tools
<b>Week 11:</b> <b>Present</b> the photographic exhibition	<b>Present</b> the photographic exhibition on December the 15 <sup>th</sup> . <b>Reflect</b> upon the whole project using the DEAL framework. <b>Celebrate</b> the achievement of the project and the completion of Year 7 if pass the project. <b>Recalibrate</b> future direction of learning.	<b>Summative</b> assessment using the GTMJ. Student A and I will assess each other on our side and then compare and critically explain our results.	<ul style="list-style-type: none"> <li>The DEAL framework: <a href="https://www.usr.edu/engagement/documents/reflection.pdf">https://www.usr.edu/engagement/documents/reflection.pdf</a></li> <li>The GTMJ</li> <li>Discuss with student A and parents what would the best way to celebrate be.</li> </ul>

Sample only - Curriculum Des

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