English (Reading)

**Contextual understandings**

Authors and illustrators use particular language, ideas and presentation to appeal to target audiences and readers can use this information to identify audiences for different texts.

Readers’ interpretations of texts are influenced by their experiences and by the knowledge and values of the groups to which they belong.

Readers draw on their knowledge, experience and values to make judgements of, and responses to, the portrayal of people and events.

**Text conventions: information and argument texts**

Information texts sometimes contain the writer’s opinions and can be identified and challenged by the reader.

Features of complex information and argument texts including diagrams, graphs, photographs in a report and Internet site maps and hyperlinks in electronic texts.

**Processes and strategies**

Strategies for evaluating appropriate resources for a particular purpose including determining the authenticity of the resource.
English (Viewing)

**Contextual understandings**

To persuade through web based advertisements.

Readers understand that texts are created for different purposes.

Visual texts are created using subject matter that appeals to target audiences (e.g. television programs designed for young adolescents often explore relationships).

**Text conventions: information and argument - visual texts**

Aspects of subject matter are selected to appeal to, and influence, different groups of viewers.

Written, visual, spoken and auditory conventions are chosen to appeal to different groups (e.g. the use of animation on a web page).

Creators of visual texts use their assumptions about target audiences to engage their interest and attention (e.g. different magazines contain advertisements, images and articles designed to appeal to different audiences).

Viewers explore how their own membership of groups influences their interpretations of visual texts.

Layout and structure of visual texts and the ways they influence meaning include logos, graphics, images, colour, animations, headings, slogans, and banner advertisements in web-based texts.

**Processes and strategies**

Viewers integrate visual codes, non-verbal codes, spoken codes and auditory codes (e.g. shot types, imagery, voice qualities and silence) to create, make meaning and find information in visual texts.

Health & Physical Education

**Wellness and safety**

Social-emotional well-being

- influences on self-image and how we cope with them
- ways to source appropriate people or agencies to help meet needs
- influences that cause change in relationships

Ways to keep healthier and safer

- appropriate behaviours and actions to enhance health in social environments

**Resources and consumer skills**

- sources and selection of appropriate information to help

**Understanding emotions**

- how to take account of cultural differences in self-understanding
- ways to think optimistically

**Managing emotions**

- strategies to manage stress and emotions before making decisions
- strategies to cope with adverse situations and the demands of others
Curriculum Map (WA)
Band of Development - Early Adolescence - Years 7-8

Reviewing the situation
- how to take into account all elements when planning to make a decision
- strategies to solve problems
- how to assess situations and identify possible risks

Planning before deciding
- strategies to protect individuals rights

Deciding and acting
- how to be assertive and use protective behaviours when taking action
- Monitoring and evaluating
- ways to monitor decisions and evaluate strategies

Communicating
- how to use active listening skills
- how to adapt communication skills in different situations

Building and nurturing relationships
- ways to show concern, care and empathy
- how to consider different factors when showing affection
- ways to develop and maintain positive relationships

Preventing and managing conflict
- how to recognise the difference between assertiveness, aggressiveness and submissiveness
- ways to respond to teasing and bullying of others

Cooperating and collaborating in groups
- ways to contribute to group cohesiveness
- ways to deal with exclusion
- ways to seek help and support

Leading, initiating and facilitating
- ways to be supportive in a leadership role
- ways to support, help and encourage others
Technology and Enterprise

Nature of information

Information comprises data, and can be stored and transmitted (e.g. saving and sending an email or a voice mail).

Information and information products impact on people in unexpected ways (e.g. use of SMS and MSN as a means of bullying, mobile phone etiquette).

Information sources need to be examined critically for factual accuracy (e.g. websites and reference materials should be cross-checked with other sources to determine reliability).

Ethical, legal, social and environmental issues associated with information and information products and processes (e.g. awareness raising to reuse paper that has only one side used before recycling, changing their computer password on a regular basis).

The creation of information

Conventions and terminology that apply to particular information products and technologies (e.g. terms associated with digital, still and movie cameras).

Methods of recording, sorting and retrieving information using recognised techniques (e.g. burning a CD-ROM, accessing a network or file management).

Society and Environment

Preparing for an investigation

To use ICT to manage the inquiry process, to prepare and monitor plans, to identify inquiry questions and in determining information.

To identify and use ethical protocols and processes.

Conducting an investigation

To identify specific factors that indicate accuracy or currency of a source.

To use a variety of search engines to locate information and data relevant to investigations.

To use ICT to conduct and refine searches, using multiple terms in response to inquiry questions.

To use ICT safely, ethically, responsibly and legally.