Middle School Year 6 into 7 Information Night

Thursday, 20 October, 2011
Tonight's Programme

1. How a Middle School benefits your son
2. Middle School Captains
3. MYP Curriculum
4. Subject Selection
5. Co-curricular
6. Outdoor Education
7. Middle School Time
8. Leadership and Student Recognition
9. Information Technology
10. Super Sevens
11. Helpful Hints
How does a dedicated Middle School benefit your son?

- Our teachers value and enjoy working with boys aged twelve to fourteen;
- An inviting, supportive and safe environment for boys to be themselves;
- High expectations for every member of our learning community;
- MBBC, our families and the local community work in partnership;
- IB Middle Years Programme is relevant, challenging, transdisciplinary, exploratory and inquiry-based;
- Multiple learning and teaching approaches that respond to our students’ diversity;
- Assessment and evaluation programmes that promote quality learning;
- Organizational structures that support meaningful relationships and learning; and
- Policies and programmes that foster international-mindedness, sustainability, health, wellness and safety.
Here’s what Kyle, Lachlan and Nick said about their experience of joining the Middle School in 2010:

“In Design Tech you use the drills and hammers and even spray paint!
The lockers are cool. They’re safe, big and full of treasure like dirty socks!
I like that you get to move around for different subjects.
We met Totoro in Japanese. He’s a big, fuzzy, furry, blue creature that can summon a CatBus!
Drama was fantastic ’cause we got to improvise and play “60 Second Death”!
And you get to sit in the big chairs in Art and play the drums in Music!”
<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>Language A (English)</td>
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<td>Maths</td>
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<td>Science</td>
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<td>Humanities</td>
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<td>History</td>
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<td>Economics &amp; Business</td>
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<td>Civics &amp; Citizenship</td>
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<td>Health &amp; Physical Education</td>
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<td>Language B</td>
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<tr>
<td>Japanese &amp; Spanish</td>
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<td>Japanese or Spanish</td>
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<tr>
<td>Continue studying Year 7 Semester 2 Language B elective for Years 8, 9, 10</td>
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<td>Design Technology</td>
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<td>Visual Arts</td>
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<td>Performing Arts</td>
<td>Drama</td>
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<td>Music</td>
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A wide range of stimulating opportunities, such as:

- Maths Extension (from Prep)
- Literacy Extension (from Prep)
- Tournament Of Minds (Years 3-6)
- Challenge Days (Primary School)
- MBBC Talent Development Days (Years 1-9)
- Future Problem Solving (Years 7-8)
- Australian Maths Competition (Years 3-10)
- Maths Masters (Years 5-7)
- Maths Team Challenge (Years 4-11)
- Australian Maths Challenge (Years 8-9)
- ASX Stockmarket Challenge (Years 8-10)
- ISQ Days of Excellence (Years 8-12)
<table>
<thead>
<tr>
<th>Term</th>
<th>AOI</th>
<th>Unit Topic</th>
<th>Unit Question</th>
<th>Significant Concept/s</th>
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<tbody>
<tr>
<td>1</td>
<td>Health and Social Education</td>
<td>Building Bridges</td>
<td>How do I build bridges?</td>
<td>Friendship and Families</td>
<td>In the Term 1 unit of inquiry, “Building Bridges”, students explore the concept of Change. How a person’s sense of self is influenced by the world around him/her and how environments are portrayed differently in various literary texts, including Katherine Patterson’s Bridge to Terabithia, are the key questions in the inquiry. Students demonstrate their understanding both verbally and through various written genres including a persuasive essay comparing the merits of the novel Bridge to Terabithia with its film version.</td>
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<td>2</td>
<td>Human Ingenuity</td>
<td>“Not happy, Jan.”</td>
<td>In what ways does laughter give us distance, allow us to step back from an event, deal with it and grow as individuals?</td>
<td>Humour and Impact</td>
<td>The Term 2 unit of inquiry, “Not happy, Jan!” focuses on whether laughter gives us distance, allows us to step back from an event, deal with it and grow as individuals. Through an in-depth study of different comedy genres, the boys questions what it is that makes people laugh and why humour means different things to different people. Humorous performances, including parodies, raps, slapstick and stand-up routines, indicate their knowledge and understanding, as does a review of a film.</td>
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<td>3</td>
<td>Environments</td>
<td>Hell is People</td>
<td>How does being resourceful ensure our survival?</td>
<td>Survival and Resourcefulness</td>
<td>In “Hell is People”, students explored how language enables us to debate moral, and social issues by studying John Marsden’s novel, Tomorrow, when the war began. Students produce an essay and a book/military /psychologist’s report based on the novel.</td>
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<td>4</td>
<td>Community and Service</td>
<td>Legend!</td>
<td>How does traditional story telling from ancient times instil an appreciation for creative writing?</td>
<td>Tradition and Creativity</td>
<td>Students are introduction to Vogler’s Hero’s Journey in the Term 3 unit of inquiry “Legend!”! Through the study of different myths, legends and the film Percy Jackson and the Lightning Thief, students question if it is the message that makes myths stand the test of time. Students create a myth based on a current news event and present it orally.</td>
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English in Year 7

Throughout the year students are engaged in a varied of activities to develop their:
• writing skills
• speaking skills
• reading skills
• and a continuing development of their spelling and grammar skills which is a focus to help in our NAPLAN preparation.

Each term students will be reading an assigned novel and completing a written or spoken task related to either the theme, character development or a comparison between the novel and its film version.

The students also review the planning, writing and editing process before they digitally ‘publish’ their written work each term for others to enjoy. This process can occur using:
• the students exercise books and pens or
• In the Computer Labs to allow them access to images and pictures for illustrating their writing.
Tomorrow, when the war began

An example of this kind of learning occurs in our Term 3 unit. The students read the novel in class and complete a variety of activities. They then choose what type of report writing task they will complete – e.g.

- A psychologist’s report on one of the characters
- A military analysis report on the activities of the teens in the novel
- An analysis report on the appropriateness of this novel for Middle School students.

Some of the novel activities are then used as part of the research when writing their reports for the end of term assessment.
Mathematics, rightly viewed, possesses not only truth, but also supreme beauty.

Betrand Russell
MATHS AT MBBC

• develop the **knowledge, skills** and **attitudes** necessary to pursue further studies in mathematics

• appreciate the usefulness, power and beauty of Mathematics

• enjoy Mathematics and develop **patience** and **persistence** when solving problems
MATHS AT MBBC

- develop mathematical **curiosity** and use inductive and deductive reasoning when **solving problems**

- develop abstract, logical and critical thinking and the ability to **reflect** critically upon their work and the work of others
Year 7 History

Topics to be studied –
- Greek Hoplite Formation
- Ancient Greece
- Ancient Rome
- Ancient Egypt
- Ancient China
Skills

- Essay Writing – NAPLAN & QCS
- Referencing
- Interacting with primary resources
- Discovering the reasons for why the world is the way it is – Tyrants.
Middle School Science Program

Inquiry based – in line with the IB MYP and National Curriculum focuses

Contextual based – providing relevance and real-life application, relating to our world as it is today

Hands-on experiences – integrated together with explicit conceptual teaching, demonstrating the meaning and application of science knowledge and allowing for conceptual development

Opportunities for applying and challenging student ideas and developing higher order thinking skills

A key focus is literacy and communication in the Sciences

Program units are scaffolded to develop both scientific and communication skills, and prepare the students for senior studies in all subject areas
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<tr>
<td>1</td>
<td>Environments</td>
<td>How can I become a ‘nutty professor’?</td>
<td>How does an understanding of Science empower me in today’s world? How does energy have the power to change my world?</td>
<td>Understanding, Power Change</td>
<td>During this unit of investigation, students calculate Kinetic and Potential Energy by applying formulae studied in class. They complete various examples with the teacher, in small groups, and then individually to demonstrate their understanding of these concepts and apply their knowledge in a practical manner. Students will also be given the opportunity to design and conduct experiments to further their understanding of energy and to demonstrate their knowledge of experimental design and conduction.</td>
</tr>
<tr>
<td>2</td>
<td>Environments</td>
<td>Rock it!</td>
<td>What secrets do rocks hold within them?</td>
<td>Geological systems are complex and involve unique components.</td>
<td>During this unit of investigation, students examine how a variety of rocks are formed and how to identify them. They will also investigate minerals and fossils that can often be hidden within a rock. Using rocks students will determine what geological features were in a location in the past.</td>
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<tr>
<td>3</td>
<td>Human Ingenuity</td>
<td>Cells – those tiny building blocks of life.</td>
<td>In what ways does our knowledge of cells affect our lives and society?</td>
<td>Cells are the building blocks of organisms and affect our function, development and evolution.</td>
<td>During this unit of inquiry, students examine the internal structures of cells and their functions. They investigate how the improved understanding of these organelles has benefited society.</td>
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<tr>
<td>4</td>
<td>Health and Social Education</td>
<td>Fresh water, the new reason for a war</td>
<td>Is fresh water an infinite resource?</td>
<td>Change</td>
<td>During this unit of inquiry, students examine how fresh water is obtained from unclean sources. What contaminants are in non-potable water, how abundant fresh water is and how valuable a commodity it is and will become in the future are key questions that are investigated.</td>
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Science

The Human Body - Systems and disease

Forces on a Rocket

Our changing world

Forces and motion

Intestinal villi

Lumenum

weight
reaction force
driving force
friction
air resistance
Language B – Japanese & Spanish

<table>
<thead>
<tr>
<th></th>
<th>Japanese</th>
<th>Spanish</th>
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</thead>
<tbody>
<tr>
<td>Sarah Devonshire</td>
<td>Adriana Soler</td>
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<td>Years 7-12</td>
<td>Years 2-9 (2012)</td>
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<td>Japan Tour</td>
<td>Spanish Fiesta</td>
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Oral Language, Written Language & Reading Skills

Common Goals
Respect for and understanding of other languages and cultures

Provide a skills base to facilitate further language learning.

The primary aim of Language B is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism.
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<tr>
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<tbody>
<tr>
<td>1/3</td>
<td>Human Ingenuity</td>
<td>It's all about me!</td>
<td>Who am I and who is that?</td>
<td>Communication Identities</td>
<td>During Term 1/3, students are introduced to the Japanese language and culture. They begin learning the script of Hiragana, with some exposure to Katakana and Kanji. Students learn to speak about themselves in Japanese and presented their Jikoshokai (self introduction) to the class. Enjoyment and a love of learning a second language are fostered through hands-on activities, student-led discussions and exploration of culture.</td>
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<td>2/4</td>
<td>Community and Service</td>
<td>A day in the life of…</td>
<td>How does living in a different country mean living a different life?</td>
<td>Life Perspectives</td>
<td>During Term 2/4, students learn vocabulary appropriate to speaking about their spare time, entertainment, weekend plans and hobbies. They investigated Japanese past times and how Japanese teenagers enjoy spending their free time. They identify how the experiences of Japanese teenagers are the same and different to their own. Continuing to learn and practise the script of Hiragana is a focus of Term 2 classwork.</td>
</tr>
<tr>
<td>Semester</td>
<td>AOI</td>
<td>Unit Topic</td>
<td>Unit Question</td>
<td>Significant Concept/s</td>
<td>Overview</td>
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<tr>
<td>1/2</td>
<td>Human Ingenuity</td>
<td>¿Quiénes son mis vecinos?</td>
<td>Culture in our community: How are we the same? How are we different?</td>
<td>Lifestyle Culture</td>
<td>Students create a travel brochure and study and develop their use of language expressions and communicative skills (Self Introduction) in both oral and written forms. Students gained cultural knowledge of South American Indians, countries and traditions through the movie and story of El Dorado, the golden city. They learn the names of various dishes, fruits and vegetables. Students continue to study gender rules, singular and plural forms. Throughout the semester, students practise and develop their extended writing skills, vocabulary, grammar and sentence structure skills. They participate in singing Spanish popular songs and developing their listening and oral skills.</td>
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# ART BRIEF OVERVIEW

## Year 7 Art

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<tr>
<th>Sample Units</th>
<th>AOI</th>
<th>Unit Topic</th>
<th>Unit Question</th>
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<th>Unit Summary</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Environments</td>
<td>Asian Influence in Art</td>
<td>How is art used traditionally in cultures? Or is art a universal language?</td>
<td>Tradition Influence</td>
<td>Year 7 students investigate Asian art culture and create a variety of Asian artefacts.</td>
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</tbody>
</table>

| 2            | Human Ingenuity          | Dramatic Recycled Art               | How can recycled materials help to create an artwork with deeper meaning?    | Creation                   | In Term 2 students research the unit of inquiry "Recycled Art" and explore dramatic recycled artworks. |

https://sites.google.com/site/dgvartteacheryr7/task-page
Unit of Inquiry: Splitting the Personality

Playbuilding skills: Voice, movement, characterisation, context building.
Unit of Inquiry: Ten Weeks with the Script

Performance skills: blocking, interpretation.

WORKING WITH PLAY TEXTS AND MYTHS/DREAMTIME STORIES

dervish-alib@mbbc.qld.edu.au
In Term One, students discover that while many countries still see Australians using the ‘ocker’ stereotype, our friendships with other countries and migration policies are allowing Australia to become a melting pot of cultures.

In Term Two students perform and compose in a variety of ‘world’ music styles. They learn to use the pentatonic scale and discover the traditional rhythms and instruments of South Africa, Latin America, Cuba and Asia.
Health and Physical Education

Year 7 Health & Physical Education involves students in:

- Learning about and practising ways of maintaining healthy lifestyles.
- Learning prerequisite skills of, and participating in, skilful physical activities.
- Learning how to improve performance in these activities and examining their place in Australian society.
### HPE OVERVIEW

#### Year 7 HPE

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<tr>
<th>Term</th>
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</thead>
</table>
| 1    | Health and Social Education | Theory Fitness components  | How can I reach my fitness potential?                            | Choice- An understanding of how to monitor personal fitness, create strategies to improve their fitness. | • What is health related fitness?  
   |                            | Practical Fitness testing |                                                                            |                                                                                      | • What are the fitness components?  
   |                            |                        |                                                                            |                                                                                      | • What is my current fitness profile?  
   |                            |                        |                                                                            |                                                                                      | • How can I improve my fitness profile weakness and build on my strengths?  |
| 2    | Health and Social Education | Theory Nutrition  | How does my diet impact on my daily life and my long term health?            | Choice- An understanding of how plan a healthy and sustainable diet, plan actions which can benefit their short and long term health. | • What are the nutrients?  
   |                            | Practical Basketball |                                                                            |                                                                                      | • What is a balanced diet?  
   |                            |                        |                                                                            |                                                                                      | • How do I know what I am eating?  
   |                            |                        |                                                                            |                                                                                      | • How does my diet rate?  
   |                            |                        |                                                                            |                                                                                      | • How can I improve my diet?  |
| 3    | Health and Social Education | Theory Gender and sport | How does the community influence the sports I play? | Prejudice- Recognising that gender stereotypes should not influence choices related to physical activity. | • How are males and females perceived differently in sport?  
   |                            | Practical Dance |                                                                            |                                                                                      | • Why are males and females perceived differently?  
   |                            |                        |                                                                            |                                                                                      | • What impact does this have on my view of sport?  |
| 4    | Environments | Theory Water and Sun Safety  | How does the environment influence my decisions when swimming at the beach? | Survival - Understanding dangers when swimming at the beach, identify strategies which can ensure the student’s survival and the survival of those around them. | • What are the risks when swimming at the beach?  
   |                            | Practical Baseball / T-ball |                                                                            |                                                                                      | • What are the risk from being exposed to the sun for long periods?  
   |                            |                        |                                                                            |                                                                                      | • What strategies can I put in place to reduce risk?  |
Year 7: What’s happening in Technology and Design?
Project 1 “Let’s get Organised”

- This unit is the first introductory unit and will get students to Investigate, Design, Plan, Create and Evaluate their own design.
Project 2 “3d World”

- This unit introduces students to 3D sketching and then CAD designing in 3D.
Project 3 “Mouse Trap Racer”

- This unit introduces students to a range of scientific principals such as force, motion, friction, and leverage whilst reinforcing the IB key learning areas of unit 1.
The outdoor component builds on skills and resilience in a sequential manner, developing both physical skills as well as personal attributes such as confidence, independence, teamwork, resilience and resourcefulness. In addition to being lots of fun, the programs are designed to be challenging, insightful and memorable – long after the boys have completed their studies at MBBC.
Leadership and Student Recognition Opportunities
Co-curricular Activities
Uniform Changes
Super Sevens!
Helpful Hints
Thank you for attending tonight.

Have a safe trip home.

We look forward to a great year in 2012!

Please contact Leigh Ann Cadzow-Andreas for further information. andreasL@mbbc.qld.edu.au