



# **YEAR 7**

# **2022**

# **CURRICULUM**

# **HANDBOOK**

Subject selection sheets are emailed to eligible students in early Term 3 after enrolments are confirmed and processed.

5 August 2021

Willetton Senior High School  
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# CONTENTS

Page	
1	Contents
2	Year 7 to Year 10 Curriculum Overview
3	Contacts for Information and Advice
4	Curriculum Structure – Compulsory and Elective subjects
5	Specialist Subjects: Basketball, Computer Science and Extension Art
5	Support Programs and Special Educational Needs Learning and Curriculum Support Program, Year 7 Foundation Program, Modified Programs with Literacy Support, Individual Disability Allocation
7	Feedback on Progress and Reporting of Students' Achievement
8	<b>Descriptions of Compulsory Subjects</b>
	English
	English as an Additional Language/Dialect - Languages
9	Health and Physical Education
11	Specialist Basketball
12	Humanities and Social Sciences
13	Languages
	French
	Italian
	Japanese
14	Mathematics
15	Science
<b>16</b>	<b>Elective Subject Descriptions</b>
16	The Arts
	Visual Arts
	Art
	Craft
	Drawing - Style and Techniques
	Media Studies
	Performance Arts
	Dance
	Dance for Boys
	Drama
	Music (IMS)
	Piano Keyboarding
18	Technologies
	Design Technologies
	Food Awareness
	Metals Engineering
	Textiles
	Woodwork
19	Digital Technologies
	Digital Technology
	Digi Apps

## Curriculum Overview

The curriculum at Willetton Senior High School is organised around the eight major learning areas and complies with the Western Australian Curriculum and Assessment Outline, which is designed for all students from Kindergarten to Year 10. Details can be found at <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum>.

Students are required to undertake studies in each of the eight learning areas: The Arts, English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Science and Technologies. They are provided a range and variety of learning opportunities within these areas and this enables them to work at a suitable level and to pursue special talents and interests. Information on extra-curricular activities such as Interact, debating, the Duke of Edinburgh Award, enrichment classes and after school sporting teams is available on the school's website.

Each year in a student's schooling builds on earlier work. It develops investigating patterns, processes and phenomena, and exploring forms of representation and technology. The curriculum in Years 7 to 9 focuses on the consolidation of skills, knowledge and understandings that carry on from primary school. This prior learning is built upon to achieve increased levels of specialisation. Year 10 is a final consolidation of the general requirements of each learning area and in some subjects is an introduction to the higher demands of Year 11 and 12 studies. Students are encouraged to realise that their ways of working and thinking are responses to the demands of school and life. It is important that they are able to debate, revise, develop and change to meet the challenges of specialised learning and new context.

Teaching programs help students develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live. They encourage students to develop an open and questioning view of themselves as active participants in their society and the world. Learning experiences enable students to draw on increasingly diverse and complex sources of information that facilitate comparing, contrasting, synthesising, questioning and critiquing information.

The Guiding Principles of Teaching, Learning and Assessment for the Western Australian Curriculum focus on a school and class environment that is intellectually, socially and physically supportive of learning. Schools are mandated to deliver the curriculum and assess the students' learning in a manner that adheres to these principles and, therefore, a clear understanding of these principles needs to be shared by the teachers, students and parents. The staff work collaboratively and plan with students and parents to implement them in ways appropriate to the school's population.

Students with identified learning disabilities or who are dealing with severe medical, physical or emotional issues may be eligible for support and adjustment to the curriculum and assessments. The school's curriculum and syllabuses include the **Western Australian Values of Schooling**, which articulates what educators in Western Australia believe all students should value as a result of the programs they undertake. These are:

- Respect and concern for others and their rights
- Pursuit of knowledge and commitment to achievement of potential
- Self-acceptance and respect of self
- Social and civic responsibility
- Environmental responsibility

Details can be found at <https://k10outline.scsa.wa.edu.au/home/principles/guiding-principles/values>

## **Contacts for Information and Advice (Semester 2, 2021)**

The best contacts for information and advice on issues concerning subject choices, pathways to future study and student achievement are the heads of learning areas and curriculum advisors

**Curriculum, Assessment and Reporting** Miss Christine Petersen (Deputy Principal)

### **Heads of Learning Areas**

The Arts	Mrs Cheryl Venter
English	Ms Sue Appleton
Health & Physical Education	Mr Wayne Baseden
Languages	Mr Nathan Harvey
English Additional Language or Dialect	Mr Nathan Harvey
Mathematics	Ms Zoe Tay
Science	Mr Lance Taylor
Humanities and Social Sciences	Mr John Maxwell
Technology & Enterprise	Mr Peter Martyr
Vocational Education and Training	Mrs Sue Holland

### **Programs Supporting Students at Academic Risk**

Learning and Curriculum Support Mrs Tenielle Bright

### **Pastoral Care and Attendance**

Year 7 to 10 Program Coordinators Mrs Tenielle Bright

### **Special Program Coordinators**

Art Extension	Ms Belinda Morrissy
Basketball	Mr Mike Forsyth
Computer Science	Mr Brett Clarke
Gifted and Talented	Mr Darren Hamley
Music and IMSS	Mrs Philippa Forster

## Curriculum Structure

<b>Year 7 learning area distribution</b>	<b>Hours per week for the year</b>
♦English - Including EALD (English as an Additional Language or Dialect)	4
♦Mathematics	4
♦Science	3
♦Humanities and Social Sciences	3
♦Health & Physical Education	3
♦Language	2
Three elective subjects each semester	<b>6 hours per week each semester</b>
The Arts/Technologies/Specialist	5
Basketball	
Compulsory Digital subject	1
<hr/>	
<b>Years 8 and 9 learning area distribution</b>	<b>Hours per week for the year</b>
♦English - Including EAL/D (English as an Additional Language or Dialect)	4
♦Mathematics	4
♦Science	4
♦Humanities and Social Sciences	4
♦Health & Physical Education	3
♦Language	2
Two elective subjects each semester	<b>4 hours per week each semester</b>
The Arts/Technologies/Health & Physical Education	3 (student selected)
Compulsory Digital subject	1

At the beginning of Year 7, some students may be placed into classes which cater for their particular needs. Input by primary teachers, secondary transition staff, consideration of parent input, past results, ability, and aspirations are used in deciding who will participate in these classes. Entry into our Literacy and Curriculum Support Foundations classes will also be based on evidence collated from teaching and assessment conducted during Term 3 by invitation. Where a student is placed into a pathway, parents are informed by the Head of Learning Area. Students in the Gifted and Talented Program and specialist programs will automatically be allocated to classes.

Descriptions of these and those offered in Years 8, 9 10, 11 and 12 are available in the curriculum handbooks on our website at <https://www.willettshs.wa.edu.au/handbooks-and-selection-forms/>

Students will be given a comprehensive subject outline and a description of the assessment tasks during the first week of the academic year and this can be used to guide their studies or for reference by parents/caregivers. For details see <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser>

### Compulsory Subjects

The School Curriculum Standards Authority sets the requirements for study and gives a minimum time allocation for each learning area. In very special circumstances and after deliberation and documenting a plan, some students are offered a subject which varies from this mandated structure.

Each class is provided details of programs of work by the class teachers at the beginning of the semester, usually in the first week. These details are also accessible through Connect which holds lesson content and resources as well as information on students' progress and attendance. Refer to the **Connect Parent Flyer** on <https://www.willettshs.wa.edu.au/connect/>

### Modified Programs with Literacy Support

These classes implement modifications to the standard curriculum. A modified subject uses highly transparent and clearly structured communication processes so that students are especially supported in engaging with the subject. A reduction in the range of activities allows delivery at a slower pace and increase the class time on each aspect and task. Modified subjects work on the assumption that the student is at the appropriate level of development and is not able to engage with the standard presentation of the

subject. These programs are intended to be assessed against the standard grade descriptors for the cohort year level.

Parents are encouraged to maintain regular contact with class teachers, the Teacher-in-Charge (Learning and Curriculum Support) and Heads of Learning Area to gain the most benefit from these programs.

### **Elective Subjects**

Students study **six** of these subjects per year in Year 7 and four in Years 8 and 9. These subjects supplement the compulsory part of their weekly timetable and are selected by the students under the guidance of a parent or caregiver. The subjects are selected from:

- The Arts – one each from Visual Arts and Performance Arts
- Technologies – one each from Design Technologies and Digital Technologies (There is a compulsory Digital Technologies subject)

The process for selection of these electives is outlined on the selection sheet.

The final subject placed on the grid for 2022 will depend on structure of the timetable, viable class sizes, and the availability of teachers and other resources.

### **Specialist Programs: Basketball, Computer Science and Extension Art and Music (IMSS)**

Students involved in specialist programs are pre-selected through a testing or screening process. Once a student begins the program, there is commitment to the end of Year 11. The Computer Science and Art Extension programs commence in Year 8 and the entry testing is held in Term 2 of Year 7. Parents will know if their child has a placement in one of these programs as there will have been formal acknowledgement, by letter, of a successful application.

The Instrumental Music program entry testing will have occurred in primary school. For students who are new to Western Australia and who wish to enter the Instrumental Music Schools (IMSS) program, Mrs Forster (the teacher in charge of Music) should be contacted by parents in regard to opportunities and eligibility.

Students involved in specialist classes (other than Gifted and Talented) devote two of the four hours allocated to electives to the specialist subject. There is often a requirement to undertake extra hours to participate in opportunities for enrichment.

If parents are concerned about their child's allocation to particular subjects, please contact the relevant Head of Learning Area/Teacher in Charge, to discuss the matter.

### **Support Programs and Special Education Needs**

#### **Learning and Curriculum Support Program**

This program supports students who have a recognised condition which limits success in the standard curriculum. Changes to content, delivery and assessment can be negotiated and differentiated which may be outlined in individualised plans are designed to emphasise specific learning strategies appropriate to the academic, social and emotional growth of each student. These are documented and provided to the class teachers who receive guidance and support to implement the plans.

The Curriculum Plans (CAPS) and Individual Education Plans (IEPs) make teachers aware of students' specific learning needs so that in each classroom the students are offered the appropriate support. They expand the learning opportunities and maximise the participation and success of students for whom in the general curriculum or classroom activities presents significant challenges.

This program is supported by Foundation and Modified classes in English, Humanities, Mathematics and Science, where the delivery of the core content is modified to facilitate learning.

The specialised Literacy Fundamentals program is designed for students with dyslexia and similar difficulties in attaining the level of literacy required for success with the secondary curriculum. The purpose of these programs is to expand the learning opportunities of students as they move into the general curriculum in Year 10 and Senior School.

#### **Year 7 Foundation Program**

This program identifies incoming Year 7 students with significant gaps in their learning profiles, who are struggling with the mainstream curriculum or who are on individual programs in Year 6.

Foundation subjects are provided to students where testing confirms or indicates performance at low to middle primary level. In this program the four core learning areas (Maths, English, Science, HaSS) are taught by one teacher and the students are integrated into the wider peer cohort for elective subjects. The aim is that students will progress sufficiently to move into general classes by Year 10.

The teachers use direct instruction to address learning deficiencies and support acquisition of age appropriate literacy and language skills. The core aspects of literacy are focused on so that the students can revisit skills and concepts that have not been mastered. This supports them to move to the level required to successfully access the standard curriculum and be competent in the general stream.

### **Modified Programs with Literacy Support**

These classes implement modifications to the standard curriculum. A modified subject uses highly transparent and clearly structured communication processes so that students are especially supported in engaging with the subject. A reduction in the range of activities allows delivery at a slower pace and increase the class time on each aspect and task. Modified subjects work on the assumption that the student is at the appropriate level of development and is not able to engage with the standard presentation of the

The Literacy Fundamentals Program is an intensive intervention which is of benefit to all students with language development deficits such as auditory processing, deafness or brain injury affecting language. Placement in this program in Year 7 to Year 9 is based on diagnosis and/or assessment on occasion in place of studies in another language.

### **Individual Disability Allocation**

Learning and Curriculum Support caters for students who have been identified and diagnosed with specific conditions that severely impact on their participation in the standard curriculum and/or on the students' ability to achieve their academic potential. Usually, these students are allocated additional funding after making an application for an Individual Disability Allocation. There are eight categories of eligibility and these require specific assessment or diagnosis by relevant specialists against stated criteria.

- Autism Spectrum Disorder
- Deaf and Hard of Hearing
- Global Development Delay
- Intellectual Disability
- Physical Disability
- Severe Medical Health Condition
- Severe Mental Disorder
- Vision Impairment

Students who are determined as likely to be eligible for funding and/or those who are identified to be at severe risk will be provided support while their individual cases are investigated. Eligibility is verified by the *Disability Resourcing* Branch of the Department of Education to ensure that the diagnoses comply with set criteria and standards.

All students attend a full timetabled class load and are eligible to receive support from education assistants who work in collaboration with teaching staff to deliver individualised learning programs. The responsibility for these learning programs is shared between classroom teachers and the Teacher-in-Charge (Learning and Curriculum Support) who oversee each student's broader program and implementation of Individual Education Plans. Provisions are made for the intervention such as Occupational Therapy, Speech Therapy, Physiotherapy and intensive one-on-one support for those students who require access to these services during the school day.

The Program Coordinator Year 7 to 9, Mrs Tenielle Bright (Tenielle.Bright@education.wa.edu.au), and the Teacher-in-Charge, Ms Kristy Hackford (Kristy.Hackford@education.wa.edu.au) are the primary contacts for all matters relating to Learning and Curriculum Support.

If your child is included in one of these programs, there may be a minor change in fees. Some of the subjects are listed on the fee summary sheet but others will only be brought to your attention if your son/daughter is identified as needing to be involved.

## **Social and Personal Issues**

Parents are encouraged to contact Student Services team if their child experiences personal, social or family difficulties which impact their ability to participate effectively in learning. Through collaboration between Student Services and Learning and Curriculum Support, appropriate support and assistance will be offered. Children who have difficulty participating in aspects of the curriculum, who are identified as disengaged with learning or who are frequently absent will be provided support to re-engage with school programs.

## **Feedback on Progress and Achievement**

### **Progressive Reporting**

Monitoring of student progress is carried out continuously during the school year. Teachers record and monitor a student's progress according to the requirements of each learning area and the results of formal assessments are available to parents through Connect. These observations are also available to parents who can contact teacher by telephone, email or interview to ascertain progress, levels of achievement and seek recommendations for improvement.

Class teachers provide timely feedback to the students. This covers performance in class so that students can plan for and achieve effective learning. Teachers also communicate achievement and progress to parents/caregivers to help them understand the nature and extent of the student's progress.

The following are ways this is achieved separately from the formal reporting cycles:

- Students are given regular and timely feedback in class so that they can improve their learning.
- Teachers provide written feedback to students by comments on assessment tasks.
- Students take assessments home to discuss with parents/caregivers.
- Parents/caregivers have access to the Connect portal where they can check on assessments schedules and their child's results and attendance.
- Feedback to parents/caregivers is both formal and informal and focused on assisting the student's future learning and development aspirations.
- Teachers make informal contact with parents (e.g. by telephone, email, use of student diary)
- Parents/caregivers have an opportunity to discuss any issues with their child's teachers and are made aware of a simple process through which they can access the HoLAs.
- Reporting to parents/caregivers through interviews and parent evenings.
- Information about individual student's progress through the Progress Report process.

Teachers will, at times, ask to retain student work for inclusion in a class portfolio and the school may be required to present student work for comparability purposes at the request of SCSA.

### **Assessment and Reporting**

Refer to the Year 7 to 10 assessment policy available at <https://www.willettonshs.wa.edu.au/assessment-and-reporting-lower-school/>. The official site for detail of assessment in Western Australian schools is: <https://parent.scsa.wa.edu.au/how-will-my-child-be-assessed>

## DESCRIPTIONS OF COMPULSORY SUBJECTS

### English Learning Area

#### English

In Year 7, students study the Western Australian English Curriculum, which is based on the three interrelated strands of Language, Literature and Literacy. The focus is on developing students' knowledge, understanding and skills in reading, writing, viewing, speaking and listening, and students will do a range of analytical and creative tasks. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. As part of this course, students will develop their functional and critical literacy skills.

Students engage with a range of texts including novels, short stories, poetry and film. In the mainstream programme, students complete eight common assessment tasks over the course of the year. This course has an oral component and at least one task is an oral presentation. Students also participate in a library reading programme, and have access to *Education Perfect* and an e-textbook to support the development of their English skills.

Where a student struggles to meet the demands of the mainstream English course, they may be placed in a Modified or Foundations class where they can receive additional support to meet their learning needs. Students in the Gifted and Talented programme will study a differentiated programme designed to extend and enrich their learning.

### Languages Learning Area

#### English as an Additional Language/Dialect

**This subject is essential for eligible students from a non-English language background. Enrolment is decided with reference to the student's past schooling and attainment in English language studies.**

English as an Additional Language/Dialect subjects are designed to enhance the acquisition of standard Australian English for students who come from non-English speaking backgrounds.

The subject is delivered in the language modes of: listening, speaking, reading/viewing and writing.

The subject covers a wide range of genres while focusing on the language needs of individual students. It supports language used in other subject areas and helps to prepare students to succeed in academic study in both senior school and post school.

Knowledge of vocabulary and English grammar is developed, cultural contexts are examined, fostering cross-cultural understanding in the context of school subjects and everyday life, as well as encouraging the student's confidence in spoken English. The subject seeks to prepare students to succeed in academic study.

Significant time is spent in Term 1 in preparation for NAPLAN.

All subjects are flexible to cater for the individual needs of students. The maximum class size is 12, enabling individual attention. Students intending to gain tertiary entry are greatly advantaged by participating in this subject for at least Years 7, 8, and 9.

## HEALTH AND PHYSICAL EDUCATION

### Health and Physical Education Learning Area

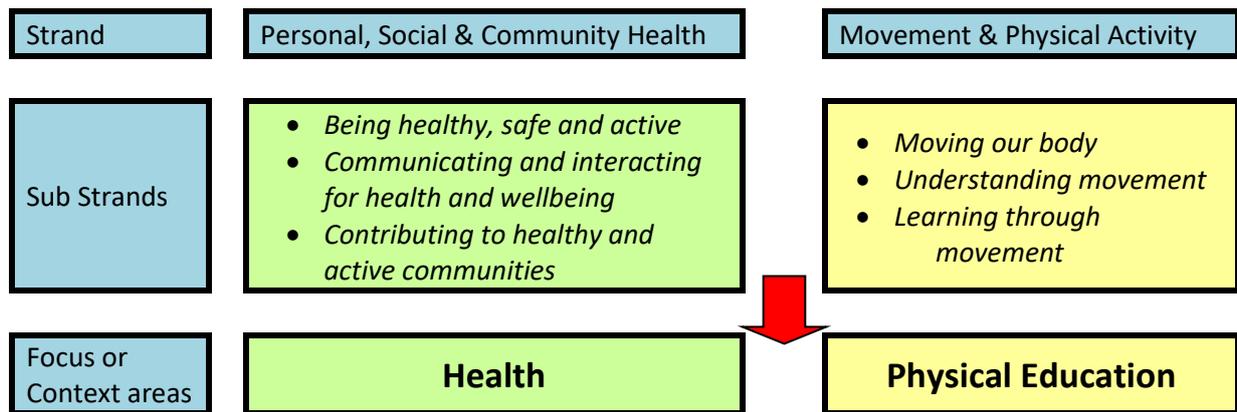
Health and Physical Education has two streams available to Year 7 students

- General
- Specialist Basketball

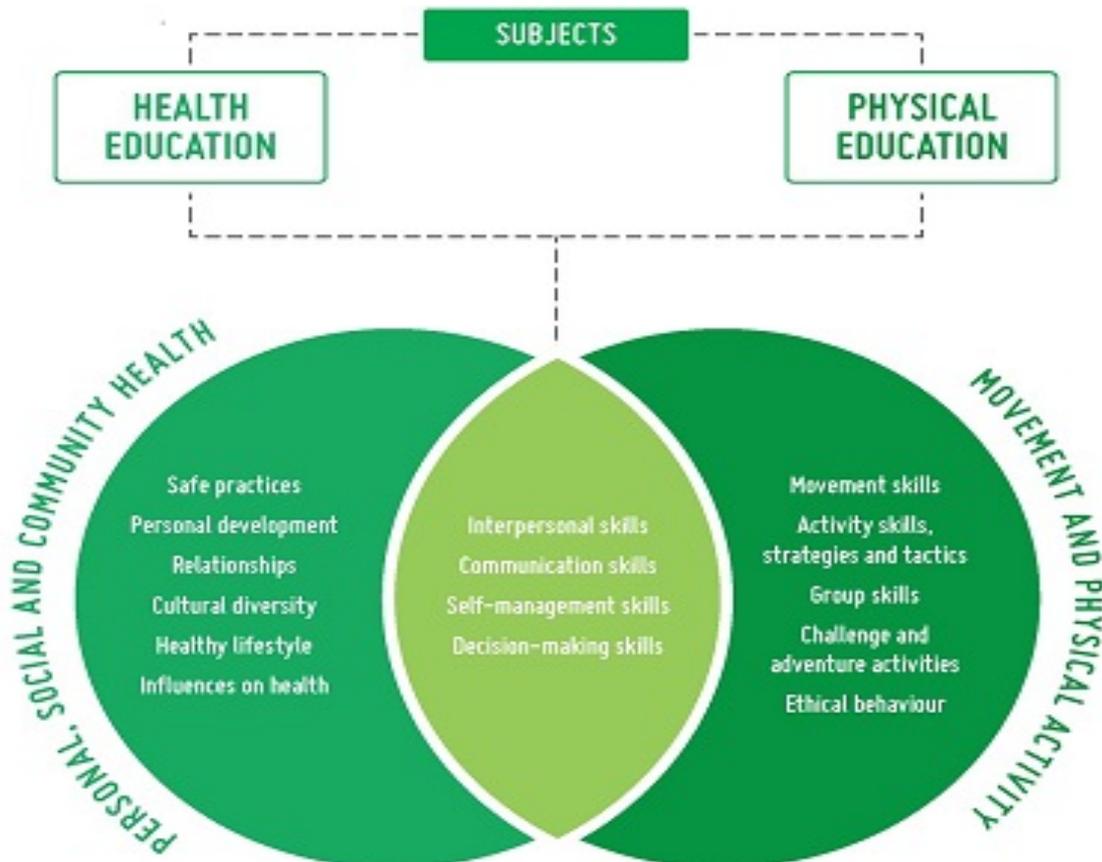
This is a compulsory course of study that involves two hours of Physical Activity and one hour of Health each week. It teaches students how to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts.

#### What type of Curriculum can be delivered?

The Health and Physical Education learning area is delivered in two key strands and a number of sub-strands.



#### How are students assessed?



## Assessment

Students will be awarded a separate grade for both Health and Physical Education at the end of the year. Middle of the year grades are ONLY an indication of achievement at that time and NOT the final result. Health will not report on a provisional mid-year grade allocation.

## Course Description

The contexts or focus areas that provide the breadth of learning to capture the intent of the Western Australian Curriculum are subject to change at the discretion of the Health and Physical Education Department.

They may include:

Health Education Provisional Grade awarded Semester 1 Final Subject Grade awarded Semester 2	Physical Education Provisional Grade awarded Semester 1 Final Subject Grade awarded Semester 2
<b>Themed sessions related to:</b>	<b>The contexts for physical activities are:</b>
<b>All about Me</b> <b>Resilience/Cyber safety</b> <b>Relationships &amp; Communication</b> <ul style="list-style-type: none"> <li>• Management of emotional and social changes associated with puberty through the use of; coping, communication and problem solving skills</li> <li>• The impact of relationships on own and others wellbeing.               <ul style="list-style-type: none"> <li>• Promoting safety in the online environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Athletics carnivals</li> <li>• Swimming carnivals</li> <li>• Fitness Testing</li> <li>• Basketball</li> <li>• Sofcrosse</li> <li>• Soccer</li> <li>• Modified Hockey</li> <li>• Gaelic Football</li> <li>• Body &amp; Game Combat</li> <li>• Body Pump</li> <li>• International Games</li> <li>• Indigenous Games</li> <li>• Boxing</li> <li>• Speedball</li> <li>• Ultimate Frisbee</li> <li>• Fitness Circuits</li> <li>• Floor Gymnastics (not in Basketball Specialists)</li> <li>• Jump Rope</li> </ul>
<b>Puberty</b> <ul style="list-style-type: none"> <li>• Feelings and emotions associated with transitions.</li> <li>• Practising self-talk and help-seeking strategies to manage these transitions</li> <li>• Considering how changing feelings and attractions are part of developing sexual identities</li> <li>• Reviewing the way our body responds to puberty.</li> </ul>	
<b>Nutrition and Physical Activity</b> <ul style="list-style-type: none"> <li>• Role of Nutrition and strategies to make informed choices to promote health, safety and wellbeing</li> <li>• Preventive health practices for young people to avoid manage risks</li> <li>• Evaluating the nutritional monetary value of food choices</li> </ul>	
<b>Body systems</b> <ul style="list-style-type: none"> <li>• Investigating the function of the main body system</li> <li>• Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings</li> </ul>	
<b>Basic First Aid Principles</b> <ul style="list-style-type: none"> <li>• Preventive health practices for young people to avoid and manage risk.</li> <li>• Reviewing and demonstrating basic first-aid principles and strategies</li> <li>• Practicing and applying strategies to seek help for themselves and others.</li> </ul>	These activities link to: <ul style="list-style-type: none"> <li>• Challenge and adventure activities</li> <li>• Games and sports</li> <li>• Lifelong physical activities</li> <li>• Rhythmic and expressive activities</li> </ul>

**Parents, please note that pictorial, video and other media forms illustrating contemporary, real world scenarios will be used in the delivery of this curriculum, especially in Health.**

## Health and Physical Education Learning Area

### Specialist Basketball

The application and selection process requires prerequisites;

- a basketball skills and strategies assessment,
- the ability to maintain a high level of fitness matching Willetton Senior High School Basketball standards, and
- an assessment of attitude and academic achievement.

The program has a strict code of behaviour and academic standard requirements. Students must fulfil these requirements each year or risk the chance of being withdrawn from the program. For those students not selected into the program at their first try, trials are conducted early each year for the following year. A prospectus for application can be obtained from the school website at

<https://www.willettonshs.wa.edu.au/basketball/>

#### How are students assessed?

Students will be awarded multiple grades that encompass Health Education, Basketball Enrichment, Fitness and Basketball Specialist components of their offerings at the end of each year. Middle of the year grades are ONLY an indication of achievement at that time and NOT the final result. Health will not report on a mid-year grade allocation

#### Subject Description

These students participate in all focus areas of the Health subject and their practical Physical Education component is modified to reflect a significant amount of Basketball. They undertake four hours of Physical Activity predominately in a Basketball context and one hour of Health per week.

In Year 7 – 10, they will also be involved in a program to outline key concepts required to be successful as a Basketball athlete and beyond through the Basketball Enrichment program.

Health	Basketball	Physical Education
<p>As per the Year 7 Health and Physical Education General course</p>	<p><b>Focus areas:</b></p> <ul style="list-style-type: none"> <li>• Skills</li> <li>• Match play</li> <li>• Game Analysis</li> <li>• Player Analysis</li> <li>• Sport Psychology</li> <li>• Game Approach</li> <li>• Fitness Testing</li> <li>• Strength and Conditioning</li> <li>• Injury Prevention</li> </ul>	<p><b>Themed sessions related to:</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Cross Training: Involves multiple sports</li> <li>• Athletics and Swimming carnivals</li> <li>• Social Dance</li> </ul>
<p>These activities also link to the Australian &amp; Western Australian Curriculums</p>		<p>These activities also link to the Western Australian Curriculum</p> <ul style="list-style-type: none"> <li>• Challenge and adventure activities</li> <li>• Games and sports</li> <li>• Lifelong physical activities</li> <li>• Rhythmic and expressive activities</li> </ul>

**Parents, please note that pictorial, video and other media forms illustrating contemporary, real world scenarios will be used in the delivery of this curriculum, especially in Health.**

## HUMANITIES AND SOCIAL SCIENCES (HaSS)

Humanities and Social Sciences develops students' understanding of how individuals and groups live together and interact with their environment. Students are encouraged to develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

In Year 7 the focus is on two units in geography in Term 1. In Term 2 the study of the earliest human communities to the end of the ancient history period is studied as part of an expansive chronology that helps students understand broad patterns of historical change as required and outlined in the Western Australian History Curriculum. In Term 3 aspects of democratic processes, social justice and citizenship are covered. In Term 4 a working knowledge of economics including exploring what it means to be a consumer, a worker and a producer in the market and the relationship between these groups is covered. Successful business models and ways to derive income are also explored.

## **SUBJECT STRUCTURE**

### **Term One**

#### MODULE ONE

Water in the World

Place and Liveability (Geography)

### **Term Two**

#### MODULE TWO

The Ancient World: Movement of humans and the emergence and establishment of organised states and ancient societies. (History)

Depth Study 1: Archaeology, investigative sources and mysteries

Depth Study 2: The Mediterranean World – Ancient Rome

### **Term Three**

#### MODULE THREE

Civics and Citizenship: Designing our Political and Legal System (Politics and Law)

### **Term Four**

#### MODULE FOUR

Economics and Business Concepts (Economics and Business Studies)

Producing, consuming and the role of businesses

A strong emphasis will also be placed on the development of skills including research, interpretation of source and data skills, mapping, graph construction, chronological sequencing, referencing and effective use of the internet. Writing skills such as sentence construction and paragraphing are also taught. Students will also be presented with opportunities to enter national competitions.

In Year 7 students study a common subject with only the Gifted and Talented and the Modified programs differentiated for Semester 1 and 2.

## LANGUAGES

**PARTICIPATION IS COMPULSORY and students select at least one language to be studied.**

Students are required to study at least one of French, Italian or Japanese.

The language program is compulsory in Years 7, 8, and 9 and is designed so that interested students who successfully complete the Year 9 subject can continue their language studies into Years 10, 11 and 12.

### **French (07LF)**

Students studying French in Year 7 explore French youth culture, trends and traditions, and comprehend and communicate in French language.

The focus for Year 7 is *My World*. Students explore various greetings, describe self and others. They learn to talk about family, friends, animals and our daily and weekly leisure activities.

### **Italian (07LI)**

Students studying Italian in Year 7 explore Italian culture and traditions and comprehend and communicate in Italian language through various means.

We explore various greetings, describe ourselves and others, learn about famous Italians and their contribution and the Italian school system. The subject also focuses on family, pastimes, homes and traditions.

### **Japanese (07LJ)**

Students studying Japanese in Year 7 explore Japanese culture and traditions and comprehend and communicate in Japanese through various means.

The Hiragana and Katakana characters are introduced for reading and writing of Japanese. Students also learn to recognise a number of simple Kanji characters. Language and cultural topics covered include greetings and introductions, family and pets, school and daily life, likes and dislikes, and leisure activities.

## MATHEMATICS

The curriculum is organised around the interaction of three content strands and four proficiency strands. The proficiency strands are:

- Understanding
- Fluency
- Problem Solving and
- Reasoning

These indicate the approach to exploring content and developing the thinking and doing of Mathematics. An area of emphasis is the language to build the developmental aspects of the learning of Mathematics.

There are three content strands:

**Number and Algebra** are developed together as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. Students:

- Explore the magnitude and properties of numbers
- Apply a range of strategies for computation and understand the connections between operations
- Recognise patterns and understand the concepts of variable and function.
- Build on their understanding of the number system to describe relationships and formulate generalisations
- Recognise equivalence and solve equations and inequalities.
- Apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

**Measurement and Geometry** are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. Students:

- Investigate properties and apply their understanding of them to define, compare and construct figures and objects
- Learn to develop geometric arguments
- Make meaningful measurements of quantities, choosing appropriate metric units of measurement
- Build an understanding of the connections between units, and calculate derived measures such as area, speed and density.

**Statistics and Probability** initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. Students:

- Represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data
- Assess likelihood and assign probabilities using experimental and theoretical approaches
- Develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Year 7 students, except those in the Gifted and Talented program begin Mathematics in a common general subject. During the year, information about performance and progress in Mathematics is gathered and students may be placed in a differentiated program to either accelerate their learning or to help them fill in the gaps in their understanding. In Year 7 the Gifted and Talented program is differentiated from the start of the year.

Students may have the opportunity to participate in the Australian Mathematics Competition (AMC) and the International Competitions and Assessments for Schools (ICAS).

## SCIENCE

The study of science ranges from our smallest atoms to the entire universe. Students experience an engaging subject and learn the importance of science in our daily lives. Areas covered include:

- Biology - exploring the diversity of life on Earth, understanding the role of classification and how ecosystems showing the flow of energy and matter in the environment.
- Chemistry – developing an understanding of microscopic and atomic structures to explain how systems are affected by the flow of energy and matter.
- Physics - studying the interaction of forces and how these explain changes in motion.
- Earth and Space Science - exploring the Earth's renewable and non-renewable resources and investigating the Sun-Earth-Moon system, using models to predict and explain events.
- Science Inquiry - learning how to conduct investigations in a scientific and logical way.
- Science as a Human Endeavour - exploring the nature and development of science and its influence in our lives.

In Year 7 students study a common curriculum. This curriculum is taken to an advanced level in the Gifted and Talented program.

**Extension Science:** At the end of Year 7, students can apply to participate in the *Extension Science Program* for Year 8. The selection process includes an aptitude test and teacher recommendation based on Year 7 results. For further information, contact Mr Hao Ta in the science learning area. These students study the common subject and, in addition, undertake an extended investigation and participate in BHP–Billiton, STAWA Science Talent Search and other competitions.

## **ELECTIVE SUBJECTS**

### **THE ARTS**

The Arts are central to the lives of young people. It brings them together in a natural form of expression, it is universal in its communication and provides a means of expressing ideas and emotions through using sounds, images, words and movement in a way that enhances and entertains our society.

The Western Australian School Curriculum and Standards Authority classifies these subjects as Visual Arts or Performance Arts. They are designed to provide learning experiences that are both enjoyable and educational. The subjects lay the foundations in arts ideas, skills and values and an extension and deeper understanding of these develops as students continue studies through the Year 7 to 12 curriculum.

### **Visual Arts**

#### **Art (07AAR)**

Discover different ways of seeing the world. Students learn to use observation and imagination whilst increasing understanding of the tools, materials, and techniques used by artists. They are introduced to a wide variety of art activities such as drawing, painting, printmaking, sculpture and graphics. They complete a range of fine art projects and develop an awareness of art in our society as they use the natural world as a source of inspiration.

#### **Craft (07ACR)**

Students develop the ability to create original designs inspired by nature for works using a variety of materials such as clay, papier mâché and fabric. Through exploring the techniques and processes used in craft such as lino printing, jewellery making, ceramics and 3D design, students create a series of functional items for their own use or as gifts.

#### **Drawing – Style and Techniques (07ADW)**

This subject is for those who love to draw or always wanted to improve their skills. Students may explore a range of subjects from still life to portraiture, botanical plants to fantasy art. They will be introduced to a range of both wet and dry materials including pen, pastels, inks and pencil that will act as a starting point to the development of their special field of drawing skills.

#### **Media Studies (07AMS)**

The media industry is the largest source of communication, information and entertainment in the world. With the introduction of handheld technologies, it continues to increase its impact on our lives. This subject introduces students to working behind the scenes in the media world and through work on a range of projects explores animation, advertising and reviewing.

### **Performance Arts**

#### **Dance (07ADA)**

Students undertake activities that develop movement and performance skills and insight to the world of dance. Year 7 Dance students build on their understanding of improvising and experimenting with the elements of dance and choreography to create dance that communicates an idea. They are provided with opportunities to present dance to an audience and develop their performance skills. As they make dance and respond to it, students reflect on the meaning, interpretations and purposes of dance. Students are to be appropriately dressed and there may be some rehearsals and performances out of school hours.

#### **Dance for Boys (07ADB)**

This exciting subject allows students to experience different dance styles and to perform. The subject is especially directed towards boys and features street dance, hip hop and others, and often uses guest tutors. Students are required to be appropriately dressed and may be required to attend some rehearsals and performances out of school hours.

## **Drama (07ADR)**

Through studying Drama, students improve their language skills and enhance self confidence in speaking. Many experience satisfaction and enjoyment when they learn techniques to support presenting themselves in a calm manner. Students learn to analysis ideas, plan their thoughts and to speak publicly. Students practise working as part of a team on a group project and to work individually.

Drama contributes to personal growth by developing skills, knowledge and understandings that can be transferred to a range of careers and situations. In the Year 7 Drama subject, students explore a range of skills including, mask work, circus skills, improvisation, small scripts and class performances. From here some students may explore a career in drama related fields. Drama develops confidence, a sense of identity and belonging and other invaluable skills for success in many students

## **Music (07AM)**

Music is a full year subject and is recorded as two choices - one in Semester 1 and one in Semester 2. Music and Instrumental Music subjects are studied concurrently. Students will have one instrumental group lesson of 20 - 40 minutes per week on a roster basis according to IMSS teachers' availability.

The subjects are designed for students who have participated through the Department of Education Instrumental Music School Services (IMSS) or who are already learning an instrument privately. Students who learn their instruments through private lessons are welcome to join the program and can apply to the music co-ordinator to enrol in Music without the instrumental component.

A limited number of students will be selected to **commence** learning an instrument in Year 7. The instruments available for study are oboe, bassoon, saxophone, electric guitar, percussion, voice and sometimes bass brass instruments. The IMSS program runs from Year 5 to Year 10 and students are expected to continue at least until the end of Year 9. Only in exceptional circumstances will Year 7 or 8 students be allowed to discontinue their commitment.

Instrumental lessons are supported by class studies in aural perception, music literacy, composition, music literature and ensemble performance. Students will make use of their own technology devices to create music using various software packages. At an appropriate level of development, all students will participate in at least one of the ensemble groups: Junior Band, Senior Band, Guitar Ensemble, Percussion Ensemble, Contemporary Guitar Ensemble, String Orchestra or Choir. Students will also have access to facilities, which include a piano keyboard laboratory, a music recording and production suite and access to the school's computer network. Selected students will be invited to participate in the school's Jazz Band which requires a high level of performance and is not available to all students.

## **Piano Keyboarding (07APK)**

This subject is practical and flexible to meet the needs of students of varied musical backgrounds. No previous experience in playing a musical instrument is necessary. Beginners are definitely catered for and students learn to play a variety of pieces. This is an excellent opportunity for students to learn an instrument outside of the class music subject. Piano keyboarding runs for a semester and is one elective.

The final project is a group DVD where students will work in a modern band environment and are introduced to the music production studio.

## **TECHNOLOGIES**

The Technologies Learning Area draws together the distinct, but related, subjects of Design Technologies and Digital Technologies. It includes the areas of home economics, metal and wood engineering and digital processes such as computing, digital design and multimedia.

Participation in Technologies will ensure that students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live.

This learning area provides opportunities for students to apply practical skills and processes when using technologies and resources to create innovative solutions to meet current and future needs.

### **Design Technologies**

#### **Food Awareness (07TFA)**

Food Awareness is a dynamic practical subject providing students with the opportunity to develop their knowledge of the kitchen, food and food preparation.

Students cook at least once a week and make a wide variety of dishes. By the end of the semester students will have the skills to cook a variety of food products covering savouries and desserts. This may include spaghetti bolognese, chicken wraps, match sticks and pancakes.

Hygiene, cleaning of the kitchen and equipment and safety practices are part of the subject and students learn to work confidently in a kitchen. They learn the terms required to read recipes accurately and how to measure and prepare food for cooking. Collaboration and personal evaluation of what they make are part of the subject.

#### **Metals Engineering (07TME)**

Metals engineering is an exciting subject that introduces students to basic metalworking tools and equipment. Students learn how to use marking out tools, cutting, drilling, forming and buffing machines to produce their own projects out of both metal and plastic. The subject offers the beginning of the skills needed to work in the metals engineering field and is a good base for the Year 10 subject which leads to the Year 11 and 12 engineering and materials design streams.

#### **Textiles (07TTT)**

Year 7 Textiles is a creative, enjoyable, hands-on subject for those who love using fabrics, materials and tools to produce textile inspired products. This introductory subject allows students to explore natural and man-made fibres used to produce fabrics and textiles that are used to create personalised products. Year 7 Textiles introduces students to a range of sewing tools and equipment to construct a range of craft and decorated products.

This is an interactive subject that allows students to explore fabric colouring and tie dyeing as they design and create their products.

#### **Woodwork (07TWW)**

The woodwork subject aims to introduce students to basic woodworking tools and equipment. Students learn how to use marking out tools, cutting, drilling and sanding machines to produce their own projects out of both wood and plastic. Completing this subject gives students the confidence to talk about and use tools and machinery designed for domestic purposes. They are able to visit the hardware shop, discuss needs and make an informed purchase, no more relying on someone else to do simple jobs.

The subject begins the skills needed in the woodworking field which is a significant entry to the building industry. It is useful in forming an understanding design and production and is a good base for the Year 10 subject which leads to the Year 11 and 12 materials design streams.

## **Digital Technologies**

### **Digital Technology 07 (07TDT)**

#### **Compulsory Subject**

This subject meets the mandatory requirements of the WA Curriculum Digital Technologies compulsory component and must be studied by ALL year 7 students. Students extend their experience of Digital Technologies which they began in Primary School. Future personal and career opportunities will be enhanced by understanding how to solve problems via the skilful use of software programming and computer networking.

Students learn a structured approach to programming/coding and computational thinking and through this learn the fundamentals of computer science knowledge and skill. Software programming is exciting, interesting and challenging making it relevant for all students. They are supported to gain an understanding of basic computer networking concepts and to learn about how data is captured, represented, processed and communicated using digital technologies.

Programming skills will initially be extended via the use of the programming language – Scratch. The skills learnt in Scratch lead into script based languages such as Python.

Exceptional performance in this subject will be highly regarded for students wishing to apply for competitive entry into the three year (8-10) Computer Science Specialist Program 2021-2023.

Students will have further opportunities to develop their programming skills in lower school Digital Technology subjects. Student learning is enhanced through a hands-on, project based approach. The learning program, its activities and assessment, caters for students of all abilities and experiences.

### **DigiApps (07TDA)**

May be selected in addition to Digital Technologies 07 (07TDT)

This unit is a broad based sample of the type of software skills and problem solving techniques that students can develop in more specialised Technologies units after this one is completed. Students will have a taste of image manipulation and creation, multimedia – sound, video and images, animation and drawing. The unit presents a hands on, fast paced, exciting learning environment where students are inspired to learn more. The Unit is designed to be independent of the compulsory Digital Technology units.

Activities develop a solid foundation in Python and grow the understanding of computer science. Students learn how to combine loops, variables, and flow control into real working programs, how to choose the right data structures for the right solution, and how to include animation and graphics into their programs.