



YEAR  
SUBJECT **7** BOOKLET  
2018





# Welcome to Year 7

This outline gives you information about the curriculum programs and is designed to provide the basis for consultation between parents/caregivers, students and teachers. Narrogin SHS endeavours to ensure that students in Year 7 receive a diverse curriculum that exposes all students to each of the eight Learning Areas.

All students will study five periods of **English** and **Mathematics** each week. **Science**, and **Humanities** and **Social Sciences** will be studied four periods a week. Students will also study four periods of **Health and Physical Education (HPE)** each week, comprising two periods of physical activity, one period of health education and one period of career education. Within HPE students must also select from one of four contexts: General Physical Education, Cricket, Netball or Hockey.

Within the Languages learning area all students will select one of two contexts, either Indonesian, or Aboriginal Language and Culture. Students will also study Integrated Arts, Music and Drama from within The Arts learning area for two periods a week for one semester. Students currently involved in instrumental classes at primary school are expected to continue this commitment in Year 7.

There are three different areas in which students undertake Technologies education at Narrogin SHS. These are Food Science and Technology, Digital Citizenship, and Design and Technology. Students will study a subject from each of these areas for two periods a week for one semester.

Year 7 students can apply to be part of the Narrogin Academic Extension Program (NAEP). The selection process involves an entrance test to assess the students' academic ability, together with NAPLAN results and recommendations from their Primary school. The program is designed to extend the skills and abilities of our talented students by providing a challenging environment where they can work with peers who share similar interests, aspirations and abilities. To be considered for this highly regarded pathway students need to complete the written application form included in the enrolment package and submit it along with the enrolment forms. Applications are also available on the Narrogin Senior High School website ([www.nshs.wa.edu.au](http://www.nshs.wa.edu.au)). All applicants will be notified when they are to sit the compulsory entrance test.

| <b>Year 7 Subjects</b><br>(elective subjects are all 2 periods/week) |                             |                           |
|--|-----------------------------|---------------------------|
| <b>Learning Area / Subject</b>                                       | <b>Length - Full Year</b>   | <b>* Estimated Cost *</b> |
| <b>English</b>   | 5 periods/week full year    | \$25.00                   |
| <b>Mathematics</b>   | 5 periods/week full year    | \$25.00                   |
| <b>Science</b>   | 4 periods/week full year    | \$27.00                   |
| <b>Humanities and Social Sciences, Languages</b>                     | 4 periods/week full year    | \$24.50                   |
| Aboriginal Language Studies  | } 2 periods/week full year  | \$7.00                    |
| Indonesian   |                             | \$7.00                    |
| <b>Health &amp; Physical Education (HPE)</b>                         | } 4 periods/week full year  | \$30.00                   |
| Academy Sports: Cricket, Hockey or Netball                           |                             | \$110.00/\$55.00/\$55.00  |
| <b>Technologies</b>  | } 2 periods/week 1 semester |                           |
| Food Science and Technology  |                             | \$22.00                   |
| Digital Technologies   |                             | \$ 5.00                   |
| Materials, Design and Technology                                     |                             | \$22.00                   |
| <b>The Arts</b>  | } 2 periods/week 1 semester |                           |
| Visual Arts  |                             | \$17.00                   |
| Class Music  |                             | \$13.00                   |
| Drama  |                             | \$ 7.50                   |

\* These prices are an estimate based on current 2017 pricing, but may be subject to change \*

In Year 7, students are placed into classes based on Year 5 NAPLAN data, anecdotal information provided by Primary schools and diagnostic testing which takes place during transition and the first week of term. We also provide a NAEP (Narrogin Academic Extension Program) class and a Focus class. Entrance into the NAEP class is via a selection test held in September each year. It is possible for some students to move to another class at the end of Semester 1, if their performance changes significantly and class numbers allow.

The year-long program utilises the interrelatedness of the three strands of Language, Literature and Literacy and each term's unit integrates the content from all three strands. Students cover themes within which tasks are set. These themes are:

- Sustainability
- Personal and Social Capabilities and Ethical Understanding
- Asia and Australian Engagement
- Aboriginal and Islander Histories and Culture: Intercultural Understanding

The body of knowledge which students study is marked against the Australian Curriculum year level descriptors and Judging Standards in Year 7 English (Schools Curriculum and Standards Authority). Both the content and the tasks are differentiated according to the students' needs. Students are assessed on three strands:

- Reading and Viewing
- Writing
- Speaking and Listening

In Year 7, students have the opportunity to apply to be part of the Narrogin Academic Extension program (NAEP). The selection process involves an entrance test to assess the student's mathematical ability, student's NAPLAN results and recommendations from their Primary school.

Aside from the NAEP class, students are placed in general classes and work towards successfully completing the Australian Mathematics Curriculum. The curriculum is organised around the interaction of three content strands and four proficiency strands. The content strands are:

- Number and Algebra,
- Measurement and Geometry, *and*
- Statistics and Probability.

## **NUMBER AND ALGEBRA**

Students apply number sense and strategies for counting and representing numbers. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

## **MEASUREMENT AND GEOMETRY**

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. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units, and calculate derived measures such as area, speed and density.

## **STATISTICS AND PROBABILITY**

Students represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches.

All Year 7 students begin Mathematics in a common course. During the year, information about students' performance and progress in Mathematics is gathered from a variety of sources and students may be identified and put in a differentiated program to either accelerate their learning or to help them fill in the gaps in their understanding.

The Science Department at Narrogin Senior High School is looking forward to having the Year 7 students learning Science in our laboratories.

New opportunities will allow the students to participate in activities that would not be possible in a traditional primary school setting.

The Australian Curriculum dictates the Science curriculum at Narrogin Senior High School. In Year 7 students will be taught and assessed on:

- Science Understandings
- Science as a Human Endeavour
- Science Inquiry Skills

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information.

Students will use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems, and explore the impact of changing components within these systems.

Students will consider the interaction between multiple forces when explaining changes in an object's motion. They will explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered.

Relationships in the Earth, Sun, Moon system will be investigated and use models to predict and explain events.

Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

The Science Department will not stream students into classes based on academic ability. Yet students who have special needs may be placed into small groups so as to maximise the effectiveness of the instructional strategies put forward by the teacher.

In Year 7, Humanities and Social Sciences consists of History, Civics and Citizenship, Economics and Business and Geography.

Students will develop increasing independence in skills application and in critical thinking skills. This includes researching, questioning, analysing, communicating, evaluating and reflecting. Students apply these skills to investigate issue, phenomena, events and developments, both in a historical and contemporary.

Students continue to build on their understanding of the concepts of the democracy and the Westminster system and by examining the key features of Australia's democracy. Students will look at the Australian Constitution and constitutional change.

An understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses and how entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation global issues and the local community.

The concepts of change, environment, place, space, sustainability and interconnection continue to be developed as a way of thinking and provide students with the opportunity to inquire into the nature of water as a natural resource. Students' investigate the liveability of places, including their own place. They apply this understanding to a wide range of environments and places at the full range of scales.

Students will continue to develop their historical understanding through key concepts, such as cause and effect, continuity and change, significance, empathy, contestability and evidence. These concepts are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed. Students will look at an Ancient Society in depth.

Humanities and Social Sciences outcomes covered in Years 7 to 10 will lead to entry into the following Senior School courses; ATAR Geography, ATAR Modern History, Business Management and Enterprise, Career and Enterprise.

In Languages, students have the choice of studying Indonesian and Aboriginal languages. Learning a language is the best way to learn about other societies and cultures, and assists us to see the world from another perspective. Languages also make us go back to the language basics, helping us to strengthen our comprehension and literacy skills in our first language. Studying a language helps us to utilize different ways of learning as it makes us question the way we learn, which is helpful in memorising facts and information. The techniques we use learning a language can then be applied across learning areas. Learning a language provides wonderful opportunities for those intending to work in tourism, fashion, teaching, defence forces, hospitality, government, business or in the diplomatic service.

There are three aspects to the Languages curriculum. Students will be taught and assessed on the following outcomes/strands/modes:

- Listening, Responding and Speaking
  - Viewing, Reading and Responding
  - Writing
- plus* Cultural Understanding

## INDONESIAN

Developing the skills to learn a foreign language, particularly that of one of Australia's closest neighbours, plays an important role in preparing students to participate effectively as global citizens of the 21st century. The Year 7 Indonesian Language course prepares and provides students with essential vocabulary and cultural understanding to communicate effectively with the Indonesian people, either as a host receiving guests, or as a visitor on holiday in locations such as Bali.

The learning of a second language has been noted to support cognitive, linguistic and literacy skills within our first language, and nurtures a competence in cultural understanding and global awareness. These skills are emerging as essential prerequisites for Australia's social and economic well-being, in line with national requirements and enhance employment and career prospects.

## ABORIGINAL LANGUAGE AND CULTURE (NOONGAR)

Aboriginal histories and culture are fundamental to the development of Australian identity and the formation of contemporary Australian society. The exploration of Aboriginal culture, past, present and future and how Aboriginal peoples interact with other socio cultural groups, provides a logical starting point for the exploration of cultural identity.

Students will be provided with the opportunity to investigate the language and culture, as well as understand and respect past and present experiences of Aboriginal people within Australian society. Classwork will look at people in our community, roles of extended family members, NAIDOC and local community issues, hunting and cooking procedures for different foods, an area and all of its plants, mapping local/regional areas, traditional and contemporary activities to seasons (Noongar seasons).

Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

There are two separate curriculums each comprising 3 sub-strands. Students study each for 2 lessons per week.

## Personal, Social and Community Health

- Being Healthy, Safe & Active
- Communicating & Interacting for Health & Wellbeing
- Contributing to Healthy, Active Communities

## Movement and Physical Activity

- Moving Our Body
- Understanding Movement
- Learning Through Movement

Students earn a grade for Personal, Social and Community Health, as well as a grade for Movement and Physical Activity.

There are 4 contexts available for Year 7 students to choose from within the Movement & Physical Activity component of the curriculum. These are:

|  |  |
|--|--|
| <b>General Physical Education</b><br>(a broad offering of sports, typically of 8 weeks duration, with an emphasis on refining the fundamental movement skills) |  |
| Cricket<br>Hockey<br>Netball   | These sports form the bulk of the students study "in season". Out of season students are exposed to a number of different contexts such as fitness and other cross training opportunities. |

Students also study a Career Education program that revolves around students examining the world of work and how they will gain from and contribute to this. Along with value clarification activities that culminate in the creation of an Individual Pathway Plan (IPP).

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. As a department, our teachers also contribute to the development and support of literacy, numeracy and ICT. In Year 7, students will have the opportunity to engage in Visual Arts, Class Music and Drama.

## VISUAL ARTS

In Year 7, students have opportunities to use and apply visual language and artistic conventions in their design and production process. They create artworks through projects which encourage personal response and an understanding of compositional structure. Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artworks/art style which, in turn, allows them to link their own production to a given context. In Year 7 the learning focuses will be:

- The Elements of Art
- Drawing
- Painting
- Mixed media
- Responding to the works of other artists and their own through investigation tasks

## MUSIC

### CLASS MUSIC

*This subject is compulsory for **ALL** band students and develops musicianship in conjunction with the Instrumental Music course.*

In Year 7, students are given opportunities to apply their music skills and knowledge when performing, composing and listening to music. They also develop a further understanding of aural skills and aural memory to identify, sing/play and transcribe music, and make connections between sound and notation. Students will also be given opportunities to rehearse and perform on different types of instruments such as percussion and keyboards.

### INSTRUMENTAL MUSIC

This subject is compulsory for all band students and is offered in conjunction with the Instrumental Music School Services (IMSS). Individual and small group lessons will assist the student to develop skills in a specific instrument. Currently, the school offers instrumental tuition on the following instruments: Flute, Clarinet, Trumpet, Low Brass and Percussion.

## DRAMA

This programme will provide an introduction to drama and stage production. Students will be given practical skills and knowledge in the range of roles needed to put on a performance, including onstage, backstage and front of house. There are no prerequisites for this course other than enthusiasm and a willingness to participate in all activities. The focus for learning is on:

- Stage Craft
- Mime

In Year 7 students have the opportunity to study Technologies in three contexts:

- Material, Design and Technology
- Digital Citizenship
- Food Science and Technology

## **MATERIALS, DESIGN AND TECHNOLOGY**

Students undertaking this course will be introduced to skills in Woodwork, Metalwork and Technical Drawing. The program of work will provide students with practical skills and knowledge enabling them to show development in Technologies.

## **DIGITAL TECHNOLOGIES**

Technology is part of our daily life. This subject allows students to develop skills in Microsoft Office software packages (Word, Excel, Power Point). It also helps students to appropriately use and apply technology skills across all learning areas.

This subject aims to develop responsible digital citizenship. This may include digital media literacy (copyright, plagiarism, illegal downloads), peer and personal safety (E-Security knowledge), positive online behaviour, cyber safety and responsible use of information and communication technologies.

## **FOOD SCIENCE AND TECHNOLOGY**

Students will be introduced to knowledge and skills of the properties and preparation of a variety of food products. They will also learn about the importance of good nutrition. The program of work will provide students with practical skills and knowledge enabling them to show development in Technologies.



# YEAR 7 - 2018 SUBJECT SELECTIONS

The Year 7 course exposes students to a wide range of subjects and contexts from all eight (8) Learning Areas. Each student will study the following subjects:

|  |                                     |
|--|-------------------------------------|
| <b>English</b>                         | Five Periods a week                 |
| <b>Mathematics</b>                     | Five Periods a week                 |
| <b>Science</b>                         | Four Periods a week                 |
| <b>Humanities and Social Sciences</b>  | Four Periods a week                 |
| <b>Health &amp; Physical Education</b> | Four Periods a week                 |
| <b>Languages</b>                       | Two Periods a week                  |
| <b>Arts</b>                            |                                     |
| Visual Arts                            | Two Periods a week for one semester |
| Class Music                            | Two Periods a week for one semester |
| Drama                                  | Two Periods a week for one semester |
| <b>Technologies</b>                    |                                     |
| Food Science & Technology              | Two Periods a week for one semester |
| Digital Technologies                   | Two Periods a week for one semester |
| Materials Design & Technology          | Two Periods a week for one semester |

## Health and Physical Education

Students must choose to study either General Physical Education or an Academy Sport. The health and careers components will be incorporated into each physical activity program. Testing may be required for Entry into an Academy Sport Program. Please select the context you wish to study by numbering the boxes 1 - 4, one (1) being your first preference.

|                          |                                   |                          |                |
|--------------------------|-----------------------------------|--------------------------|----------------|
| <input type="checkbox"/> | <b>GENERAL PHYSICAL EDUCATION</b> | <input type="checkbox"/> | <b>HOCKEY</b>  |
| <input type="checkbox"/> | <b>CRICKET</b>                    | <input type="checkbox"/> | <b>NETBALL</b> |

## Languages

Please select the context you wish to study by numbering the appropriate box below numbering 1 - 2, one (1) being your first preference.

|                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <b>ABORIGINAL LANGUAGE AND CULTURE</b> |
| <input type="checkbox"/> | <b>INDONESIAN</b>                      |

## School Band

Please tick this box if you are interested in trying out for the school band or currently a band member.

STUDENT NAME: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

PRIMARY SCHOOL: \_\_\_\_\_

CONTACT NUMBER: \_\_\_\_\_

PREVIOUS SCHOOL: \_\_\_\_\_

This form must be returned to the front office no later than **31 August 2017**

DATE RECEIVED

\_\_ / \_\_ / \_\_\_\_

PROCESSED

\_\_ / \_\_ / \_\_\_\_

