

SUBJECT SELECTION BOOKLET



YEAR

7



Narrogin
Senior High School
"Learning, Excellence, Equity & Care"

2020

Welcome to Year 7

This outline provides information regarding 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 four periods of English, Humanities and Social Sciences, Mathematics and Science each week. Students will also study three periods of Health and Physical Education (HPE) each week, comprising two periods of physical activity and one period of health education. Within HPE students must also select from one of four contexts: General Physical Education, or Academy 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 Visual Arts, Music or Drama or Dance 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). All applicants will be notified when they are to sit the compulsory entrance test.

YEAR 7 SUBJECTS		
Learning Area/Subject	Length - Full Year	*Estimated Cost*
English	4 periods/week full year	\$25.00
Mathematics	4 periods/week full year	\$27.00
Science	4 periods/week full year	\$33.00
Humanities and Social Sciences	4 periods/week full year	\$23.00
Languages Aboriginal Language and Culture Indonesian	2 periods/week 1 semester	
Health & Physical Education: Physical Education Academy Sports: Cricket, Hockey or Netball Health	2 periods/week full year 1 period/week full year	\$20.00 \$60.00/\$90.00/\$80.00 \$10.00
Technologies: Food Science and Technology Digital Technologies Materials, Design and Technology	2 periods/week 1 semester	\$30.00 \$ 5.00 \$33.00
The Arts: Visual Arts Class Music or Dance	2 periods/week 1 semester	\$17.00 \$10.00 \$10.00

* These prices are an estimate based on current 2019 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.

Year Seven Level Description

This is a year long programme and is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years and teachers will revisit and strengthen these as needed.

Pathway 1 - NAEP

The Narrogin Academic Extension Pathway (NAEP) is offered, by invitation & examination, to students who have a particular talent for English. It builds upon a sound knowledge of Language, Literature and Literacy, in order to develop students' critical and analytical skills in addition to polishing their ability to apply their knowledge across genres. It is expected that students who join this pathway will go on to study ATAR English, in Years 11 and 12.

Pathway 2 - General

This pathway continues to develop skills in Language, Literature and Literacy, with a focus on improving students' all round ability to work within a range of English genres. It is expected that students who join this pathway will study General English in years 11 and 12, although those students who do particularly well in this pathway may be suited to studying ATAR English.

Pathway 3 - Focus

This pathway builds on literacy skills with a focus on improving students' ability in Reading and Writing. It is expected that students who join this pathway will continue in Focus class in lower school and Foundation courses in Senior School, although those students who do particularly well in this pathway may be suited to studying General English.

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.

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. Students will undertake various activities, which link the content to the real world. Students will also complete a series of lessons in relation to career education, including the completion of an Individual Pathway Plan (IPP).

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 livability 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 have the possibility of participating in 'The Night at the Planning Commission'.

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. Students will participate in 'Night at the Museum', by designing and making a model linked to their Ancient Society.

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, General Career and Enterprise, and Certificate II and III in Business.

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 utilise 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 studying Indonesian 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) CULTURAL UNDERSTANDING

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 roles of extended family members, NAIDOC, kinships, mapping local/regional areas, including names of places in the South West, traditional and contemporary activities to seasons (Noongar seasons), basic Noongar translations and language.

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 Movement and Physical Activities for 2 lessons per week and Health 1 lesson.

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:

<p>General Physical Education (a broad offering of sports, typically of 8 weeks duration, with an emphasis on refining the fundamental movement skills)</p>	
<p>Cricket Hockey Netball</p>	<p>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.</p>

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 Dance.

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 innovative Art Making Skills. Students are introduced to historical and contemporary art movements. 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
- Sculpture

MUSIC

CLASS MUSIC

This subject is compulsory for ALL band students and develops musicianship in conjunction with the Instrumental Music course. Please ensure to choose Music as your first choice.

In music students will participate in a range of practical activities to explore and develop a range of music skills and knowledge including:

- performance
- composition
- general music theory
- aural and listening

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.

DANCE

In Year 7, Dance students are given opportunities to choreograph using the elements of dance, choreographic devices and structures for choreographic intent. They develop their technique dance skills and build on their awareness of the body, and how it is used in specific dance styles. They discuss the use of choreography and design concepts on different dance works. In Year 7 the learning focuses will be:

- The four elements of dance
- Jazz
- Contemporary
- Hip-Hop

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 (Security knowledge), positive online behaviour, cyber safety and responsible use of information and communication technologies.

FOOD AND FABRIC

This introductory course will equip students with basic skills in both food preparation and textiles. They will be introduced to food hygiene, working with others in a safe environment to prepare foods to share and enjoy. Students will also learn basic hand sewing and construction techniques to make a craft product.

This course is the stepping-stone to further units of study in the area of foods.

