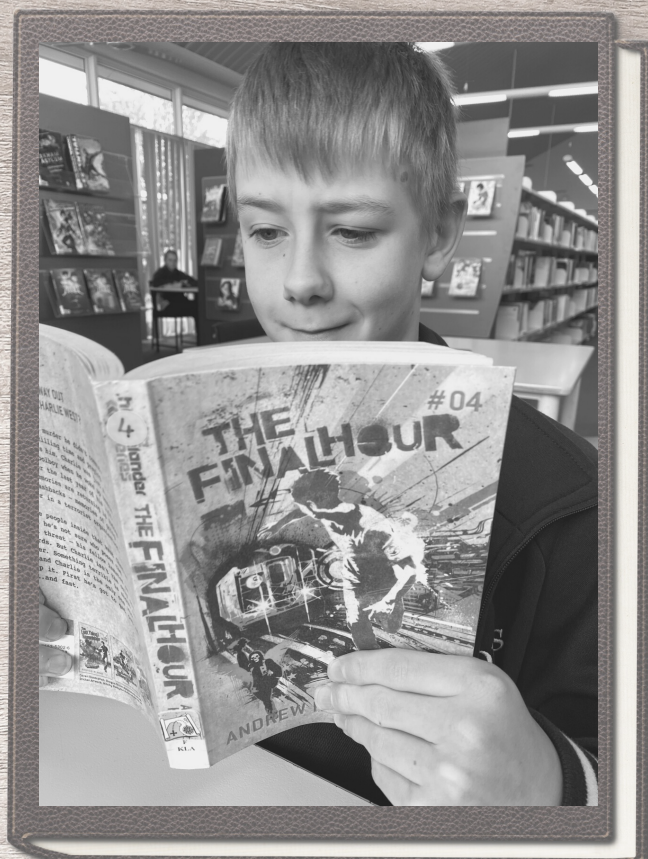


DONNYBROOK DISTRICT HIGH SCHOOL

7



YEAR 7
COURSE INFORMATION 2022

YEAR 7 COURSE INFORMATION

The Western Australian Curriculum, which is inclusive of what is prescribed in the Australian Curriculum, sets out the knowledge, understandings, skills, values and attitudes students are expected to acquire by the completion of Year 7. The School Curriculum and Standards Authority (SCSA) issues time allocation guidelines for all subjects in the Western Australian Curriculum. In a full school year, student's complete subjects from the following learning areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences (HASS)
- Health and Physical Education (HPE)
- The Arts
- Technologies
- Languages

A typical timetable structure in Year 7 consists of four periods of English, Maths, Science and HASS. Students' have a Study Skills period which supports their reading, literacy development and research skills. A language is compulsory in Year 7 and to ensure continuity from Primary School, we will be offering Indonesian in 2022. In addition to this, students have an opportunity to complete additional subjects known as options, which cover The Arts and Technologies. We endeavour to provide a balanced curriculum, whilst catering for student interests. Students will experience a range of option classes throughout Year 7 and 8 to help them choose specialist subjects in Year 9 and 10.

Assessments and assignment work are an important part of the curriculum of all subject areas. Year 7 students will receive an assessment schedule at the start of the semester. Parents will be able to access this via Connect or by contacting the classroom teacher.

As we are trying to assist students to become autonomous learners, we encourage the use of a diary to help students take responsibility for their learning and assignment work. They may also receive other homework to help them establish an effective study routine early in their high school career. This will be an important part of preparation for Senior School studies.

Form

Students attend Form class each morning to provide additional pastoral care. At this time, students get important notes and messages about what is happening on the day ahead. They also receive Positive Behaviour Support at this time, as we explicitly teach the expected behaviours of our school.

SUBJECTS

ENGLISH

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Western Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Western Australian Curriculum: English contributes both to nation-building and to internationalisation.

Students in Year 7 focus upon consolidating their skills in their written and spoken communication, applying the conventions of language correctly. They begin to develop their understanding of the construction of texts which can be written, spoken or multimodal, and in print or visual forms. They continue to develop positive attitudes to regular reading of a variety of texts, as part of a structured English and Library program.

English is organised into three interrelated strands and their sub strands which focus on developing students' knowledge, understanding and skills in the language modes of listening, reading, viewing, speaking and writing:

- Language: knowing about the English language.
- Literature: understanding, appreciating, responding to, analysing and creating literature.
- Literacy: expanding the repertoire of English usage.

Students will also develop skills in Digital Literacy enabling them to find, evaluate, use and create content, using information technologies and the internet. They will become more proficient at evaluating websites, understanding the complexities of a digital footprint, learning how to stay safe on the internet, discovering how to avoid plagiarism and master the art of creating bibliographies and referencing work.

MATHEMATICS

In the Mathematics learning area, students learn the essential mathematical skills and knowledge whilst developing the numeracy capabilities needed in their personal, work and civic life. Importantly, they are provided with the fundamentals on which mathematical specialties and professional applications of mathematics are built. Students in Year 7 will be given the opportunity to work in ability groups that have programs developed to meet their academic needs. All students study the Mathematics content strands: Number and Algebra; Measurement and Geometry; and Statistics and Probability. Students are also shown the thinking of Mathematics explicit in the proficiency strands: Understanding; Fluency; Problem Solving; and Reasoning.

SCIENCE

In Year 7, students transition the Science skills acquired in the Primary setting to Secondary classes by experiencing an engaging, relevant and specific curriculum. In Biology, students will explore the diversity of life on Earth and focus on the role of classification and how ecosystems show the flow of energy in the environment. In Chemistry, students look into mixtures, solutions and pure substances, including elements on the periodic table. In Earth and Space, students focus on the solar system and the predicted phenomena that occur on earth, including tides, sunrises and sunsets. When studying Physics, students will explore the interaction of forces and how these explain changes in motion.

HUMANITIES AND SOCIAL SCIENCE

Humanities and Social Science (HASS) introduces Year 7 students to skills and concepts that are built upon and developed through the sequenced curriculum to the end of Year 10. Through personal expression, investigation, analysis and questioning of evidence, students will develop a strong foundation of skills that will ensure success in the years to come. In Year 7, students will develop an understanding of Australia's Parliamentary and Legal Systems and how these are tied to the British Westminster System, the Division of Powers and Constitution are also explored. Through investigation of History, students will become familiar with the ancient worlds and in particular, the expansion of the Roman Empire. Their studies of Geography link into a locations liveability and in particular, the importance of water. Time will also be spent developing students understanding of the fundamental concepts of Economics including business, demand and supply and the power of the consumer. Students will apply this understanding at the local and global level.

CRITICAL AND CREATIVE THINKING

There is a recognition that to help our students respond to the challenges of the 21st Century – with its complex environmental, social and economic pressures – we need to ensure our young people are creative, innovative, enterprising and adaptable; with the motivation, confidence and skills to use critical and creative thinking purposefully. We have dedicated one period a week to helping our students develop these skills.

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems, unfamiliar information and new ideas. In addition, the progressive development of knowledge about thinking and the practice of using thinking strategies can increase students' motivation for, and management of, their own learning. They become more confident and autonomous problem-solvers and thinkers.

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education Learning Area at Donnybrook District High School aims to provide students with learning experiences that lead to a lifelong, healthy and productive lifestyle. Students are given opportunities to develop skills and abilities through the many contexts which this learning area offers. The schools' programs are designed to be engaging with a developmental focus on pastoral care, teamwork, cooperative learning, leadership attributes and building important relationship skills for the future.

All students participate in courses of Health and Physical Education. The program allows students to develop essential knowledge, attitudes, values, and skills required for life. Students are engaged in both physical and classroom activities that allow them to enhance their well-being, now, and in the future. The ability to communicate and cooperate with other students in practical situations and health classes will also be monitored and developed throughout the course of the year. Our Positive Behaviour Support philosophy is explicitly taught and modelled in these subjects.

Physical Education

Physical Education and sport play an important part in the development of all Donnybrook District High School students. Many life skills such as team work, cooperation with others and the ability to strive for success against difficulties are valuable lessons that students learn from an involvement in sport. The school encourages students to strive for excellence and to set high goals and standards for themselves while at the same time acknowledging the efforts of those around them. Above all, we encourage participation to the best of each person's ability, regardless of the level at which they perform.

This course gives students the opportunity to experience a range of different sports: Aquatics, Athletics, Netball, Football, Badminton, Cricket and Basketball, whilst developing core skills such as throwing, catching, kicking, hitting and dribbling. Students are also introduced to offensive and defensive sporting strategies and will themselves set fitness goals to maximise their participation levels.

Health Education

Students are engaged in lessons where they will develop important life skills concerning their health, which are also designed to prepare them for their later adolescent years. Topics include growth and relationship issues, building resiliency, coping with pressure and influence, fitness and exercise (including fitness testing), drug education and other community lifestyle issues. Emphasis is placed on assertive decision making with students taking ownership of their lifestyle decisions in regards to the importance of living a healthy lifestyle.

INDONESIAN

Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture.

Their growing textual knowledge, developed through English literacy, supports their developing Indonesian literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in Indonesian, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions and share their thoughts on people, social events and school experiences. They use their language skills to engage in tasks and activities that involve planning events or experiences, negotiating arrangements and solving problems. They create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and experiences, to entertain peers and younger audiences.

In Year 7, students make comparisons between their own language(s) and Indonesian and reflect on the experience of moving between languages and cultural systems. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.

STEM

We will offer students a STEM option in Year 7 and 8 which will provide a semester of academic extension through a combined focus on Science, Technology, Engineering and Mathematics. This aspect of the course educates through problem- solving in the real world, not through textbooks, and subjects will cross into one another and importantly into everyday life. Students will delve into Computer Programming (Coding), Robotics and an array of Engineering Challenges, including Solar STEM.

THE ARTS

Visual Arts

Students will develop their knowledge of the Elements and Principles of Art to produce a variety of 2D and 3D artworks, ranging from drawing, painting, printmaking and clay. Students will be required to demonstrate design work and draft ideas in a Visual Diary and learn more about discussing and responding to the Arts.

TECHNOLOGIES

The Western Australian Curriculum: Technologies learning area comprises two subjects:

- Design and Technologies
- Digital Technologies

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. In Year 7, students have opportunities to learn about technologies in society, at least once, in the following technologies contexts: Engineering principles and systems; Food and fibre production; Food specialisations and Materials and Technologies specialisations. Students are provided with opportunities to design and produce products, services and environments.

Digital Technologies

Year 7 students will consolidate and develop new skills in a variety of digital technologies giving them the ability to select the most appropriate application for the required task. As well as using software and online applications, students will also learn search strategies for using the Internet and look at a variety of issues such as Cyber Safety and Ergonomics that have occurred as result of technological change.

Design and Technologies: Woodworking

This is an introduction course to working in an industrial environment. The students start with understanding safe working practices; there is an emphasis on developing hand skills, knowledge of tools, machinery and safe operating practices. As the students' knowledge and skill develop, they are introduced to working from a design brief to develop their problem solving abilities and become resilient, independent learners. The Design and Technology Centre offers learning in Woodwork, Design and Technical Drawing.

Design and Technologies: Textiles and Food

Students will develop their food production skills by completing a semester of practical and theoretical work involving a variety of food topics. Students will be introduced to international cuisine, food packaging and labelling, adolescent food choices and catering and sharing of food. Emphasis in this course is placed on both working as an individual and working within small groups to produce a range of foods. In their second semester students are provided with opportunities to design and produce products using different materials and equipment. Using their design skills students produce a fabric item, using a sewing machine, manipulating and modifying the design to reflect their creativity.

Design and Technologies: Agriculture

Students will learn about the Agricultural industry. Food and fibre production will be a focus and students will consider the ways, characteristics and properties of technologies can be combined to design and produce sustainable solutions.

IMPORTANT NOTE: PLEASE READ CAREFULLY

The Year 7 timetable will be constructed to provide as many opportunities for students as possible, however constraints such as available staff, class numbers and rooming may mean that adjustments to subjects may need to occur.



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