MIDDLE SCHOOL
Subject and Courses Booklet
Year 7
2016

Whitsunday Anglican School
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Foreword

This booklet provides an outline of the subjects offered in Year 7 at Whitsunday Anglican School. It is a reference for parents, students and other community members who require an overview of the Year 7 Curriculum. If required, more detailed subject information is available from the Tutor teacher, subject specialist or Head of Middle School.

The booklet is not intended to be prescriptive in any way since the day-to-day organisation of the year levels lies primarily with the Tutor teacher and subject teachers. Content, learning experiences and projects may vary from year to year depending on the needs of the students, the cohort as a group and the expertise of staff.

The Teaching and Learning Framework used as a curriculum organiser at Whitsunday Anglican School is the “Dimensions of Learning” Model. The Year 7 academic program will continue to reflect the Australian Curriculum key learning areas as they become available.
Year 7—a snapshot

Year 7 is the third year of the Middle School experience for Whitsunday students and the first year for many new students who join us at the end of their primary schooling. With a focus on learning experiences to engage young adolescents, our purpose built facilities offer a safe environment, a core group of teachers and a gradual transition from the primary model of education to the more traditional Senior school model. New students, with support from their allocated buddies, Tutor teacher and subject teachers generally transition well to the new routines, and expectations. It is an exciting time as so many new opportunities emerge with greater independence, self management and sense of responsibility developed along the way.

Students in Year 7 have some classes in a traditional “home room” environment and move to other rooms for specialist subjects such as Science, Music, Art, Information, Technology and Design, Health and Physical Education and Drama with specialist teachers. Students in Year 7 have their own locker and are expected to manage their own equipment, including their own digital learning device.

Under the umbrella of Information Technology and Design, students rotate through one term each of Graphics, Industrial Arts and Computing and select one of these for further study in Term 4. As part of the Arts program students study Drama for the whole year and a semester each of Visual art and Music.
We understand that students require support, encouragement and ongoing feedback on their progress. This occurs in a number of ways. All students undertake diagnostic testing throughout the year. Typically this commences in Term 1 so that progress can be monitored and learning can be tailored to suit the needs of individuals. Previous academic results are used in this process. Regular parent-teacher communication is encouraged.

All students are expected to use the school diary as an organisational tool for upcoming events and recording homework. It is also an important communication tool for parents and teachers. Students have a set 10 day timetable, typically referred to as week 1 and week 2.

Students are supported in their homework organisation by having a set weekly schedule which consists of three subjects per night. Year 7 students are expected to complete 60-90 min of homework per night Monday to Thursday.

Our Character Counts Pastoral program aims to provide students with knowledge, skills, values and character traits across three domains of development that include Character, Social/Emotional (self awareness and self management) and Academic development (learning-related character traits and cognitive skills).

Leadership and service opportunities are available to all Year 7 students who are encouraged to involve themselves in a Character Counts committee group. (Service, Media, Chapel & Assembly, Activities, Grounds and Environment and Fundraising.)

Student achievement is celebrated at our fortnightly Middle School assemblies and Chapel services.
Creative Arts

Students in Year 7 will elect to study two of the three Creative Arts subjects. Students will attend one less per week for each of their two chosen subjects, for the whole year.

Course Description....Visual Art

Learners at this level know and apply visual art elements of line, shape, texture, colour through additional concepts of space, balance, contrast and pattern to make, display and appraise images and objects. They work individually and collaboratively to conceive, design and modify images and objects with deliberate and considered intent to communicate ideas, feelings, experiences and observations of the world. They construct and communicate meaning through the making and displaying of their own work in informal and formal contexts.

Learning Experiences and Activities

- Learners design, make and modify images and objects applying elements, additional concepts, forms, materials and processes with deliberate and considered intent to communicate ideas, feelings, experiences and observations.

- Learners display images and objects to analyse, construct and communicate meaning.

- Learners identify, describe and compare elements, concepts, ideas, feelings, experiences and observations in response to images and objects from various cultural and historical contexts.

- Learners collaboratively make and display images and objects for a specific purpose with artist/crafts persons/designers.

Achievement Standards

Assessment is completed on an ongoing basis. Students are assessed in the dimensions of Making and Responding.
Course Description...Drama

In Year 7, students individually and in groups to select dramatic elements while building and shaping their own dramatic action. They participate in group devised drama for presentation in informal and formal settings. Contexts are drawn from both fictional and non-fictional sources.

Learning Experiences and Activities

- Developing characters and shaping roles
- Rehearsing group presentations
- Presenting scripted drama
- Developing an awareness of the audience
- Devising original drama
- Using Drama vocabulary
- Interpreting and realizing a text
- Clowning and physical comedy

Achievement Standards

Students are assessed in the dimensions of Making and Responding.
Course Description...Music

Music is experienced through playing, singing, listening, creating and responding to a variety of musical styles. Concepts and skills are introduced and reinforced continuously and sequentially. Students develop practical skills on an instrument (guitar) and learn to use music technology.

Learning Experiences and Activities

Students continue to build a repertoire of songs and develop skills in part-singing. Reading and writing music notation and performance skills are further developed through playing melodic, harmonic and rhythmic instruments. Listening, creating and responding activities are experienced through a variety of musical styles including classical, folk, jazz and contemporary music.

Achievement Standards

Students are assessed in the dimensions of Making (performing and composing) and Responding.
Christian Education

Course Description
In the Middle School, the Christian Education program allows students the opportunity to explore Christianity, religions and values. Students are encouraged to participate in activities that encourage understanding of scripture; exploration of beliefs and world religions; making choices; nurturing faith and personal reflection; and, an awareness of Christian tradition and Anglican liturgy.

Christian values are encouraged in all aspects of the life of the school community.
Technology & Design

Students in Year 7 & 8 rotate through Industrial Arts, ICT and Graphics during Terms 1—3. In Term 4, the student nominates which area to study.

**Course Description....Industrial Arts**
Students continue to develop skills in the use of materials, tools and processes. Elements of design are integral to practical work and emphasis is placed on relating the classroom to other school subjects and to industry. The safe use of equipment and tools is stressed.

**Learning Experiences and Activities**
Students build on the skills and experiences of the previous years.

**Achievement Standards**
Items produced in class form the basis of assessment. Students are also continuously assessed in the areas of safety, use of equipment and assistance to others.

**Course Description....ICT**
Students learn how to use technology effectively in both familiar and new situations. The focus for Year 7 is on animation and students will explore the importance of planning a project and using specific software to create an animation.

**Learning Experiences and Activities**
Students begin by using Pivot software which introduces them to the topic with frame-by-frame animation. Secondly, the students work with Scratch, which is an instruction based program. This software requires students to think their animation through and use prior knowledge to solve problems. In Term 4, students build on the skills learnt previously and create an animation using Flash.

**Achievement Standards**
Students have two pieces of in-class assessment for the term. They are able to work on the assessment at home but it is not necessary for success in the subject. The assessment focuses on the importance of planning a project as well as the technical skills required to produce an animation.
Technology & Design

Course Description....Design
Students begin by learning how to effectively plan and design a project. They then use subject specific software to complete a project.

Learning Experiences and Activities
Students will learn how to use AutoCad, Revit and Solid Edge software for design. They will also learn how to plan effectively and problem solve.

Achievement Standards
Students work on one major project throughout the term that is continually assessed.
Course Description

The Year 7 English course has been designed to suit the Australian Curriculum and is built around three interrelated strands: Language, Literature and Literacy. Together, these strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and creating. The Year 7 course will strengthen previously learnt skills and processes and offer increasing challenge as students prepare for the Year 8 English course.

Learning Experiences and Activities

Students have the opportunity to engage in a range of learning opportunities throughout the Year 7 English course. Students will complete four term-long units based on prose, drama, media and poetry, completing written, spoken and multimodal assessment instruments. In Year 7, students will study the following units: Prose – *How novel*, Media – *Media Madness*, Poetry – *Australiana* and Drama – *Alive with mystery*. To enhance the variety of learning experiences, both literary and non-literary, students are encouraged to use ICTs to enrich their presentations and engagement in learning.

Achievement Standards

Students will be expected to complete class activities and some assessment items for homework. Students are assessed on a portfolio of work (compiled continuously during the year) which presents an overall view of their achievement.
Health & Physical Education (HPE)

Course Description

The subject of Health and Physical Education is part of the Key Learning Area of the Whitsunday Anglican School Health and Physical Education course. The scope of the course is described by three strands: Promoting the Health of Individuals and Communities, Developing Movement concepts and Motor skills, Enhancing personal development. The core curriculum represents essential learning and is delivered through both theoretical and practical lessons. Students experience practical units of work such as Modified Games, AFL, Badminton, Basketball, Dance, Soccer, Softball, Netball, Volleyball, Athletics, Aquatics and Fitness.

Students will explore many aspects of health through theoretical lessons including personal relationships, coping/resilience skills, nutrition, First Aid, assertiveness, self esteem, systems of the body, body image, sun and water safety, lifestyle and fitness.

Learning Experiences and Activities

The learning experiences address the key concepts and are designed to meet student learning outcomes that include an ability to demonstrate and describe everyday actions to promote their health, and to demonstrate a range of basic locomotor and non-locomotor movements applying these in a variety of games and sports.

Achievement Standards

Assessment will be criteria based and dependent on students achieving prescribed learning outcomes for each strand.
Humanities

Course Description

Humanities is the umbrella name given to the two discipline studies of History and Geography. At Whitsunday Anglican School we are engaged with the Australian Curriculum for these two subjects and are dedicated to delivering the highest quality program available.

In Year 7 students will study a total of 1 semester of History and 1 semester of Geography. Topics covered in the course include:

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<td>Places are for living in</td>
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Learning Experiences and Activities

Teaching/Learning activities develop skills in all of the Common Curriculum Elements (CCE’s) and are supported by the framework of Dimensions of Learning (DoL). Humanities focuses of the specific will be of research and communication including hypothesising, analysis of perspectives, statistical data and other information, and the justification of decisions.

Achievement Standards

Assessment is conducted through regular tasks that allow for all students to access the curriculum. Items may include: research tasks, various forms of examinations, non written responses, field work and computer based assessment to name a few.
Language Other Than English (LOTE)

Students in Year 7&8 choose one of the 3 LOTE offerings to study in more depth over 2 years

Course Description.... Japanese

Students learn the basics of Japanese pronunciation and communication. A basic script (Hiragana) is taught. Activities continue to foster reading, writing, listening and speaking skills of the language using topics inclusive of meal-times, family members, school subjects and classroom activities. Students engage with cultural aspects and write their own Japanese fairy tale.

Learning Experiences and Activities

Students continue to master Hiragana in the macro skills of reading and writing. Pair and group work is used to develop the student’s abilities in the listening and speaking arena. Students engage in linguistic development through vocabulary recognition and use of target language through cleverly designed interest based assessment items. Students can showcase their understanding and comprehension of Japanese.

Achievement Standards

Students are assessed summatively in each of the four skill areas – listening, speaking, writing and reading, each per term. Assessment includes term projects relevant to the topics studied in class as well as vocabulary quizzes and ongoing teacher observations.
Language Other Than English (LOTE)

Course Description.... French

Students will take part in simply structured conservations, including rehearsed instances with a sympathetic conversation partner and describe actual events from a personal viewpoint. Students will manipulate known structures and linguistic features appropriately to generate original utterances and construct simple cohesive texts in different contexts. Students express comparisons with their own culture using socio-cultural information provided in texts. Topics studied will include schooling, time, food in school and outside school.

Learning Experiences and Activities

- Individual and group role plays
- Chants and rhymes/songs
- Computer programs (Language Perfect.com, Linguascope.com, PowerPoint, Internet research, Web pages)
- Games
- Group discussion
- Hands on Activities
- Cultural activities (eating crepes and escargots)

Achievement Standards

Students will be assessed by ongoing observation, small written and verbal tasks and exams based upon the four skill areas of reading, writing, listening and speaking studied each term.
Course Description.... Literacy

The Year 7 Literacy course has been designed to specifically focus on the Language and Literacy strands of the Australian Curriculum, in conjunction with the English course, to consolidate students’ functional English. This emphasis will build upon students’ knowledge, understanding and skills in reading and writing, supporting their learning across all subjects. The Year 7 course will strengthen and revise previously learnt skills to assist students in developing their English competency.

Learning Experiences

Students have the opportunity to participate in a range of explicit learning experiences, tailored to develop students’ knowledge and understanding of the technical skills involved in reading and writing. Specific areas of focus will include rules of grammar and punctuation, vocabulary and spelling development, sentence construction and comprehension strategies. These learning experiences will support the skills assessed in NAPLAN and school-based assessment and provide a strong foundation for future learning.

Achievement Standards

Students will complete a range of written and spoken assignments and examinations throughout the year. Some of these will be conducted in class and others will require students to complete additional work at home. These assessment items will contribute to a portfolio of work, which will indicate the students’ cumulative achievement in the subject.
Learning Enrichment

Whitsunday Anglican School prides itself on providing education programs, which place the individual student at the centre of all learning. We have many programs which are implemented throughout the School and we are fortunate to work with brilliant staff on a daily basis. The Learning Enrichment Centre provides various options for improving learning.

Some services provided include:

- Early intervention; we attempt to identify and support any student learning issues early in their learning
- Planning and catering for the varying learning abilities of our students through differentiation.
- Formal assessment of individual student needs.

The Learning Enrichment team will work with staff to:

- Develop, facilitate and evaluate programs which will cater for the diversity of learners in the classroom
- Develop Individual Education Plans (IEP) for students with disabilities with parents and staff, also liaising with external specialists when the need arises.
- Deliver in-class and small group assistance for students.
- Provide access to accelerated programs within the class, special multi-age groups, and also source other extension opportunities for our academically advanced students.
- Support our students with English as their second language.
- Assist teachers to cater for individual needs through the provision of material resources
- Foster a positive attitude by students for themselves and their work
Mathematics

Course Description

The Australian Curriculum organises Mathematics around the interaction of three content strands: Number and Algebra; Measurement and Geometry; and Statistics and Probability.

The Number and Algebra strand allows for a review of place value and looks at numbers greater than 1,000,000. Problem solving using the addition and subtraction algorithms and long multiplication and division concepts are examined. Index notation occurs with the undertaking of square and cube numbers as well as numbers with other powers. Problem solving using the concept of factors and multiples is investigated. The application of the four operations with directed numbers is introduced.

Fraction work is extended to include the use of improper fractions and mixed numbers, simplification of fractions and the four operations with fractions. Operations with decimals are further consolidated. Common percentages and calculation of percentages of quantities is pursued. Ratio, which encompasses comparing quantities, as well as writing and simplifying ratios is embarked upon.

The Algebra Strand is introduced. The understanding of a pronumeral as well as an algebraic expression is developed. Simplification of like terms to include the four operations and an introduction to the distributive law takes place. Solving simple linear equations is delved into. The Cartesian Plane precedes work with linear relationships which are to be written algebraically.

Learning Experiences and Activities

The core outline is designed to enhance the learning process, revise previous skills, introduce new concepts and aid in the development of problem solving strategies. These are achieved through a selection of modeled and simulated tasks having real life applications with visual and concrete aspects to topics being stressed. Calculator and spreadsheet applications are integrated throughout.
Mathematics

Learning Experiences and Activities

The core outline is designed to enhance the learning process, revise previous skills, introduce new concepts and aid in the development of problem solving strategies. These are achieved through a selection of modeled and simulated tasks having real life applications with visual and concrete aspects to topics being stressed. Calculator and spreadsheet applications are integrated throughout.

Assessment Overview

Assessment each term will be a combination of basic knowledge and procedures, simple and complex modeling and problem solving. An investigation will be completed each term. All assessment information forms part of each student’s Mathematics portfolio.
Science

Course Description

The Year 7 Science course at Whitsunday Anglican School is focussed on providing experiences that deliver the Australian National Science Curriculum in an engaging and enriching manner. Activities are designed to encourage the development of skills in problem solving and critical and creative thinking. The program continues to foster inquiry-based learning with strong connections to real life situations.

Learning Experiences and Activities

The Year 7 students will study a variety of units that will provide them with the opportunity to develop an understanding of Scientific principles and an appreciation of how science has been developed through the work of scientists and has contributed to the progress and development of our society. Investigative skills that encourage students to question their surroundings and predict how systems may change, plan and conduct investigations to explore these changes, then analyse and evaluate their findings will form a critical part of their science work. Over the course of Year 7, students will investigate a wide variety of topics related to Biology, Chemistry, Physics and Geology.

In each area, the studies undertaken will add to their understanding of vital scientific concepts and provide the framework upon which to build a greater understanding of more complex scientific principles. In keeping with a strong focus on practical investigation, students will carry out experiments that explore properties of substances and mixtures, how energy is transferred, where organisms live and how they are classified. Further studies will also provide opportunities for students to develop further understanding of earth’s resources and earth in space.
Science

Achievement Standards

Assessment will be continuous and will involve a variety of formative and summative tasks, including written examinations, written and oral reports, practical activities and project work. The development of deep understanding of scientific principles and the ability to apply investigative skills to design investigations and analyse results will be a primary focus in the Year 7 program. Assessment tasks will reflect the experiential nature of the course, the need for conceptual understanding and the importance of working effectively in a group.