

North Rockhampton State High School

Subject Handbook - Year 7



HIGH EXPECTATIONS FOR EVERY CHILD



Subject Structures for Year 7

The junior secondary school works hard to offer a range of subjects that will engage, stimulate, provide opportunities to discover new knowledge and skills, and ultimately provide a broad base of experiences that will lead to a distillation of students' subject choice in their areas of interest and expertise as they progress from years 7 to 10.

In year 7 and 8 subject offerings are designed to be broad and inclusive of many skills and activities that students may not have experienced in primary school. Years 9 and 10 allow students to choose subjects that they have an increased interest in, and help students refine their interests in preparation for senior pathways.

Our year 10 subject selections are designed to prepare students for what they might experience in year 11 and 12. They are designed to further refine students' interests as well as prepare students for the different learning pathways offered in senior schooling, whether it be an ATAR/university pathway or vocational courses and work.

WHOLE SCHOOL CURRICULUM OVERVIEW

YEAR	ENGLISH	MATHS	SCIENCE	SOSE	HPE	LOTE	ROTATIONS	HAWKS
7	3 lessons per week	3 lessons per week	3 lessons per week	3 lessons per week History – 13 weeks Geography - 13 weeks Civics & Citizenship – 7 weeks Business & Economics - 7 weeks	2 lessons a week of HPE OR Rugby League program - invitation specialist HPE program	2 lessons a week of Japanese OR Literacy skills program – if exempt from studying Languages	4 Term Rotations 1 Term Music 1 Term Technologies (Food, Digital or Materials) 1 Term Art subject (Drama or Visual Arts)	1 lesson a week, focus on wellbeing
8	3 lessons per week	3 lessons per week	3 lessons per week	3 lessons per week History – 13 weeks Geography - 13 weeks Civics & Citizenship – 7 weeks Business & Economics - 7 weeks	2 lessons a week of HPE OR Rugby League program - invitation specialist HPE program	2 lessons a week of Japanese OR Literacy skills program – if exempt from studying Languages	4 Term Rotations 1 Term Music 1 Term Design & Technologies - Food 1 Term Art subject (Drama or Visual Arts) 1 Term Technology subject (Digital Technologies or Design & Technologies – Materials)	1 lesson a week, focus on wellbeing
YEAR	ENGLISH	MATHS	SCIENCE	SOSE	HPE	ELECTIVES		HAWKS
9	3 lessons per week	3 lessons per week	3 lessons per week	3 lessons per week History – 20 weeks Geography - 20 weeks	3 lessons per week	2 Semester Electives 1 Semester of Japanese, Business OR an Arts subject (Visual Arts, Music, Drama) 1 Semester of Japanese, Business OR a Technology subject (Digital Technologies, Design & Technologies – Materials or Design & Technologies – Food)		2 lessons a week, focus on wellbeing

WHOLE SCHOOL CURRICULUM OVERVIEW

YEAR	ENGLISH	MATHS	SCIENCE	HISTORY	HPE	ELECTIVES	HAWKS
10	3 lessons per week	3 lessons per week	3 lessons per week	3 lessons per week for one Semester	3 lessons per week for one Semester	<p>Two Electives Studied for the entire year See subject selection form (Enrolments link)</p>	<p>1 lesson '<i>Short Course in Career Education</i>' 1 lesson focus on wellbeing</p>
YEAR	ENGLISH	MATHS	ELECTIVES				HAWKS
11	3 lessons per week	3 lessons per week	<p>Four Electives <i>2020 Year 11 & Year 12</i></p> <p>See subject selection book for Year 12 in 2020 - 2019 Year 11 offerings (2019 Senior link) and the subject selection form (Enrolments link) Year 11 in 2020 - 2020 Year 11 offerings (2020 Senior link) and the subject selection form (Enrolments link)</p> <p>Subjects include ATAR pathways, General subjects, Applied subjects & VET offerings</p>				<p>2 lessons a week, focus on wellbeing, study skills, career education, university, TAFE, traineeship offerings, scholarship information, exam preparation & tutorials</p>
12	3 lessons per week	3 lessons per week					

ENGLISH

Subject Description

In Year 7, students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Extension programs are also delivered as part of the English program.

YEAR 7			
Mandatory: Yes		Duration: All Year	
Term 1	Term 2	Term 3	Term 4
Unit Topic: Newspaper Study Assessment: Newspaper folio – article + interview + sports report	Unit Topic – Play Study – “The Diary of Anne Frank” Assessment: (spoken) Text Pitch to promote the play in QLD	Unit Topic - Novel study – “the Witch of Blackbird Pond” Assessment: (written) Narrative intervention	Unit Topic – Novel Study – “don’t call me Ishmael”

SCIENCE

Subject Description

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. They 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. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes

Extension Science is also delivered as part of the Science program.

YEAR 7

Mandatory: Yes

Duration: All Year

Term 1	Term 2	Term 3	Term 4
Unit Topic: Water: Waste Not, Want Not Assessment: Experimental investigation and report	Unit Topic: Heavenly bodies and seasons Assessment: Exam	Unit Topic: Moving right along Assessment: experimental investigation, extended response	Unit Topic: Organising organisms and affecting organisms Assessment: exam

MATHEMATICS

Subject Description

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands. The strands are:

- Number and algebra
- Measurement and geometry
- Statistics and probability

At this year level:

- understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays

Extension Maths is also delivered as part of the Mathematics program.

YEAR 7	
Mandatory: Yes	Duration: All Year

Term 1	Term 2	Term 3	Term 4
Unit Topic: Number and Place Value, Units of Measurement, Shape and Geometric reasoning Assessment: Problem solving and Modelling task (PSMT) + exam	Unit Topic: Patterns and Algebra, Linear and Non-linear relationships and chance Assessment: Exam	Unit Topic: Money and financial mathematics, real numbers Assessment: PSMT + exam	Unit Topic: Data Representation and interpretation, Geometric reasoning and location and transformation Assessment: exam

HISTORY

Subject Description

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

YEAR 7

Mandatory: Yes

Duration: Semester 1

Term 1	Term 2	Term 3	Term 4
Unit Topic: Investigating Ancient artefacts Assessment: (written) Paragraph responses to historical sources	Unit Topic: Ancient Rome Assessment: (written) Paragraph responses to research		

GEOGRAPHY

Subject Description

There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'.

'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

YEAR 7			
Mandatory: Yes		Duration: Semester 2	
Term 1	Term 2	Term 3	Term 4
		Unit Topic: Water in the World Assessment: Collection of work and exam	Unit Topic: Place and Liveability Assessment: Inquiry task investigation

CIVICS AND CITIZENSHIP

Subject Description

The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values.

YEAR 7			
Mandatory: Yes		Duration: Semester 1	
Term 1	Term 2	Term 3	Term 4
Unit Topic: Government, Constitution and Justice	Unit Topic: Diversity, Referendums and Reflection		
Assessment: Collection of work	Assessment: Collection of work		

ECONOMICS AND BUSINESS

Subject Description

The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

YEAR 7			
Mandatory: Yes		Duration: Semester 2	
Term 1	Term 2	Term 3	Term 4
		Unit Topic: Consumers, producers and types of work Assessment: Exam (open book) combination responses	Unit Topic: Successful business, personal, organisational and financial planning Assessment: Exam (open book) combination responses

HPE

Subject Description

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Units of work in year 7 follow the sequencing required by Australian Curriculum for years 7-10. The units also gives some base foundation knowledge of subjects offered in senior cohort such as Certificate III in Fitness, Certificate II in Sport and Recreation, sport and recreation and Certificate IV in health.

YEAR 7			
Mandatory: Yes		Duration: All Year	
Term 1	Term 2	Term 3	Term 4
Unit Topic: Health Related Fitness and Swimming Assessment: Folio of work + Stroke Development and Expressive Movements	Unit Topic: Approaching adolescence + Dodgeball/Futsal Assessment: Written letter extended response (200-250 words) + Rules, fair play, inclusivity	Unit Topic: Sport in Society + TRL/Oztag Assessment: Short/Long answer responses + Respect, inclusivity, concept skills movements	Unit Topic: My generations + striking sports Assessment: Short answer response + control accuracy of performance, socials skills & respect

LANGUAGES

Subject Description

Learners expand their range of vocabulary to subjects beyond their immediate world and familiar experiences. They develop broader grammatical knowledge, using verbs and い/な adjectives, negative conjugations, various particles, counters, superlatives and conjunctions, to describe and sequence events. With support they create a range of texts and participate in information sharing and performances. They recognise and apply Japanese punctuation conventions and the characteristic features of text types such as self-introductions and letters. They analyse more critically and imaginatively the relationship between language and culture, identifying cultural references in texts and considering how language reflects and influences perspectives and values, for example, the use of the prefixes ご/お to show respect. They make comparisons between their own language(s) and Japanese, and reflect on the experience of moving between languages and cultural systems. They monitor and reflect on their intercultural experience and capability as language learners, and identify their personal and community practices that reflect cultural influences.

Students learn to use katakana and develop their understanding of the relationship between hiragana, katakana and kanji in texts. They read, view and interact with a growing range of texts for a variety of informative, transactional and communicative purposes. They are developing a broader range of vocabulary and expression and creating more complex sentences using structures.

YEAR 7

Mandatory: Yes

Duration: All Year

Term 1	Term 2	Term 3	Term 4
Unit Topic: Meeting new people	Unit Topic: What is character?	Unit Topic: What is school life?	Unit Topic: What are memorable places?
Assessment: Presentation – Exam (open book)	Assessment: Presentation – Exam (open book)	Assessment: Exam (open book)	Assessment: Exam (open book)

DRAMA

Subject Description

In Yr. 7, students will make and respond to Drama by exploring storytelling through a range of different performance styles including Indigenous, Shakespearean, Physical and Contemporary Theatre.

By introducing the Elements of Drama, the Yr. 7 unit provides a solid foundation for the study of Drama subjects through to Yr. 12. Students are well prepared to further explore concepts and skills such as role and character, improvisation, voice, movement, focus and dramatic action. Drama also builds confidence and the ability to work in a group which are essential skills for both school and the workplace.

YEAR 7			
Rotation Subject		Duration: One Term	
Term 1	Term 2	Term 3	Term 4
<p>Unit Topic: Mirror Mirror: Storytelling- An Introduction to the Elements of Drama</p> <p>Assessment: Annotated Storyboard (200-300 words with 4-6 images)</p> <p>Group Performance Freeze frames with sound scape (45 sec- 1 min)</p>			

MUSIC

Subject Description

In Year 7, students look at a variety of different music styles over time as an introduction to the secondary study of music. They respond to stimuli in a short response exam that measures their knowledge of the musical elements. They perform music from those styles and their chosen time to demonstrate knowledge of the musical elements. Accompanying performance statements will justify the performance choices that the students have made.

As an introductory unit, Yr. 7 Music provides a solid foundation for the study of Music subjects through to Yr. 12. Students have the opportunity to further explore meaning, interpretation and musical elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music.

YEAR 7			
Rotation Subject		Duration: One Term	
Term 1	Term 2	Term 3	Term 4
Unit Topic: Music Through the Ages Assessment: Response to Stimulus Exam (70 min) Performance (45 sec- 1.5 mins) Performance statement (100-300 words)			

VISUAL ART

Subject Description

The Yr. 7 Art unit explores the representation of ideas and concepts related to the theme of Australia’s endangered animals. Students will be introduced to the use of visual conventions such as the elements of Art (line, shape, space, colour, texture and tone) in the creation of two and three-dimensional practical tasks relating to this theme. A written task will require students to identify and analyse how artists use visual conventions and viewpoints to communicate ideas about Australia’s endangered animals and to evaluate how community artworks are displayed to enhance meaning.

With a focus on introducing the Elements of Art, this Yr. 7 unit develops visual literacy so that students are able to make and respond to artworks and continue to use visual language with increasing complexity. Students are well prepared to study Visual Arts subjects through to Yr. 12 building on this fundamental understanding of art concepts and skills.

YEAR 7			
Rotation Subject		Duration: One Term	
Term 1	Term 2	Term 3	Term 4
Unit Topic: Introduction to the Elements of Art Assessment: Folio of drawings Clay sculpture 1 written response (200 words)			

DIGITAL TECHNOLOGIES

Subject Description

In Year 7, students explain how social, ethical, technical and sustainability considerations influence the design of innovative and enterprising solutions to meet a range of present and future needs. They explain how the features of technologies influence design and production decisions. Students make choices between different types of networks for defined purposes.

In Year 7 and 8, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

They further develop abstractions by identifying common elements while decomposing apparently different problems and systems to define requirements, and recognise that abstractions hide irrelevant details for particular purposes. When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation, such as using pivot tables, graphs and clearly defined mark-up or rules. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

They broaden their programming experiences to include general-purpose programming languages, and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

YEAR 7

Rotation Subject

Duration: One Term

Term 1	Term 2	Term 3	Term 4
Unit Topic: Sustainable world in a gaming environment			
Assessment: Folio of written work			

TECHNOLOGIES

Subject Description

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

All young Australians should develop capacity for action and a critical appreciation of the processes through which technologies are developed and how technologies can contribute to societies. Students need opportunities to consider the use and impact of technological solutions on equity, ethics and personal and social values. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others.

YEAR 7			
Rotation Subject		Duration: One Term	
Term 1	Term 2	Term 3	Term 4
Unit Topic: Emerging learning environments Assessment: Folio of written work			

DESIGN TECHNOLOGIES – FOOD SPECIALISATIONS

Subject Description

In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

YEAR 7

Rotation Subject

Duration: One Term

Term 1	Term 2	Term 3	Term 4
Unit Topic: Food on the go Assessment: Folio of written work			

DESIGN TECHNOLOGIES – MATERIALS SPECIALISATIONS & ENGINEERING AND SYSTEMS PRINCIPLES

Subject Description

In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

YEAR 7			
Rotation Subject		Duration: One Term	
Term 1	Term 2	Term 3	Term 4
Unit Topic: Sustain me			
Assessment: Folio of written work			