



**Kilcoy State High School**

*An Independent Public School*

*— Expecting the Best, Achieving Success —*

# **Subject Guide**

## **Year 7**

### **2024**

*Expecting the Best, Achieving Success*



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### **Welcome to Kilcoy State High School**

## **PRINCIPAL'S WELCOME**

### **PRINCIPAL'S WELCOME**

As a learning community we are committed to realising the potential of every student at Kilcoy State High School. High expectations to lift student learning outcomes are met through our focus on providing quality curriculum, teaching and learning.

Our Vision | 'Expecting the Best, Achieving Success' demonstrates that we have high expectations and envisage success from all members of our school community. Our framework for this success is P.E.P.A.R - being Prepared, Engaged, Performing, Aspiring and Responsible forms the stepping stones for students to achieve success and encompasses all that we do to achieve quality outcomes for all students.

Kilcoy High is committed to providing our students the very best education. We build productive relationships to ensure they develop inspired, innovative, and resilient learners who are prepared to challenge the future. It is not only our curriculum which is futures oriented but the way our teachers enable students to access their learning. Teachers embed future focussed digital learning in teaching and learning to develop student's digital literacy. Our school devotes significant resources and time in developing our staff ability to provide quality curriculum, teaching and learning backed by research to develop the Assessment Literate student; one who clearly understands their assessment and how they will be assessed.

Our motto | "Success with honour" encapsulates our school values, expectation, achievement and success. This positive school culture drives our students to work hard, strive to achieve their best and interact positively in a friendly, respectful environment. Success is possible with the right support, the right curriculum, and the right attitude. The well-being of our students and staff is a high priority, as we know that when a positive mindset exists, the conditions for engagement and learning are maximized. Students of all abilities are supported, challenged and encouraged to realize their potential.

We expect the highest standards from students, staff and the community and stand proudly as an outstanding high school dedicated to learning.

**Boris Croft**  
Principal



# FRAMEWORK FOR SUCCESS PEPAR

RESPONSIBLE

PREPARED

ENGAGED

PERFORMING

ASPIRING



We all arrive at class on time, with all equipment required to complete the lesson and with a positive frame of mind ready to engage in the learning program for the day.



We focus on our learning and involve ourselves by listening, asking questions and participating in the lesson.



We all take responsibility for learning outcomes. We recognise what it means to be successful and should be able to put into place actions to ensure the future likelihood of success.



We are recognised as individuals with our own personal skills and abilities. We are expected to utilise these skills and abilities to the upper limit, so that our potential is maximised.



We look forward to a successful future, and strive to develop a positive image of our future lives.

Kilcoy State High School



### Year 7

Year 7 students participate in a core curriculum that is targeted at the successful transition of students into High School. Throughout the year, students study 6 subjects per semester (12 per year).

- The core curriculum comprises a set curriculum including the study of English, Math, Science, Humanities and Health and Physical Education. Students will also study a rotation of elective subjects each term from Digital Technology, The Arts, Design and Technology and Japanese.
- Achievement against the school's Literacy and Numeracy benchmark and successful achievement of the Year 7 Australian Curriculum, Assessment and Reporting Authority (ACARA) standards is the goal for every student.

### Years 8, 9 and 10

In Years 8, 9 and 10 students participate in a core curriculum that is targeted at the successful transition into the Mastery Phase of Learning.

- Year 8 core curriculum comprises a set curriculum including the study of English, Math, Science, Humanities and Health and Physical Education. Students' will also study two (2) elective subjects per semester from Agricultural Science, The Arts, Design and Technology subjects, Japanese and our Sports Academy.

Year 9 and 10 students study 7 subjects per semester. In Year 10 study 2 x 70min lessons of the Step Forward Program each week.

- Year 9 core curriculum comprises a set curriculum including the study of English, Math, Science, Humanities and Health and Physical Education. Students' will also study two (2) elective subjects per semester from our range of elective offerings.
- Year 10 core curriculum includes set requirements of studying English, Mathematics, Science, Humanities and Health and Physical Education every semester. As part of their personalised learning pathway, students can choose from a range of elective subjects in line with their current level of learning.
- The successful completion of Pre-ATAR subjects is the goal for any student moving into the Mastery Phase on a university (ATAR) pathway.
- Achievement against the school's Literacy and Numeracy benchmark is the goal for every student.
- Literacy, numeracy and 21<sup>st</sup> Century skills will be embedded throughout all subjects.

Learning in Year 8, 9 and 10 will provide the opportunity for all students to successfully achieve against the Australian Curriculum

- Learning areas
- General Capabilities and
- Cross curriculum priorities.



## Year 7 Subject Guide

|                               |                                 |
|-------------------------------|---------------------------------|
| <b>Area of Study:</b> English | <b>Level:</b> Year 7            |
| <b>Subject Type:</b> Core     | <b>Subject Length:</b> All Year |

### Description:

Year 7 English is built around 3 interrelated strands of *Language, Literature and Literacy*. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will engage with a variety of texts for enjoyment and to enhance engagement, group work and readiness for the 21<sup>st</sup> century student. They listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The features of these texts may be used by students as models for creating their own work.

### Responses to texts and topics may include:

- Imaginative writing and speaking
- Analytical responses to texts
- Persuasive texts

|                                  |                                 |
|----------------------------------|---------------------------------|
| <b>Area of Study:</b> Humanities | <b>Level:</b> Year 7            |
| <b>Subject Type:</b> Core        | <b>Subject Length:</b> All Year |

### Description:

In Year 7 Humanities, students investigate and use a range of historical and geographical skills. These include the interpretation of data, maps, and sources of information. Students interpret, analyse and create reports about how various peoples of the world have both lived in the past and how we continue to live. We investigate social factors that influence where we live and have lived, what services and facilities we require in the past and present, and how we respond to social and historical events.

### Topics may include:

- Assessment and research skills
- The Ancient Past – introduction to history
- Ancient Rome
- Water and Water Scarcity
- Place and Liveability



|                                   |                                 |
|-----------------------------------|---------------------------------|
| <b>Area of Study:</b> Mathematics | <b>Level:</b> Year 7            |
| <b>Subject Type:</b> Core         | <b>Subject Length:</b> All Year |

### Description:

In Mathematics you will begin working through the new Version 9.0 curriculum. Your first semester will focus on basic number skills, with semester two focusing on related mathematical topics including Algebra, Measurement, Space, Probability and Statistics. You will be utilising online materials through our new digital learning platform, but a lot of working will still be based around pen/pencil and paper skills.

By the end of Year 7, some of the skills you should become proficient in include:

- representing natural numbers in expanded form and as products of prime factors, using exponent notation.
- solving problems involving squares of numbers and square roots of perfect square numbers.
- Solving problems involving addition and subtraction of integers.
- Using all 4 operations in calculations involving positive fractions and decimals, choosing efficient calculation strategies.
- Choosing between equivalent representations of rational numbers and percentages to assist in calculations.
- Using mathematical modelling to solve practical problems involving rational numbers, percentages and ratios, in financial and other applied contexts, justifying choices of representation.
- Using algebraic expressions to represent situations, describe the relationships between variables from authentic data and substitute values into formulas to determine unknown values.
- Solving linear equations with natural number solutions.
- Creating tables of values related to algebraic expressions and formulas, and describe the effect of variation.
- Applying knowledge of angle relationships and the sum of angles in a triangle to solve problems, giving reasons.
- Using formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems.
- Describing the relationships between the radius, diameter and circumference of a circle.
- Classifying polygons according to their features and create an algorithm designed to sort and classify shapes, and
- Representing objects two-dimensionally in different ways, describing the usefulness of these representations.

Assessment will include both written and online exams, as well as investigations and mathematical modelling tasks.





|                               |                                 |
|-------------------------------|---------------------------------|
| <b>Area of Study:</b> Science | <b>Level:</b> Year 7            |
| <b>Subject Type:</b> Core     | <b>Subject Length:</b> All Year |

### 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 to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. They consider the effects of multiple forces when explaining changes in an object's motion.

Students make accurate measurements and analyse relationships between system components. They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

### Topics may include:

- Classification of organisms
- Food webs and ecosystems
- Eclipses, seasons and tides
- Forces acting on objects in motion
- Separation of substances
- How scientific knowledge changes over time
- Using the scientific method to conduct investigations
- Basic lab skills and safety

|                           |   |
|---------------------------|---|
| <b>Area of Study:</b> HPE | <b>Level:</b> Year 7                    |
| <b>Subject Type:</b> Core | <b>Subject Length:</b> at least 3 Terms |

### Description:

Students will analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. You will analyse how stereotypes, respect, empathy and valuing diversity influence relationships. You will analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. You will analyse health information and messages to propose strategies that enhance your own and others' health, safety, relationships and wellbeing.

Students will apply and transfer movement skills and movement concepts across a range of situations. You will implement and evaluate the effectiveness of movement strategies on movement outcomes. Students will propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes, and you will participate in practical activities focussing on team sports which may include soccer, touch football, netball, basketball, softball, T-Ball, cricket and badminton.





## Year 7 Subject Guide

### LOTE - JAPANESE

|                                       |                               |
|---------------------------------------|-------------------------------|
| <b>Area of Study:</b> LOTE - Japanese | <b>Level:</b> Year 7          |
| <b>Subject Type:</b> Elective         | <b>Subject Length:</b> 1 Term |

#### Description:

This unit seeks to develop a basic understanding of linguistic and cultural knowledge related to daily life in Japan. This is important in providing a base of cultural and linguistic knowledge needed to communicate proficiently in Japanese within the context of daily life, including a homestay or accommodation setting. It also develops an appreciation of cultural practices related to everyday life coupled with developing students' research and ICT skills.

#### Topics may include:

- Daily Routines
- Japanese architecture
- Travelling in Japan
- Shopping
- Family and Friends

|                                |                               |
|--------------------------------|-------------------------------|
| <b>Area of Study:</b> The Arts | <b>Level:</b> Year 7          |
| <b>Subject Type:</b> Elective  | <b>Subject Length:</b> 1 Term |

#### Description:

Students are introduced to Visual Art and Drama skills, techniques and conventions to explore the inquiry question: How do we cope with change?

Students engage in The Arts through an inquiry process of researching, developing, reflecting and resolving to develop their artwork (a puppet) and performance. In this process, they explore the play *Ithaca Road* to gain inspiration for the development of their ideas and puppet. They then apply their knowledge and understanding, as well as their ideas through art-making and performance skills, techniques and processes across a range of mediums to create their puppet. In doing so, students also gain knowledge and understanding of visual conventions and elements of drama, and how to apply them in their work. Students are also provided the opportunity to present their work to an audience.

#### Topics may include:

- Puppet making
- Elements of Art and Principles of Design
- Elements of Drama
- Voice and Movement
- Inquiry process
- Group performance work
- Self and Peer Evaluation

### The Arts (TAR)



|                       |                    |                        |        |
|-----------------------|--------------------|------------------------|--------|
| <b>Area of Study:</b> | Digital Technology | <b>Level:</b>          | Year 7 |
| <b>Subject Type:</b>  | Elective           | <b>Subject Length:</b> | 1 Term |

**Description:**

Digital technologies surround us and impact immensely on our everyday lives. This subject will help broaden your technology skills by exploring a range of digital devices, apps and software that will be useful to support you with your work in other subjects.

Digital Technologies Unit 1 (Computers, Networks and eSafety) is design to give you a better understanding of how technology functions and how we can use it better to undertake our daily tasks and improve our lives.

Digital Technologies Unit 2 (esports) will provide students an insight into the emerging billion-dollar esports industry. esports (competitive gaming) is an officially recognised Olympic sport and universities worldwide are offering scholarships and studying programs for esports. This unit will also upskill students in data analysis, Excel skills and algorithmic thinking.

**Topics may include:**

- Developing skills with the Microsoft office suite of software
- Computer networks and cybersecurity
- Cybersafety and digital footprints
- Esports

|                       |                     |                        |        |
|-----------------------|---------------------|------------------------|--------|
| <b>Area of Study:</b> | Design Tech. - Food | <b>Level:</b>          | Year 7 |
| <b>Subject Type:</b>  | Elective            | <b>Subject Length:</b> | 1 Term |

**Description:**

Do you like the idea of getting out of a standard classroom and into something different? Here is your opportunity to do your learning in a totally new environment – our Hospitality kitchen!

Our Foundation Food Technology unit delivers outcomes from the Design Technology curriculum. It is designed to give you a range of practical cookery skills that will be valuable for your future, whilst at the same time building your knowledge and skills to create designed solutions.

You will undertake a term long unit in year 7.

**Topics may include:**

- Basic food preparation and cooking skills.
- How to keep yourself safe and hygienic in the kitchen.
- How to make smart choices to keep you healthy.
- How to use design thinking strategies to create new and personalised meals.



## Year 7 Subject Guide

|                       |                       |                        |        |
|-----------------------|-----------------------|------------------------|--------|
| <b>Area of Study:</b> | Design Tech. - Design | <b>Level:</b>          | Year 7 |
| <b>Subject Type:</b>  | Elective              | <b>Subject Length:</b> | 1 Term |

### Description:

We love the fact that our learning areas in Design Technology look and feel different to most other classrooms in the school. Here's another option to get out from behind your desk and put your brain and hands to use – Design and Technologies - Design.

Similar to Food Technology, the Design and Technologies Foundation unit delivers outcomes from the Design Technology curriculum however this unit focuses on Materials and Technologies. It is designed to give you a range of basic hand skills that will be valuable for your future, whilst at the same time building your knowledge and skills to create designed solutions.

You will undertake a term long unit in year 7.

### Topics may include:

- Basic skills with hand tools and some machines.
- How to read and interpret drawings.
- The nature of materials.
- General health & safety in the workshop.
- Adapting and creating design solutions by making a practical project.