Narangba Valley State High School

Year7

Curriculum Handbook

2024

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PRINCIPAL'S INTRODUCTION

As a learning community we are committed to personalising learning for each student to ensure that they maximise the opportunities our school provides.

Our Mission | *To 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. Our school devotes significant resources and time in developing and coaching our staff in signature pedagogical practices backed by research to develop the Assessment Literate student; one who clearly understands their assessment and how they will be assessed.

One of our signature practices is the development of the Professional Student; that is a student who, with gradually reducing support and accepts responsibility for their learning.

Our values | *Respect, Integrity, and Commitment*

These values drive our daily practice and provide a strong base for our school's culture. Our students work hard, strive to achieve their best and interact positively in a friendly, respectful environment. With a large team of dedicated teachers and support staff, ample resourcing and highly effective classroom practices, there is no doubt as to why we enjoy such a high level of success across the board.

Understanding our learners

Teachers work with students and parents and carers to help understand and plan the best learning programs. We track student performance and take action to assist students to meet their potential, as well as provide subject and career choice processes. Our school provides outstanding support for students with disabilities and has achieved the very best outcomes for many years for these students.

Conclusion

I believe strongly in our young people – they are our future and deserve the best education possible. They need positive role models who guide and support them towards a bright future beyond the school gate, and here at NVSHS, we provide that very well. The well-being of our students and staff is a high priority, as we know that when a positive mindset exists, the conditions for learning are maximized.

Success is possible with the right support, the right curriculum, and the right attitude. We expect the highest standards from students, staff and the community and stand proudly as an outstanding institution dedicated to learning.

Kyrra Mickelborough
Principal

JUNIOR SECONDARY

Narangba Valley State High School delivers the Australian Curriculum designed to help all young people become successful learners, confident and creative individuals, and active and informed citizens. The curriculum focuses on developing knowledge, skills and understanding across the eight learning areas. All students will learn curriculum specific knowledge and skills in English, Math, Science, Humanities, Health, Languages (French, Japanese, Spanish) and choose learning from the Technology and Arts areas.

Each subject is embedded with general capabilities which play a significant role in equipping students to live and work successfully in the 21st Century and support them to be successful learners who are confident and creative individuals as well as active and informed citizens. These general life skills are; literacy, numeracy, ICT capabilities, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Our Narangba Valley ACT (Actioning Change Together) program inspires students to prepare for their best future by taking ownership for their learning behaviour and attitudes, setting, achieving and reflecting on their future goals, challenging themselves to always do their best and embracing a positive mindset.

We track all students' achievement, attendance and well-being and have introduced targeted and intensive intervention strategies and programs to support those students who may be experiencing challenges across these areas. All students who are on track to meet the Australian Curriculum achievement standards by the end of year 9 will receive their Junior Certificate of Learning at a celebratory Graduation Ceremony.

We cater for a range of student learning levels; from those who are excelling in their chosen areas, able to apply for our excellence programs, to specialised classes with additional specifically trained staff and differentiated programs to support literacy and numeracy and cognitive development.

Our students are confidently and capably prepared for their Senior phase of learning and beyond through the effective and targeted strategies delivered in our Junior School.

ENGLISH

The Year 7 English course at Narangba Valley State High School is challenging and interesting and designed to engender in students a love of the English language and literature as well as an understanding of the way language works. The program focuses heavily on the building of improved comprehension skills in students so that they can perform well in other subjects offered at high school. Student engage with a range of resources to achieve this, including the digital and paper copies of their key textbook *English 7;* literacy worksheets and a range of novels that are read together in class throughout the year.

There is an emphasis on the explicit teaching of English skills such as grammar, punctuation, spelling and vocabulary building and homework tasks centre on practising these to mastery level. The online platform, *Education Perfect* is used by teachers to set these weekly tasks (Smart Lessons) and students receive guided support, additional resources and further revision opportunities through the program to develop these critical literacy skills. Each week they will be tested on the set spelling list and their allocated Smart Lesson results checked. Students are also encouraged to read for 30 minutes every night. Throughout each term, there will be various points when work on drafts and final assessment tasks is expected to be completed at home as well.

The Year 7 English work program is based around the integrating device of “VOICE” – the same focus for all junior English program from year 7 - 9.

		Unit Outline		**Assessment Summary**
Term One My Argumentative Voice		This unit explores how to plan for and write persuasive expositions. In particular, examining how particular language devices can be used to convince an audience of their opinion. It will also investigate how to formulate opinions about a range of complex contemporary issue facing the local community, country and world.		Technique: persuasive Type of text: essay Mode: written Conditions: in-class, unseen exam
Term Two My Convincing Voice		This unit explores the importance of literature and why it should be studied in schools. Students will ultimately assess their class novel and try to persuade their audience why it should/shouldn’t be studied in schools.		Technique: persuasive Type of text: speech Mode: spoken Conditions: assignment
Term Three My Comparing Voice		This unit explores the differences between visual and written texts and how authors/directors use different language features and text structures to engage audiences and create meaning. Students will investigate a novel and film, comparing and contrasting them and reflecting on what’s better.		Technique: reflective Type of text: article Mode: written Conditions: assignment

Term Four My Story Telling Voice		This unit explores how writers craft their texts within different genres, using a range of narrative techniques to create appeal, sensation and mood to influence the way an audience understands and feels about ideas, characters, events and settings. It will investigate how to create an engaging narrative text utilising genre-based text structures and language features and collaboratively tell a story.		Technique: imaginative Type of text: short story Mode: written Conditions: assignment Technique: imaginative Type of text: speech Mode: spoken Conditions: assignment

MATHEMATICS

Mathematics is a subject that is intertwined into every element of our day to day lives in both direct and indirect ways. By learning Mathematics, students can gain an understanding of its connections to the real world and gain valuable, necessary life skills.
In Year 7, students will build on prior learning and experiences following the progression of the Australian curriculum which encompasses the core curriculum areas of Number, Algebra, Measurement, Space, Statistics and Probability. Students will engage in a range of approaches to learning and engaging in mathematics that develops their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.
Students will be assessed on their ability to demonstrate knowledge of the achievement standards by completing a range of assessment tasks throughout the 4 units of work in year 7.

		Unit Outline		**Assessment Summary**
Term One		In unit 1, the focus will be on Number. Students will represent natural numbers in expanded form and as products of prime factors, using exponent notation. They will solve problems involving squares of numbers and square roots of perfect square numbers and solve problems involving addition and subtraction of integers. Students will use all 4 operations in calculations involving positive fractions and decimals and choose between equivalent representations of rational numbers and percentages.		Pre and Post Test Unit Examination Portfolio of Evidence
Term Two		Unit 2 will focus on Probability and Statistics. Students will plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays and interpret data in terms of the shape of distribution, identifying possible outliers. They will learn about measures of central tendency and identify the most suitable measure for a given circumstance. Students will list sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events. They will also conduct chance experiments and run simulations using digital tools to identify and give reasons for the difference between predicted and observed results.		Statistical Investigation Probability Simulation
Term Three		Unit 3 will focus on Algebra with students using algebraic expressions to represent situations, describing the relationships between variables and substitute values into formulas to determine unknown values. Students		Problem Solving Modelling Task Portfolio of Evidence

		will solve linear equations and create tables of values related to algebraic expressions and formulas. They will use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios in financial and other applied contexts.		
Term Four		In unit 4, students will study Measurement and Space. They will investigate angle relationships and the sum of angles in a triangle to solve problems. They will use formulas to calculate the area of triangles and parallelograms and the volume of rectangular and triangular prisms. Students will describe the relationship between the elements of a circle and classify polygons according to their features and create algorithms to sort and classify shapes. They will represent objects two-dimensionally and use coordinates to describe transformations of points in the plane.		Computational Portfolio Task Portfolio of Evidence

SCIENCE

Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.

Science in years 7-9 focuses on the 4 strands of science prescribed by the Australian Curriculum: physical sciences, chemical sciences, biological Science and Earth and space science. These strands are taught while also developing scientific inquiry skills and cognitive processes that prepare students for science subjects in senior secondary and how to use science in their everyday lives.

		Unit Outline		**Assessment Summary**
Term One		Chemical sciences. Students make sense of the differences between pure substances and mixtures and identify components of mixtures. They perform practicals that separate mixtures using a range of techniques and study how river systems and plant life can also separate components of run off to maintain water quality.		Guided Experiment
Term Two		Biological sciences. Students gain an understanding of what it means to be living and how diverse living things are categorised and ordered by scientists. They also study how matter and energy flows through living things in an ecosystem		Research Task
Term Three		Physical sciences: students learn about how forces affect motion and apply this understanding to develop and test a balloon powered car. Skills developed in this unit include planning, measurement, presentation and analysis of data and evaluation of methods to draw conclusions		Student Experiment
Term Four		Earth and space sciences: students study how the Sun, Earth and moon interact to produce a range of phenomena on Earth including seasons, tides and moon phases. Skills developed in this unit including interpreting data, and using spatial understanding to make sense of observation		Exam

HUMANITIES

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world. The subjects within Humanities provide a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. Students will develop their own personal and social learning and explore their perspectives as well as those of others. By studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

		Unit Outline		**Assessment Summary**
Term One Civics and Citizenship		Students study the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice.		**Task:** Examination • Short Response • Written
Term Two History		Students study from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (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 from places including Egypt, Greece, Rome, India and China.		**Task:** Investigation • Multimodal • 2-3 Minutes
Term Three Geography		This unit focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.		**Task 1:** Examination • Short Response • Written **Task 2:** Project • Written

Term Four Business		Students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.		**Task:** Project • Written

JAPANESE

Students use Japanese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback. Students who study Japanese will have two main focus areas; developing Japanese communication skills and understanding Japanese culture and language.

		Unit Outline		**Assessment Summary**
Term One		Students will use Japanese language to interact with on e another and share information about themselves, their likes, dislikes and their interests in daily life.		Group interaction task.
Term Two		Students will use Japanese language to interact with information about hobbies and leisure activities that are of personal interest.		Listening and Reading Exam
Term Three		Students use Japanese language to communicate with others when interacting with information about travel and tourism. This unit focuses on using modelled language to give instructions and information in real life scenarios		Group interaction task.
Term Four		Students use Japanese language to read and write simple and common childhood stories.		Reading and writing exam

SPANISH

Students use Spanish language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback. Students who study Spanish will have two main focus areas; developing Spanish communication skills and understanding Spanish culture and language.

		Unit Outline		**Assessment Summary**
Term One		Students will use Spanish language to interact with one another and share information about themselves, their likes, dislikes and their interests in daily life.		Group interaction task.
Term Two		Students will use Spanish language to interact with information about hobbies and leisure activities that are of personal interest.		Listening and Reading Exam
Term Three		Students use Spanish language to communicate with others when interacting with information about travel and tourism. This unit focuses on using modelled language to give instructions and information in real life scenarios		Group interaction task.
Term Four		Students use Spanish language to read and write simple and common childhood stories.		Reading and writing exam

HEALTH & PHYSICAL EDUCATION

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. It is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is important to be able to respond to new health issues and evolving physical activity options.
When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.
Students develop personal and social skills through interacting with others. They use health and physical activity resources to enhance their own and others' wellbeing.
Students MUST wear a hat for all outdoor activities and are required to engage fully in all learning tasks in order to successfully achieve the aims this subject.

		Unit Outline		**Assessment Summary**
Term One		Theory: Safety First Practical: Net Games		Written: Investigation Practical: Performance
Term Two		Theory: My Wellbeing Practical: Invasion Games		Written: Multimodal Practical: Performance
Term Three		Theory: Respectful Relationships Practical: Lifelong Fitness		Written: Project/Folio Practical: Performance
Term Four		Theory: Nutrition for Life Practical: Indigenous Games		Written: Exam Practical: Performance

DIGITAL TECHNOLOGIES

Students investigate their digital footprint and build their digital literacy around file organisation, and effective use of software.

Students apply computational thinking by defining and decomposing real world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general-purpose programming language (python), using applications like the CS (Computer Science) in Schools software program, and will construct a game or quiz.

Students will also investigate the transmission of data with a focus on cyber security threats, networking and personal online security controls.

This is a semester long course.

		Unit Outline		**Assessment Summary**
Unit 1		Digital literacy Students will investigate digital literacy and understand and manage their digital footprint using a mind map.		Investigation – Digital 'Poster' Description/ explanation Written Group Work
Unit 2		Python Coding Students will complete an introductory course using Python commands in CS in Schools to create an adventure game or quiz.		Project – Digital Solution Interactive multimedia (Game) Written and practical Individual 200-300 words
Unit 3		Video Students will create a multimodal in response to a given scenario relating to networks, cybersecurity and hardware to meet user's requirements.		Project – Video Interactive multimedia Multimodal Individual Voice over 3-4 minutes

DESIGN & TECHNOLOGIES

Design and Technologies engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce (make) designed solutions.
Design and Technology Year 7 focuses on two strands; Knowledge and understanding; Processes and production skills. Within the Knowledge and understanding, students will focus on two sub-strands- Engineering principles and systems or Food and fibre production.

		Unit Outline		**Assessment Summary**
Term One		ITD Stream- Students in year 7 Design and Technology (DAT) gain practical insight into the nature and focus of the Design process, 3D CAD Laser cutting and 3D printing within the Industrial Technology and Design domain. In combination with the Design process which exposes them to sketching rendering. Students learn to manipulate a 3D CAD program in order to equip them with basic skills to undertake further studies in Graphics and Industrial Technology and Design		ITD Stream- Students complete a practical project that incorporates Design Elements, 3D CAD then use a Laser Cutter or a 3D printer to produce and bring their design idea and process into a real-life physical object
Term Two		Fibre Stream- Students will investigate the use of recycled materials to design and construct a 'Crazy Critter' (soft toy) for a client. Students will learn the design process prior to using a sewing machine safely to implement basic sewing techniques. A drawstring bag will be made to package the product with an accompanying 'Crazy Critter' story		Fibre Stream – Students complete a practical project including a product and folio (Crazy Critter). The folio captures the design process in designing and producing a soft toy (including hand-sewn embellishments and a draw-string bag).

MEDIA ARTS

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies.
Students learn to be critically aware of ways that the media are culturally used and are central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

		Unit Outline		**Assessment Summary**
Term One		**A very good place to start** Students learn about representations of emotion through animated features. Students have been taught how to identify "hero" and "villain" characters and technical and symbolic codes, to analyse how those characters are portrayed in a film according to society's values/points of view, and to evaluate the effectiveness of genre and media convention. Students will watch the film *The Lego Movie* and investigate how heroes and villains are portrayed differently in these		**Task 1:** Extended response • Individually, students will identify and analyse how a character in *The Lego Movie* is represented as a character or a villain.
Term Two		**Get animated!** Students will examine the structure and elements found in the creation of various stories and seen how the characters in these stories have been shaped and given a clear personality and appearance that reflects character traits. Students will be taught how to identify "hero" and "villain" characters and technical and symbolic codes, to help them analyse how those characters are portrayed in a film according to society's values/points of view, and to evaluate the effectiveness of genre and media conventions. Students will create their own storyboard for an animation and create a production in small groups.		**Task 2**: Storyboard and Group Production Stop-Motion film • Individually, students will create a storyboard for an animation concept. • In groups of 3-4, students will create a stop motion animation targeting a children's audience.

VISUAL ART

Students in Year 7 Visual Art will experience a number of 2D and 3D activities with a focus on the Elements of Art and storytelling. Students will explore Art Elements such as line, colour, tone, texture, and shape/form in an artistic context. Students investigate different cultures to identity and stories and use this to inform their own art making practice.

- Students make two- and three-dimensional images and objects
- Students develop artistic skills and understanding of the purpose and meaning of Art.
- Students analyse a visual text.
- Students explore and apply a variety of media to artworks

		Unit Outline		**Assessment Summary**
Semester 1		**Tell me a Story** Students will plan, develop and create artworks that communicate identity. They will use drawing and painting techniques and process to create artworks that represent self and their stories. Students will respond to artworks they view from contemporary artists who explore self and identify in their artmaking. Students analyse and document their art research in a Comic, as they narrate the story of an Australian artist and their artwork.		**Task 1:** Making • Students create a self portrait using photography and graphite pencils **Task 2:** Responding • Students interpret how a selected series of artwork communicates the artist's identify or culture **Task 3:** Making • Students use watercolour techniques to create a four-frame illustration that visually communicates a story from their memories or past experiences • They write a short artist statement to explain the story and how it was inspired by other artists.

MUSIC

This program is designed to introduce students to the musical concepts with a focus on developing performance skills using duration and pitch as the primary musical elements. In addition, students will develop listening skills using traditional and contemporary repertoire and instruments, developing their knowledge of music literacy through practice.
Year 7 Music explores musical instruments that are common to contemporary music including: guitar; ukulele; keyboard; drum kit and bass guitar. Within this course, students are introduced to performance technique, musical elements and basic composition skills. They learn through practical hands-on activities exploring pitch, rhythm, texture and expression.

		Unit Outline		**Assessment Summary**
Term One		**Just Play** In this unit, students will explore popular music through learning basic performance techniques on guitar, ukulele, keyboard, percussion and bass guitar. They learn about chord patterns, notation, rhythmic patterns and ensemble skills while rehearsing and performing a selected piece of popular music.		**Task 1:** Performance • Students will learn and perform a selected piece of popular music as a large ensemble
Term Two		**Music & Animation** This unit investigates how music is used to support the visual action and enhancing the mood and atmosphere of an animated short. Students will use digital instruments create music and sound effects that support and enhance an animated sequence. These skills will be applied through a music composition project using the animated short, Big Buck Bunny.		**Task 2:** Composition • Students will use Micky-Mousing techniques to compose an underscore track for an animated sequence

DANCE

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. The body is the instrument of expression and uses combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement.

Making in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing. Responding in Dance involves students appreciating their own and others' dance works by viewing, describing, reflecting on, analysing, appreciating and evaluating.

		Unit Outline		**Assessment Summary**
Term One		**Jazz and Musical Theatre** In this unit, students will explore the styles of Jazz and Musical Theatre through technique and performance skills. Students will learn a teacher devised piece to present for assessment		**Task 1:** Performance • Students will learn and perform a 1-2 minute teacher devised dance
Term Two		**Contemporary** In this unit, students will explore contemporary dance, such as lyrical, post modern etc. Students will workshop choreographic skills. Students will have the opportunity to learn a teacher devised piece and experimenting with choreographic devices to input their own ending.		**Task 2:** Performance and Choreography • Students will learn and perform a teacher devised Contemporary/Lyrical piece. • Students, in pairs, will use choreographic devices to create their own choreography, creating the ending of the dance.

DRAMA

In learning Drama, students will develop a range of public speaking skills needed to confidently communicate to others. These include vocal development, focus, facial expression, body and spatial awareness. This unit involves students studying the fundamentals of character, voice and focus through a Radio Drama unit. Students will study the skills of improvisation, story building and voice performance skills through creative play, trust and problem-solving exercises. Students will write their own Radio Drama script and perform it. This will improve students' self-discipline and their ability to accept feedback, as well as develop skills in leadership and the ability to work cooperatively with others to achieve goals. These essential life skills will significantly assist in their future academic and vocational goals.

		Unit Outline		**Assessment Summary**
Term One		**Over the Top!** This unit will develop the skills of drama through the exploration of performance skills and the study of melodramas. Through the study of melodramas, students will develop, create and present short scenes for a presenting task.		**Task 1:** Performance • In small groups, students will create an original 1-2 minute Melodrama script, and perform to an audience.
Term Two		**Let's Get Real** This unit aims to develop students' performance skills and knowledge of the elements of drama through the exploration of characterisation in order to build their capacity to bring characters to life on stage. Through the styles of realism and magical realism, students will investigate, identify and apply the use of dialogue (both in the form of monologues and skits), emotions, scenario, location/ space, narrative structure, character types and performance skills to develop a scene for a presenting task.		**Task 2:** Performance • In small groups, students perform a scene from a studied play.

SCIENCE AND MATHS ACADEMY - MATHEMATICS

The Science and Maths Academy is an academic excellence program designed with the goal to enhance the learning experience for those students who excel in the areas of Science and Mathematics. Whilst students in the Academy will be expected to complete the Australian Curriculum requirements for their specific year of study, they will also be extended beyond the mainstream classroom with a balance of deep enrichment opportunities and problem-solving tasks that encourage the use of 21st century skills in ways that are original, flexible and fluent to the curriculum. The aim of the Academy's intensive program is to extend students to become autonomous learners who take an active role in the development of their knowledge and skills moving forward into the senior phase of learning.

Students will be assessed on their ability to demonstrate knowledge of the achievement standards and higher-order thinking and problem-solving skills by completing a range of assessment tasks throughout the 4 units of work in year 7.

		Unit Outline		**Assessment Summary**
Term One		In unit 1, the focus will be on Number. Students will represent natural numbers in expanded form and as products of prime factors, using exponent notation. They will solve problems involving squares of numbers and square roots of perfect square numbers and solve problems involving addition and subtraction of integers. Students will use all 4 operations in calculations involving positive fractions and decimals and choose between equivalent representations of rational numbers and percentages		Pre and Post Test Unit Examination Portfolio of Enrichment tasks
Term Two		Unit 2 will focus on Probability and Statistics. Students will plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays and interpret data in terms of the shape of distribution, identifying possible outliers. They will learn about measures of central tendency and identify the most suitable measure for a given circumstance. Students will list sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events. They will also conduct chance experiments and run simulations using digital tools to identify and give reasons for the difference between predicted and observed results.		Statistical Investigation Probability Simulation Portfolio of Enrichment tasks

Term Three		Unit 3 will focus on Algebra with students using algebraic expressions to represent situations, describing the relationships between variables and substitute values into formulas to determine unknown values. Students will solve linear equations and create tables of values related to algebraic expressions and formulas. They will use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios in financial and other applied contexts.		Problem solving Modelling Task Portfolio of Enrichment tasks
Term Four		In unit 4, students will study Measurement and Space. They will investigate angle relationships and the sum of angles in a triangle to solve problems. They will use formulas to calculate the area of triangles and parallelograms and the volume of rectangular and triangular prisms. Students will describe the relationship between the elements of a circle and classify polygons according to their features and create algorithms to sort and classify shapes. They will represent objects two-dimensionally and use coordinates to describe transformations of points in the plane.		Computational Portfolio Task Portfolio of Enrichment tasks

SCIENCE AND MATHS ACADEMY - SCIENCE

Science and Maths Academy is an academic excellence program designed with the goal to enhance the learning experience for those students who excel in the areas of Science and Mathematics. Whilst students in the Academy will be expected to complete the Australian Curriculum requirements for their specific year of study, they will also be extended beyond the mainstream classroom with a balance of deep enrichment opportunities, problem-solving tasks and connections that encourage the use of 21st century skills in ways that are original, flexible and fluent to the curriculum. The aim of the Academy's intensive program is to extend students to become autonomous learners who take an active role in the development of their knowledge and skills moving forward into the senior phase of learning.

		Unit Outline		**Assessment Summary**
Term One		Chemical sciences. Students develop an understanding of the similarities and differences between a physical and chemical change. They plan and conduct safe scientific investigations, construct represent representations to display their data, and analyse their data to describe patterns and relationships in chemical reactions.		Guided Experiment
Term Two		Earth Sciences: Students gain an understanding that Earth's crust exists in a dynamic state. They examine the evidence that supports the theory of plate tectonics and how a scientific understanding of phenomena such as Earthquakes and volcanoes may be considered when developing policy and regulations.		Research Task
Term Three		Biology: Students study the cell as the basic unit of living things. They examine structure and function of a cell and analyse the relationship between these elements at organ and system levels.		Exam
Term Four		Student Experiment: Students examine how forms of energy such as heat, sound and light behave while travelling and patters in how it travels from one area or medium to another.		Student Experiment

PROGRAM OF EXCELLENCE - AFL ACADEMY

Prerequisites: Application and Performance Trial
The AFL Program of Excellence (POE) is designed for students with a strong level of ability and interest in Australian Rules Football and a desire to further develop their physical capabilities within the game in order to achieve optimal levels of sporting performance.
When learning in AFL movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.
Students develop personal and social skills through interacting with others. They use health and physical activity resources to enhance their own and others' wellbeing.
Students are required to engage fully in all learning tasks in order to successfully achieve the aims of the subject. They MUST wear a hat for all outdoor activities. Students are required to meet all academic, behaviour and attendance expectations in order to remain within the Program of Excellence.

		Unit Outline		**Assessment Summary**
Term One		Theory: Safety First Practical: AFL		Written: Investigation Practical: Performance
Term Two		Theory: My Wellbeing Practical: AFL		Written: Multimodal Practical: Performance
Term Three		Theory: Respectful Relationships Practical: AFL		Written: Practical: Performance
Term Four		Theory: Nutrition for Life Practical: AFL		Written: Practical: Performance

PROGRAM OF EXCELLENCE - NETBALL ACADEMY

Prerequisites: Written Application and Performance Trial
The Netball Program of Excellence (POE) is designed for students with a strong level of ability and interest in Netball and a desire to further develop their physical capabilities within the game in order to achieve optimal levels of sporting performance.
When learning in Netball movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.
Students develop personal and social skills through interacting with others. They use health and physical activity resources to enhance their own and others' wellbeing.
Students are required to engage fully in all learning tasks in order to successfully achieve the aims of the POE. They MUST wear a hat for all outdoor activities. Students are required to meet all academic, behaviour and attendance expectations in order to remain within the Program of Excellence.

		Unit Outline		**Assessment Summary**
Term One		Theory: Safety First Practical: Netball		Written: Investigation Practical: Performance
Term Two		Theory: My Wellbeing Practical: Netball		Written: Multimodal Practical: Performance
Term Three		Theory: Respectful Relationships Practical: Netball		Written: Project / Folio Practical: Performance
Term Four		Theory: Practical: Netball		Written: Exam Practical: Performance

PROGRAM OF EXCELLENCE - MUSIC ACADEMY

Year 7 Music Academy is a specialised music excellence program over two semesters of study in which students listen, perform, and compose music in various musical styles. The program provides learning experiences to enhance brain function, concentration and memory, problem solving skills, cooperative learning, and expressive abilities. The content also focuses on specific practice, and terminologies to engage their senses, imagination, and intellect through rich aural and visual experiences, enhancing the ability to communicate meaning through different cultures, times, and places. All assessments are intrinsically connected and will be assessed across each semester. Students must complete an application form for the Music Academy Program and attend an audition. In Year 7, the Music Academy Program runs for the full school year (Semester 1 and 2). It is advised for students who are selected into an Academy or Excellence Program will be committed to the course throughout Junior Secondary (Years 7-9).

		Unit Outline		**Assessment Summary**
Term One		**Riffs, Loops and Ostinati** Students investigate the design of music using loops, riffs and ostinati as melodic, harmonic, and structural tools. They are introduced to music concepts such as texture, timbre, and structure, and explore how these elements convey style and genre. Weekly music performance rehearsals on a major instrument of study to develop technical and expressive skills, is an essential element of this unit. Finally, the student will develop music technology skills operating a digital audio workstation (DAW- e.g., Garage band).		**Task 1:** Composition • Students will compose a ringtone using a mixture of pre-recorded loops and original tracks in Garageband
Term Two		**Instruments of the Orchestra** In this unit, students explore how music is used to support a narrative through the development of music themes that represent character, mood and atmosphere and emotion. Students research and analyse musical materials and explore how composers communicate meaning through composition. Finally, the student will continue to develop instrument performance techniques, rehearsal routines and performance confidence through weekly performance lessons and performances, individually and in groups.		**Task 2:** Musicology • Students analyse a piece of program music and present this information as a digital book. **Task 3:** Performance • Students will present a performance on their chosen instrument of study.

Term Three		**Music & Animation** Students explore how music communicates meaning by supporting the visual action, enhancing mood and atmosphere, and developing character. They will use music technologies (Garageband) to develop a soundscape, exploring music production skills as part of the process. Additionally, students continue to develop performance technique, rehearsal routines and performance confidence through weekly performance lessons, individually and in groups.		**Task 4:** Composition • Students use Garageband to create music ideas that support and enhance an animated short film
Term Four		**Australian Music** Through listening, creating, and performing, students investigate folk and contemporary music through the elements of melody, harmony, and structure. We investigate the relationship between music and lyrics, the portrayal of emotion and the enhancement of expressive devices and their role in storytelling. Activities will include song writing, remixing, and performing, supported by music technologies with a focus on contemporary instruments. Students identify, describe, and explain the role of studied music styles, and musical elements and concepts in the development of style, emotion, and storytelling. Lastly, the student will continue the development of instrument performance techniques, rehearsal routines and performance confidence through weekly performance lessons individually and in groups.		**Task 5**: Performance • Students will present a performance on their chosen instrument of study. **Task 6:** Musicology • Students analyse and evaluate how Australian Identity can be portrayed through music.