Biloela State High School

"Honour Above Honours"

Year 7
2024

Subject Information

Locked Bag 2, Biloela 4715 Ph: 07 4992 8666
Email: admin@biloelashs.eq.edu.au Web: www.biloelashs.eq.edu.au

CONTENTS

PART A - Compuslory Curriculum Overview

PART B - Elective Rotations

Subject	English
Subject Description	Year 7 English covers a range of communication methods: listening, reading, viewing, speaking, writing and creating and develops a range of skills to improve their communication. Students study persuasive techniques in both written and spoken modes, imaginative and expository writing as well as analytical speaking. During the first semester students study and create texts about other people and themselves. The focus of their writing is to create life-writing texts that effectively communicate their message and their meaning by applying knowledge of text structure and language features. During the second semester students study a class novel and also investigate songs that have strong social messages. The focus is on gaining various perspectives and formulating opinions through reading and writing about characters and analysing the elements of songs that effectively communicate a message. Units include: Unit 1 – Persuading through motivational speaking Unit 2 – Reading and creating life biographies Unit 3 – Reading and creating literary memoirs Unit 4 – Reading and creating an imaginative recount (novel *Black Snake)* Unit 5 – Evaluating evidence and persuasively justifying an opinion (novel *Black Snake*) Unit 6 – Exploring perspectives in poetry/song
Assessment	Assessment may include: • Exams • Assignments • Spoken presentations/performances
Home Learning	Students are to read each evening for approximately 15min Students have access to a literacy app – WordFlyers or Reading Eggs and must complete the set tasks each week. Regular home learning activities will be given to students as directed by their classroom teacher. Where novels are the focus for a unit, these need to be read both at school and home. Once assessment tasks have been distributed, it is expected students work on these at home to be ready for monitoring and due dates.

Subject	Mathematics
Subject Description	All Year 7 Mathematics students will cover the same core concepts and sit the same assessment tasks. Students are studying the Australian Curriculum in mathematics. This allows students to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. Ultimately, mathematics is about thinking and problem solving, and being able to communicate and justify decisions. In Year 7, students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Topics they will study include: • Financial Mathematics • Algebra and Equations • Probability • Statistics • Geometric Reasoning • Percentages, Fractions, Decimals • Measurement Year 7 Mathematics students may also apply to be in the Accelerated Curriculum Enrichment program, ACE, which includes English and Science. Students in the ACE Maths program will focus on the skills of problem solving, higher order thinking and reasoning to develop a greater depth of understanding of mathematical concepts. They should also participate in the Australian Mathematics Competition, ICAS, and extra-curricular Mathematics projects and initiatives.
Assessment	Assessment may include: • Exams • Assignment • Group work • Practical Activities • Investigations
Home Learning	Students will receive a variety of work to be taken home for completion, including revision tasks from class work and assignment work. There will be opportunities for students to engage in enriching activities that require both learning of basic facts and problem solving. Tutorials are run by staff and senior students on Wednesday afternoon for those students who need extra help and it is hoped that students take advantage of this.

<table>
<tr><th>Subject</th><th>Science</th></tr>
<tr><td>Subject Description</td><td>
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. Inquiry questions can help excite students’ curiosity and challenge their thinking

Units include:
<table>
<tr><td>Biology</td><td>investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys

use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations</td></tr>
<tr><td>Chemistry</td><td>use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance

use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures</td></tr>
<tr><td>Earth & Space</td><td>model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides</td></tr>
<tr><td>Physics</td><td>investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object’s motion to its mass and the magnitude and direction of forces acting on it</td></tr>
</table>
</td></tr>
<tr><td>Assessment</td><td>
• Supervised Assessment - written exams & data tests
• Investigation - research task with scientific report
• Student Experiment – experiment with scientific report
</td></tr>
<tr><td>Home Learning</td><td>
Home learning is set for weekly revision and further study. It Is to be recorded in the student diary, these diaries must be brought to every class.

If set home learning is not provided for any one night, students should take the opportunity to use this time for reading, revision and study of concepts that have been covered in class.
</td></tr>
</table>

Subject	Humanities
Subject Description	Biloela State High School has implemented the Australian Curriculum History and Civics and Citizenship (Semester 1) and Geography, Economics and Business (Semester 2) programs. The first semester contains history units exploring the topics of Investigation Ancient Past, Mediterranean World: Greece and The Asian World: China. In Civics and Citizenship the students explore Australia's government system and the constitution. In Semester 2 students investigate the geography units of Water in World and Place and Liveability. In Economics and Business they investigate the importance of financial planning and the behaviours that contribute to a successful business. The course will develop a range of skills in students essential to implement the inquiry process and communicate their findings effectively. These skills include developing focus questions, evaluating a range of sources and constructing a thoughtful and supported hypothesis.
Assessment	A range of assessment techniques will be implemented throughout the course. These may include: 1. Short response exams 2. Research essays 3. Essay exams etc
Home Learning	Written home learning may not be given for every lesson, however, it is expected that revision of in-class concepts and activities occurs after each lesson to consolidate learning. Once assessment tasks have been distributed, it is expected students work on these, consistently, at home to be ready for monitoring and due dates.

Subject	HPE
Subject Description	Health and Physical Education provides students with the opportunity to participate in physical activity on a weekly basis as a minimum. In this subject units of work from personal social and community health and movement and physical activity are taught concurrently. All Year 7 HPE students will cover the same core concepts and are assessed using the same assessment tasks. The focus areas to be addressed in Years 7 to 8 include, but are not limited to: • alcohol and other drugs (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (RS) • safety (S) • challenge and adventure activities (CA) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE).
Assessment	Assessment may include: - Exams &/or Assignments - Group work - Practical Physical Activities
Home Learning	Students will receive a variety of work to be taken home for completion, including revision tasks from class work and assignment work.

Subject	Wellbeing
Subject Description	Students will participate in in a program that focuses on both adolescent development and physical and mental wellbeing. The Wellbeing focus will be embedded within HPE lessons with a focus on key Resilience Project GEM principles at key junctures through the year. This is based on the Social and Emotional Continuum of the general capabilities of the Australian Curriculum. The lessons and topics are underpinned by the research backed Resilience Project resources which are combined within the school diary. Students will study a range of topics including, but not limited to: • Adolescent brain development • Mindfulness strategies • Healthy Sleep Habits • Study techniques • Healthy Eating Habits • How to deal with stress • Group work and team challenge skill development • E Safety For more information about the Resilience Project: https://theresilienceproject.com.au/ (or scan QR code)
Assessment	Embedded in HPE Theory assessment

TECHNOLOGIES

All year 7 students study one Digital Technology strand and two Design Technologies strands listed below according to the Australian Curriculum, Assessment and Reporting Authority: Technologies learning area.

- Materials and technologies specialisations
- Food specialisation

Subject	Technologies
Subject Description	The Technologies curriculum provides students with opportunities to consider how solutions that are created now, will be used in the future. Students will identify the possible benefits and risks of creating solutions. They will use critical and creative thinking to weigh up possible short and long term impacts. As students progress through the Technologies curriculum, they will begin to identify possible and probable futures, and their preferences for the future. They develop solutions to meet needs considering impacts on liveability, economic prosperity and environmental sustainability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preferred futures are contested. The Australian Curriculum: Technologies describes two distinct but related subjects. • **Design and Technologies**, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. • **Digital Technologies**, in which students use computational thinking and information systems to define, design and implement digital solutions. By the end of year 8 students will have had the opportunity to develop design solutions in all **4 topic areas** listed below. <u>Food specialisations</u> In this unit, students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. <u>Materials and technologies specialisations</u> In this unit, students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. <u>Food and fibre production</u> In this unit, students analyse how food and fibre are produced when designing managed environments and how these can become more sustainable. <u>Engineering principles and systems</u> In this unit, students analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions. By the end of Year 7 and 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.
Assessment	Assessment instruments could include: • Portfolios • Assignments • Theory and practical exams • Practical projects • Oral presentations
Home Learning	Students will receive a variety of work to be taken home for completion. This home learning is to be completed by the due date. *(Quite often home learning will be working on their assessment tasks at home)*

THE ARTS

All Year 7 students study a year of The Arts as part of the Queensland Curriculum, Assessment & Reporting Framework National Curriculum. Students will study four of the five strands for one term each: Drama, Media, Music and Visual Art.

Subject	The Arts
Subject Description	Students will use their creativity, imagination & senses to express ideas across a range of social, cultural, historical, technological & economic contexts. They will enhance their aesthetic understandings of arts elements & languages. Students will also create their own works & respond to their own & others' arts works. In The Arts, all Year 7 students are assessed under the same criteria for each strand: • Creating • Responding Students will also apply the same skills across the strands, such as: - making decisions about arts elements in relation to specific styles or purposes, - creating arts works (digital or visual), - using interpretative & technical skills to modify & refine works, - identifying risks & applying safe practices, - reflecting on learning, apply new understandings & justify future applications. <u>Drama</u> Students will explore play building and perform a rehearsed script reading, applying their learning about the Elements of Drama and the skills of performance. <u>Media</u> Students will analyse the how documentaries have different purposes and audiences. Then they will experiment with shot types and angles in order to document an aspect of someone's life. <u>Music</u> Students will explore creating musical elements using found objects. They will perform their creation and reflect on the art making process. <u>Visual Art</u> Students will investigate 3 different artists and develop their drawing practices. This will culminate in experimenting in one of three mediums: photography, painting or printing.
Assessment	Assessment includes: **Drama** - Rehearsed reading and reflection **Media** - Creation of Comic and reflection **Music** - Composition and reflection **Visual Art** - Resolved artwork and Artist's statement

Special Education Information

Identified students are able to follow various pathways depending on their individual needs. Most students will be fully included in high school classes, students who are working on a different curriculum level will have an Individual Curriculum Plan (ICP), these plans provide for individual learning goals for students and are signed off by parents. Currently these plans only cover the learning areas of English, Maths and Science.

All students access and are taught the Australian Curriculum. Identified students follow pathways based on individual needs. Students working on an Individual Curriculum Plan (ICP), will have plans written to individual learning goals and are signed off by parents. We currently do ICPs for English and Maths. We have Intensive support classes for English and Maths for students who are on an ICP pathway. All students access and are taught the Australian Curriculum.

Identified students are allocated available teacher aide support in the mainstream classes, with safety being given highest priority. Teacher aides may provide support to the students by acting as a scribe, reader or note taker, especially during assessment times. Teacher aide support is allocated to a variety of classes. Teacher aides may also support students by acting as an exam reader, scribe or note taker.

Students are assigned case managers who are responsible for liaising between parents, the school and specialists. They are also the point of contact for any concerns with regards to the student's wellbeing. We encourage parents to join us in ensuring quality two way communication between home and school.

Verified students are assigned a case manager who is responsible for liaising between parents, the school and specialists. They are also a point of contact for any concerns regarding the student's wellbeing. We strongly encourage parents to join us in ensuring quality two way communication between school and home.

Support Programs

Learning Support Program
Support is managed utilising the Whole School Intervention Model whereby students who are identified as underachieving are supported through a layered approach. This entails starting at the grass roots level with professional development for staff to ensure quality teaching and learning happening in our classrooms, to targeted teaching of concepts, to withdrawal programs for students well below grade level.

Accelerated Curriculum Enrichment (ACE) Program in English, Mathematics and Science

Biloela State High School offers the ACE (Accelerated Curriculum Enrichment) program in English, Maths and Science as a part of our junior secondary curriculum.

This program forms a unique part of the curriculum on offer to students in years 7-9 and complements the Australian Curriculum by offering extension and challenging activities for students who apply and are deemed eligible for the course.

The distinctive learning opportunities offered as part of the ACE program are designed to engage students in challenging and purposeful learning environments.

Biloela State High School is proud of the high academic caliber of its students. The ACE Program is aimed to develop their higher order, creative and lateral thinking, pace, complexity of challenge, appropriate degrees of independence and the development of the whole student. ACE students will be interested in developing their skills to a very high standard.

To be successful in the program students will need to be:

- highly motivated
- able to commit to independent work

All students are invited to apply to be a part of the ACE program. Students must answer a selection criteria and complete an application package.

Successful students will demonstrate:

- consistently high grades
- participation in designated extra-curricular activities
- commitment to the program

Instrumental Music Program

The Instrumental Music Program at Biloela State High School offers weekly tuition in Woodwind, Brass, Bass Guitar and Percussion instruments. Students have a group lesson and one band rehearsal each week. Acoustic Guitar, Piano and Strings are not available for individual lessons as part of this program.

All students will be a member of either the Senior Concert Band or the Intermediate Band. Students interested in the jazz idiom will also be able to be a member of the Stage Band. All bands perform at many local community events and the Senior Band may take part in Education Queensland's band Festival 'Fanfare' and the Australian Academy of Music Band Festival in Brisbane.

Students pay an annual levy and occasionally need to contribute towards costs of competing in Festivals and trips.