



Chinchilla State High School

Learning together for a happy and productive future

JUNIOR SECONDARY

7 Tara Rd, PO Box 195
CHINCHILLA QLD 4413
Phone 4672 9333 Fax 4672 9300
Website www.chinchilshs.eq.edu.au
Email admin@chinchilshs.eq.edu.au

Subject Overview Handbook

Year 7 – 2018



Great state. Great opportunity.



MESSAGE FROM THE PRINCIPAL

Welcome to Year 7.

This booklet has been designed to provide students and parents/guardians with information, which we hope will assist you in your preparation for the course of study that you will follow in 2018.

We have provided you with an overview of the subjects available at Chinchilla State High School so that our students and their families understand the general study requirements for each subject. If there are any aspects of a particular subject on which you require further information, please do not hesitate to contact our Heads of Department, Deputy Principals or subject area teachers.

At Chinchilla State High School, Year 7 is the foundation level of our Junior School, and we look forward to our students taking the many great learning and leadership opportunities that will be on offer in 2018.



Scott Rowan
Principal

STATEMENT OF PURPOSE

At Chinchilla State High School our School Vision is: **Learning together for a happy and productive future.**
Our main focus every day is: Teaching and learning in a safe, disciplined environment.

STATEMENT OF SCHOOL VALUES

Our School Vision is underpinned by our TEAM Core Values.



Chinchilla State High School
Learning together for a happy and productive future

Together
Empowering our community

We build positive relationships
We respect our environment
We actively involve ourselves
Together we achieve

Excellence
Being the best you can be

We aim for the highest standards
We target literacy and numeracy
We make every lesson count
Hard work drives success

Acceptance
Embracing diversity

We respect the right of others to learn
We take responsibility for our actions
We value the benefit of instructions
Celebrate the success of others

Motivation
Striving for success

We challenge ourselves
We meet commitments
We actively engage in learning
Our learning is our responsibility

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CURRICULUM OVERVIEW

Curriculum Areas	Time allocation per week
English	3 x 70 minutes
Mathematics	3 x 70 minutes
Literacy	2 x 70 minutes
Numeracy	2 x 70 minutes
Science	2 x 70 minutes
History / Geography	2 x 70 minutes
Junior Physical Education	2 x 70 minutes
Digital Technology	1 x 70 minutes
LOTE (Japanese)	1 x 70 minutes
Technology (For 1 Semester)	1 x 70 minutes
The Arts (For 1 Semester)	1 x 70 minutes
Pastoral Care	1 x 50 minutes

ENGLISH / HUMANITIES

ENGLISH		Contact	HOD English / Humanities
Future Options		Opportunities to engage in University courses including: Arts, Business, Commerce, Law, Education, Nursing, Medicine.	
Description	Students studying English will learn to: <ul style="list-style-type: none"> • Examine a range of literary and non-literary texts in various modes and mediums across diverse cultures and time periods. • Interpret, analyse, evaluate, respond to & construct a range of texts through reading, listening, viewing, speaking & writing. • Communicate effectively in Standard Australian English for various social and cultural purposes and audiences. • Make choices about generic structures, language, textual features and technologies to convey meaning. • Control language (written or spoken) using grammar, punctuation, vocabulary and spelling. 		
Term	Unit Description	Assessment	
1	Unit 1: Analysing Persuasion in Media Texts Students analyse an advertisement and identify text and language features and discuss how these combine to create meaning. Students will then analyse the effectiveness of a TV advertisement and present their findings in a persuasive speech.	<ul style="list-style-type: none"> • Persuasive Speech (2 – 3 minutes) 	
2	Unit 2: Reading and Creating Life Writing: Biographies Students read and comprehend a biographical text. Students will then write a biography about a person who has displayed courage. Additionally students will complete a short response exam answering spelling, grammar and punctuation questions.	<ul style="list-style-type: none"> • Reading Comprehension Exam (70 minutes) • Written Biography (400 – 500 words) • Language Skills Exam (70 minutes) 	
3	Unit 3: Reading & interpreting literature about Australia and Australians Students read and comprehend a narrative text. Students create an imaginative recount of an event from a literary text to provide a point of view. Unit 4: Examining representations of Australia and Australians in Literature Students examine the ways events, issues and characters have been represented in texts. Students write an argument to persuade the reader to accept a particular point of view about Ned Kelly.	<ul style="list-style-type: none"> • Reading Comprehension Exam (70 minutes) • Written Imaginative Recount (400 – 500 words) • Written Persuasive Essay (400 – 500 words) 	
4	Unit 5: Exploring perspectives in poetry and songs Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of social issues. They create and present a persuasive response to evaluate the effectiveness of a particular song. Students complete a short response exam answering spelling, grammar and punctuation questions.	<ul style="list-style-type: none"> • Spoken Multi-modal Persuasive Speech (2 – 3 minutes) • Language Skills Exam (70 minutes) 	

GEOGRAPHY		Contact	HOD English / Humanities
Future Options		University courses including: Engineering, Town Planning, Law, Travel, Arts, Education, Environmental Management.	
Description	Geography involves the study of the Earth's surface as a space in which people live. Geography includes studies of place and of people and their relationship with the environment. Geographic education is characterised by an inquiry based model of learning, where students develop skills in questioning, analysing, researching, evaluating and communicating. Geographers ask questions such as: What is being done and what could be done? Studies in Geography help us live our day to day lives by informing us about our local area and other parts of the world.		
Term	Unit Description	Assessment	
3	Unit 1: Water in the World Students examine the uses of water, how it is valued, and its different forms as a resource. As well students will discuss the ability of water to connect places and how a variable access to water can be problematic.	<ul style="list-style-type: none"> • Written Short Response Exam (70 minutes) • Written Response to Stimulus Exam (70 minutes) 	
4	Unit 2: Place and Liveability Students examine factors that influence liveability and how this concept is perceived in Australia and across the world. Students also explore the idea that that places provide services and facilities needed to support and enhance our lives and evaluate how spaces can be improved through planning and management by people.	<ul style="list-style-type: none"> • Written Report (300 – 400 words) 	

HISTORY		Contact	HOD English / Humanities
Future Options		University courses including: Journalism, Law, Political Science, International Relations, Art History, Arts.	
Description	The study of history focuses on key events, idea, movements, developments and people that have shaped the ancient and modern world. It enable students to study the forces that have shaped today's world and provides them with a broader deeper comprehension of the world in which they live. The focus of history in Year 7 is the examination of key events during ancient times and how these events and people have left a lasting legacy in today's society. Additionally this course sees the development of key historical skills including: source analysis, research and communication skills.		
Term	Unit Description	Assessment	
1	<p>Unit 1: Investigating the Ancient World Students build on and consolidate their understanding of <u>historical inquiry</u> from previous years in depth, using a range of sources for the study of the <u>ancient</u> past. Students will submit a research task describing the context and nature of an ancient artefact and explain its purpose and significance in two structured paragraphs.</p> <p>Unit 2: The Mediterranean World – Egypt Students investigate Ancient Egyptian society focusing on physical features, roles of key groups and significant beliefs, values and practices of the Ancient Egyptian society. Students will sequence events about Egypt's contact with her neighbours and conflicts. Students will also explain reasons for the changes and continuities in the role of nobility in Egyptian society.</p>	<ul style="list-style-type: none"> Extended Written Response Formative (300 – 400 words) Written Response to Stimulus Exam (70 minutes) 	
2	<p>Unit 3: The Asian World - China Students investigate Ancient China in depth focusing on physical features of China, roles of key groups in this period and significant beliefs, values and practices of Chinese society. Students will present a multimodal presentation on a topic selected from a given list of inventions from Ancient China, explaining the purpose and significance of this in two paragraphs.</p>	<ul style="list-style-type: none"> Spoken Multimodal Presentation (2 – 3 minutes) 	

LITERACY		Contact	HOD Master Teacher
Future Options		Literacy skills are essential for success in all subjects studied throughout High School, and life beyond study. Successful learners need to improve at a rate consistent with the demands of the curriculum throughout the years of schooling.	
Description	Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. This program aims to cater for the specific needs of students, while enhancing the skills required for success in their core subjects.		
Term	Unit Description	Assessment	
1	<p>READING</p> <ul style="list-style-type: none"> Reading comprehension – range of text types Introduction of the SCORE framework QAR—Question Answer Relationships (supports students to answer questions about their reading) <p>WRITING</p> <ul style="list-style-type: none"> Spelling, Sentence Structure, Punctuation, Paragraphing using TEEL Developing skills to produce effective writing for various contexts 	<ul style="list-style-type: none"> PAT-R testing (Term 1 and 4) NAPLAN (Term 2) Monitoring tasks 	

MATHEMATICS

Contact

HOD Maths / Science

Future Options

University courses include Engineering, Teaching, Surveying, Occupational Therapy, Dentistry, Speech Pathology, Optometry, Medicine, Dietetics, Nutrition, Geophysics, Aviation.

Description

In Mathematics, the aim is for students to develop the ability to think, reason and work mathematically. They will begin to understand methods and principles of Mathematics and begin to develop the ability to apply them in unknown situations. Students will begin to develop a set of skills which they will be able to apply as appropriate, to solve problems.

Term	Unit Description	Assessment
1	<ul style="list-style-type: none"> Number and place value Real numbers Geometric reasoning Shape Units of measurement 	<ul style="list-style-type: none"> End-term examination (70 minutes)
2	<ul style="list-style-type: none"> Patterns and algebra Linear and non-linear relationships Real numbers Chance 	<ul style="list-style-type: none"> End-term examination (70 minutes)
3	<ul style="list-style-type: none"> Money and financial mathematics Real numbers Number and place value Patterns and algebra 	<ul style="list-style-type: none"> Mathematical Investigation
4	<ul style="list-style-type: none"> Data representation and interpretation Geometric reasoning Location and transformation 	<ul style="list-style-type: none"> End-term examination (70 minutes)

SCIENCE

Contact

HOD Maths / Science

Future Options

University courses include Agricultural Science, Applied Science, Education, Forestry, Nursing, Food Science, Physiotherapy, Pathology, Pharmacy, Ecology/ Environmental Studies.

Description

In Science, the aim is for students to begin to develop the ability to gain scientific knowledge and skills. They will begin to understand principles of Science and understand the essence of each strand of Science which includes Chemistry, Physics, Biology and Earth Science. Each unit will include both theory and practical lessons.

Term	Unit Description	Assessment
1	Earth Science <ul style="list-style-type: none"> Sun, Earth and Moon Seasons 	<ul style="list-style-type: none"> End-term examination (50 minutes)
2	Physics <ul style="list-style-type: none"> Exploring forces and motion Application of forces 	<ul style="list-style-type: none"> Assignment – scientific report (300 – 400 words)
3	Chemistry <ul style="list-style-type: none"> Water, substances and mixtures Water treatment and usage 	<ul style="list-style-type: none"> End-term examination (50 minutes)
4	Biology <ul style="list-style-type: none"> Organism classification Affecting organisms 	<ul style="list-style-type: none"> Assignment – collection of work (300 words)

NUMERACY

Contact

HOD Maths / Science

Future Options

Numeracy skills are essential for success in all subject areas and to engage in the 21st century.

Description

Numeracy enables students to develop logical thinking and reasoning strategies in their daily lives. This program aims to embed within students a competent set of numeracy skills whilst encouraging them to think numerically within a range of deep and challenging contexts.

Term	Unit Description	Assessment
1	<ul style="list-style-type: none">Place Value and RoundingDecimal FractionsIntegersPercentage <ul style="list-style-type: none">FractionsShapesOrder of Operations	<ul style="list-style-type: none">End of Topic Tests (10 minutes per topic)
2	<ul style="list-style-type: none">ProbabilityRatiosPercentageInterpreting Graphs <ul style="list-style-type: none">Cartesian PlaneFractionsRearranging equations	<ul style="list-style-type: none">End of Topic Tests (10 minutes per topic)
3	<ul style="list-style-type: none">Place Value and NumberEstimation and RoundingMeasurement <ul style="list-style-type: none">Problem Solving StrategiesInterpreting GraphsLiteracy of Mathematics	<ul style="list-style-type: none">End of Topic Tests (10 minutes per topic)
4	<ul style="list-style-type: none">Order of OperationsRearranging and solving equationsDistributive Law <ul style="list-style-type: none">Highest Common FactorFactorisingAlgebraic Skills	<ul style="list-style-type: none">End of Topic Tests (10 minutes per topic)

HEALTH AND PHYSICAL EDUCATION / LOTE

HEALTH AND PHYSICAL EDUCATION		Contact	HOD HPE / LOTE
Future Options		University courses and careers in Health related fields, including health policy development, health and safety laws, regulations, health advocacy, health information management, counselling, social work, medicine, nursing.	
Description	In Health and Physical Education the aim is for students to improve their lifestyle choices and develop an appreciation for physical activity. This subject solely focusses on the practical component to improve health through physical activity. HPE develops a wide range of skills through a number of different sports. This subject will help develop attributes such as coordination, teamwork and communication skills.		
Term	Unit Description	Assessment	
1	Tee ball and Indigenous games <ul style="list-style-type: none"> Development of unique skills essential to improved performance. 	Physical response (continuous assessment)	
2	Touch and Athletics <ul style="list-style-type: none"> Development of unique skills essential to improved performance. 	Physical response (continuous assessment)	
3	Futsal / Soccer and Fitness Training <ul style="list-style-type: none"> Development of unique skills essential to improved performance. 	Physical response (continuous assessment)	
4	Water Polo and Volleyball / Newcombe <ul style="list-style-type: none"> Development of unique skills essential to improved performance. 	Physical response (continuous assessment)	

LOTE - JAPANESE		Contact	HOD HPE / LOTE
Future Options		At the completion of the year, students will understand and apply their knowledge of Language and the importance of varying cultures to their everyday lives.	
Description	Students are beginning their study of Japanese and typically have had little prior exposure to the language and associated culture. Many will have learnt an additional language in primary school, while some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Students' textual knowledge developed through English literacy learning supports the development of literacy in Japanese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.		
Term	Unit Description	Assessment	
1	Introductions: Learning self-introduction in Japanese. Working on recognition of Japanese sounds and Romaji.	<ul style="list-style-type: none"> Listening Task (40 minutes) Reading Task (40 minutes) 	
2	Introductions/ Script Writing: Learning Hiragana and Kanji writing scripts. Gaining speaking skills and applying sentence structures and vocabulary associated to the unit.	<ul style="list-style-type: none"> Writing Task (40 minutes) Speaking Task (40 minutes) 	
3	Shopping: learning vocabulary and sentence structures associated with unit. Writing in Hiragana and Romaji script.	<ul style="list-style-type: none"> Listening Task (40 minutes) Reading Task (40 minutes) 	
4	Weather: learning vocabulary and sentence structures associated with unit. Writing in Hiragana and Romaji script with speaking Japanese also being a focus.	<ul style="list-style-type: none"> Writing Task (40 minutes) Speaking Task (40 minutes) 	

TECHNOLOGY

DIGITAL TECHNOLOGY

Contact HOD Junior Secondary

Future Options

Knowledge and skills learnt in Digital Technology will support students in all curriculum areas and prepare them for life beyond school, including their future roles in the workforce.

Description

In Digital Technology, students develop their digital literacy and Information and Communication Technology (ICT) capacity as they learn how to effectively and appropriately use ICTs for a range of purposes. Throughout the course, students become familiar with and gain skills using a range of software applications and digital hardware, enabling them to make the most of the digital technologies available in all curriculum areas, and in their lives beyond school.

Unit Description

Assessment

1

Skills include:

- Typing
- Internet research
- Knowledge of Chinchilla State High School's ICT policies and procedures
- Basic ICT functions required to effectively use ICT devices in the classroom
- Use of appropriate software to communicate information effectively

May include:

- Typing progress (speed and accuracy)
- Monitoring tasks to ascertain level of competency for various software programs

FOOD STUDIES

Contact HOD Technology

Future Options

Learn the design process which is embedded in all Technology subjects. Future study options include Textiles and Food Studies in Years 9 and 10.

Description

The aim of this course is to equip students with basic knowledge and skills in the areas of: healthy eating and cooking, kitchen hygiene and safety, equipment and utensil use and safety, measurement and mixing, preparing and cooking. The student will design, prepare and cook healthy dishes throughout the course. There will additionally be a focus on the impact of sugar and fat on our daily diet and how we can substitute, eliminate and reduce these quantities in everyday recipes.

Term

Unit Description

Assessment

1

Junior Master Chef: Students will be aiming to become a Junior Master Chef through regular cooking and theoretical activities. Students will be equipped with knowledge and skills in the following areas;

- Personal hygiene and safety in the kitchen
- Correct use of equipment and utensils
- Preparation of food and trays

- Short Response Exam (30 minutes)

2

- Mixing, measuring, stove and fry pan cooking
- How to substitute, eliminate and reduce the sugar and fats in dishes to increase the healthiness of our food.

- Journal and Practical Cookery (150 words)

THE ARTS

MUSIC

Contact

HOD The Arts

Future Options

At the completion of this course, students will have the opportunity to study Year 9 Music.

Description

Students live in a world in which music has an important and pervasive presence. A study of music helps students to develop their practical and creative potential and to understand and heighten enjoyment of the arts. There are many intrinsic benefits to music education including being disciplined, learning a skill, being part of the music world, managing performance and being part of something you can be proud of.

Term

Unit Rotation Description

Assessment

1

Popular Music: Students will explore music making; develop inner hearing; work together to create music; develop music making skills; experiment with music techniques and skills; reflect on their own music making and share their own music with other; and develop skills in analysing music.

- Compare and Contrast an original and cover of same song.
- Compose a short song.
- Perform a song, in unison, as part of a group.

2

Rotation – As for Term 1

- As for Term 1

3

Rotation – As for Term 1

- As for Term 1

4

Rotation – As for Term 1

- As for Term 1

VISUAL ART

Contact

HOD The Arts

Future Options

At the completion of this course, students will have the opportunity to study Year 8 Visual Art.

Description

Visual Art provides students with the opportunity to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. It prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems. At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living.

Term

Unit Description

Unit Description

1

Fragmented Features: Students study Picasso and the movement Cubism in order to design a self-portrait. Students learn about tints, shades, colour schemes, abstraction, and the design process.

- Cubist style self-portrait.

2

Rotation – As for Term 1

- As for Term 1

3

Rotation – As for Term 1

- As for Term 1

4

Rotation – As for Term 1

- As for Term 1

STUDENTS WITH DISABILITIES

Students who have a disability often require additional educational support needs. In E Block at Chinchilla State High School, we offer a range of learning options and support for students, which are highly individualised. The department of Education, Training and Employment adheres to the definition of a disability as outlined in the Disability Discrimination Act.

This legislation defines disability, in relation to a person, as:

- Total or partial loss of the person's bodily or mental functions; or
- Total or partial loss of a part of the body; or
- The presence in the body of organisms causing disease or illness; or
- The presence in the body of organisms capable of causing disease or illness; or
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- A disorder, illness or disease that affects a person's thought processes, perception of reality emotions or judgement or that results in disturbed behaviour.

All students covered under the DDA, are supported through a range of provisions at Chinchilla State High School including specialists (Occupational Therapists, Physiotherapist, Speech Language Pathologist), learning support staff, personal health support, behaviour and guidance support. Some students who have significant educational support needs meet the eligibility criteria for additional resource through the Departments' Education Adjustment Program (EAP). These additional resources assist classroom and specialist teaching staff to deliver high quality educational programs that are designed to meet the individual program needs of students within an inclusive school setting. These resources are allocated to the school, not individual students.

If you would like to know further information or would like to discuss/plan individual programs, please contact Mrs Laura Higgins, Acting Head of Special Education Services.

