

2017 YEAR 7 COURSE HANDBOOK

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TIMBERLANE DRIVE



NOT DRAWN TO SCALE

WOODVALE
SECONDARY COLLEGE

Welcome to Woodvale Secondary College

Welcome to Woodvale SC, a community of learners committed to supporting every student to achieve at their personal best.

We are delighted to welcome Year 7 students into the College. A great deal of preparation and collaboration with primary schools has occurred to ensure their transition to high school is a positive experience.

Woodvale SC is an Independent Public School. The Woodvale SC Board, staff and parents at our College are committed to working together to provide a safe and caring environment where each student is given the opportunity to develop academic rigour and to achieve personal excellence in a positive and safe environment. One of the three priority areas of our 2014 - 2017 Business Plan is Positive Education enabling every student to develop the knowledge, understandings and skills to make choices ensuring their happiness and life balance. Positive Education will be a major component of the Year 7 Health Education course 2016, as well as a whole school priority.

Woodvale SC has responsively served the Woodvale community for over 30 years and we enjoy a very positive relationship with our parents and the wider community. You can become actively involved in our learning community in a number of ways including P&C, membership on the College Board, volunteering in the canteen and contacting teachers through email if you have any concerns or celebrations.

An important aspect of my role is to ensure that every student makes a smooth transition from Year 6 to Year 7. In this way, the foundations are laid for each student to work at their personal best. Working closely with our parents gives me clear understandings of the celebrations and concerns students bring with them to Year 7 and we are adjusting our programs accordingly. We will also ask you to fill in surveys twice a year and analyse your feedback in order to make positive changes.

Woodvale SC has a strong reputation in our community for high standards. There

is a whole College approach to behaviour which trains our students to recognise the difference between social space and learning space and behave accordingly. Every teacher reinforces the behaviour expected in a learning space. In this way, we train each student for the self discipline and academic rigour that is needed as their studies progress. As a school community, we live our values of respect, responsibility and relationships in all our interactions.

Pastoral Care of each student is a College priority. A strong team of specialists lead Pastoral Care through the College. Every teacher is also trained in positive education principles and practices. Every child is cared for, tracked and encouraged at Woodvale SC.

We have a number of very successful learning programs developed in Year 7 to build strong learning foundations in all our lower school students. Students will know their learning style and the power of learning techniques. They will also be supported in developing organisational skills. Every student also learns about emotional intelligence and how to choose positivity and build on their strengths.

At Woodvale SC we have prioritised focus areas in our school development planning 2014-2017. These are :

- High Quality Teaching and Learning
- Positive Education/Positive Students
- Collaborations and Partnerships.

The best foundation for successful schooling is close parental support. Please contact your child's Year Coordinator Mr Wayne Jaggard on Wayne.jaggard@education.wa.edu.au or me on Veronica.Sutton@education.wa.edu.au if you wish to discuss your child's successful lower school secondary schooling.

Ms Veronika Sutton
Associate Principal Lower School.



Wonderful Things About Woodvale Secondary College

- Our Specialist Music Program – over 200 students
- A focus on Positive Education for all students
- The Elevate Organisation and Time Management Skills Workshops for all Year 7 students
- High levels of access to technology
- Our Science Enrichment Programs
- Our Award Winning Child Care Program
- Extensive choice in physical education programs
- A great Cadet program – FESA & Surf Life Saving
- Specialist Basketball/Soccer School of Excellence
- Our tremendous Student Services support team
- A committed teaching staff
- The Learning Resource Centre which is the cultural hub of the College
- Fully air-conditioned classrooms
- National and/or international tours every year
- Our strong focus on Asian Literacy with compulsory Asian language for Years 7, 8 and 9
- More Level 3 classroom teachers than any school in the area
- A state of the art Hospitality Trade Training Centre
- The largest Basketball Stadium built in any WA school.



Excellent Results

- Top quartile for literacy, science and numeracy PISA international testing
- The majority of our students who applied for a place at University through TISC received an offer in 2015
- Year 7/9 NAPLAN results above the state benchmarks.

The Handbook

This student handbook has been prepared to provide students and parents with details of the range of courses available in Year 7. In keeping with the Department of Education policies for government schools and recognised good practice, Woodvale SC has a taster course for Year 7 and Year 8 students. Once they have tried all option areas, students will be making informed decisions about their options in Year 9.

Website

The College has a website at www.woodvale.wa.edu.au



How to Enrol

Anyone interested in enrolling at Woodvale SC first need to complete an application form and provide copies of all the relevant documentation before they can be accepted into the school. Students residing within our catchment area, or who are successful at applying to one of our Specialist programs, are then provided an enrolment pack to complete and return. Students who reside outside of the catchment area must be accepted by the Principal before they are eligible to enroll.

Opportunities for Year 7 Students

Under the Department of Education's Curriculum policies, students in Years 7 – 10 are required to study a range of subjects within the 8 Learning Areas. While most subjects are compulsory there is an increasing degree of flexibility as students move from Years 7 – 12.

Key aspects of the Years 7 – 10 course offerings are listed below:

- (i) All students will undertake tuition in the following eight Learning Areas, each week:
- Arts
 - English
 - Languages
 - Mathematics
 - Physical & Health Education
 - Science
 - Society and Environment
 - Technology
- Details of these courses are listed later in this handbook for Year 7 students with a separate handbook for Years 8, 9 and 10.
- (ii) Details of the content of courses will be given to students at the commencement of their course, along with the breakdown of the assessment procedures. These are also available on Moodle.
- (iii) In Term 3, students will choose their courses for the next year.
- (vi) Asian Languages (Japanese/Chinese) are compulsory in Years 7, 8 and 9.

Course Costs

Every student in Year 7 will complete a year of study in the each of the following courses.

Courses	Contribution/Charge
English	\$20.00
Mathematics	\$20.00
Science	\$30.00
Humanities and Social Sciences	\$20.00
Health Education & General Physical Education or Soccer Specialist #	\$40.00 \$125.00
Basketball Specialist #	\$100.00
Arts – Music General & Art (half a year of each) or Music Specialist & Art (includes half a year of Class Music & Art) *	\$30.00 \$100.00
Language - Japanese/Chinese (Students currently studying Japanese/Chinese will continue in these languages – new students to Asian Language will be enrolled in Chinese)	\$15.00
Technology – Information Technology & Home Economics (half a year of each)	\$60.00

Note: Costs are an indication only.

The Basketball and Soccer Specialist programs are an alternative to General Physical Education.

* The Music Specialist program involves students in full year choir, bands and instrument lessons and half a year of Class Music.

Year 7 – Year 10 Option Subject Pathways

	Year 7	Year 8	Year 9	Year 10
THE ARTS	Art Music General Music (Specialist) Visual Arts	Art Drama Music (Specialist)	Visual Art Graphic Design Cottage Industries Jewellery Drama Media Music (Specialist)	Visual Art Graphic Design Photography Drama Media Music (Specialist)
LANGUAGES	Japanese Chinese	Japanese Chinese	Japanese Chinese	Japanese Chinese
PHYSICAL EDUCATION	Basketball and Soccer (Specialist) are substituted for General Physical Education	Basketball and Soccer (Specialist) are substituted for General Physical Education	Basketball and Soccer (Specialist) are substituted for General Physical Education	Basketball (Specialist) Soccer (Specialist) Australian Rules Football Outdoor Recreation Netball
TECHNOLOGIES	Home Economics Information Technology	Design & Technology Home Economics	Building & Construction Electronics Jewellery Technical Graphics Wood Technology Food Culture Cottage Industries Child Care Computer Literacy	Building & Construction Electronics Jewellery Metal Technology Technical Graphics Wood Technology Easy Entertaining Cottage Industries Child Care Clothing & Fashion Programming Principles Commerce

Assessment

Formal reporting will be conducted each semester by way of a computerised report issued to each student. In addition, progress reports, interim reports, electronic letters of concern and letters of commendation are issued at regular intervals.

The formal report is a summative report each semester. You may get richer information from your child's assessments during the term and you can email or contact their teachers or year coordinators for specific feedback at any time.

All reports will use the A – E grade distribution.

All teachers issue students with comprehensive course outlines including assessment outlines, assessment weightings and when assessments are due. Parents are encouraged to read these course outlines and to email teachers if they have any concerns or celebrations. Copies are available on our website.

Year Coordinators

There is a Junior School Coordinator that focuses on pastoral care and attendance in Years 7 - 8. Regular assemblies are held and parents can be contacted with progress reports on individual students as requested. The Junior School Coordinator also works closely with individual students as the need arises and student's results can be analysed twice a year.

The Year 7 and 8 whole school focus areas are organisation skills and resiliency.

College Diary

Each Year 7 student has access to a diary. Parents are urged to look at the diary regularly. You will see what homework your child has and our College procedures and policies.

Use of Computers

Technology has been embedded into our business plan of 2014 - 2016. With parent contributions, we are continuing this highly successful initiative. A parent co-payment will be invoiced prior to your child starting school. Students must bring charged laptops to every lesson. They will receive full induction early in the school year and parents will also be invited to a number of workshops supporting them with their child's sensible use of technology.



Every Woodvale SC teacher undertakes lengthy professional learning in the use of technology as a learning tool to engage adolescents. Consequently, there is a strong focus on teachers' successful use of technology to engage our students.

Uniform Policy

There is a new Uniform Policy for 2016 with NO skirts. The new College dress is very well received. Girls can now wear shorts, slacks, or the dress. Please note, if your child is in incorrect uniform you will be contacted and asked to bring in the correct uniform, or they must go on in-school suspension for the day. To prevent this, we request that your child does not wear their sports uniform to school as this has resulted in a high occurrence of forgotten items of clothing.

Please discourage your daughter from wearing make up in Lower School.

Piercings are **not** in line with uniform policy.

Please read the 2017 Uniform Policy on our website. It is a compulsory component of enrolment at Woodvale SC.

Pastoral Care

Woodvale SC is committed to ensuring the educational success of all our students. In order to create a safe and encouraging learning environment, we have a highly trained Pastoral Care team including Year Coordinators, a chaplain, a nurse, a psychologist, a career advisor, two Student Services Coordinators, and each year group has a representative Associate Principal. We enjoy a very positive relationship with our parents with a highly active College Board and Parent and Citizens group. Parents can always communicate with staff via email.

Parents & Citizens

P&C meet at least once a term. It is vital to our College to have an active P&C. For parents P&C meetings provide rich opportunities to engage with other parents, the Principal and to have a say about the College. Please take time to attend these important meetings. They are advertised in the electronic newsletters and on the electronic sign out the front of the College. We would love to see you there. Also volunteers are always appreciated in the College canteen which is a state-of-the-arts self-service facility. The canteen staff value volunteers. High quality food is available in this self-service facility. All profits go back into the College. We ask that families support our canteen.

School Board

As an Independent Public School, we have a College Board with parent representation. Contact the school for more information or refer to the College website. The Board meets twice a term and is a very important governance body.

CURRICULUM SUPPORT – TRANSITION

Starting High School

The transition from primary to secondary school is an exciting, yet challenging time for most young people. Students have to adapt to new environments, making of friends, different teaching methods and moving from class to class. For some students, the move from Year 6 to Year 7 may be a fearful experience. Students move from a familiar and secure environment to a new and unfamiliar one. A survey has indicated that the following concerns worry some Year 7 students:

- Fear of being bullied
- Fear of getting lost
- Fear of being picked on by older students
- Fear of doing poorly in high school or not keeping up with the school work.

We commence your child's high school experience with *The Big Days In*. These two days of fun activities are designed to allow every student to work in teams with other students to get to know the College and to meet their teachers in a fun way. Feedback from students was that they felt very good about commencing their studies as a result of *The Big Days In*. We also monitor our students and if extra support is needed we ensure your child receives it.

How Parents Can Help

Reassure your child that it is normal to feel uncertain, anxious and excited.

Make sure travel arrangements to and from the College are organised.

Learn about the College rules, routines and timetables.

Help your child to develop good study habits. (Regular times, a quiet place, reading).

Help your child to set up a suitable place at home to study.

Practice organisational skills.

Encourage your child to become more self-reliant by increasing their level of responsibility and your expectations of them.

Ensure your child has the correct uniform, and all the necessary equipment required for school.

Talk to your child about their focus and reassure them.

Ask your child what went well every day and listen to their answers.

Discuss their character strengths regularly.

Year 7 Organisation

One of the major challenges that many Year 7 students face in their transition from primary school to high school is the organisation of their school work for the wide range of classes they attend each week. For some students the lack of organisation has led to poor results in the classroom and assessments. Some of the problems encountered are:

- Work for all learning areas placed randomly in their file or their bag; no separate sections for each subject. Consequently important assessment sheets or course outlines are lost.
- Students are not regularly cleaning out their files and removing old schoolwork.
- Lack of paper to use if they need to hand in a short classroom activity.
- Students must also learn to re-charge their laptops each night and bring them to school in the correct carry case.
- Too many files. This adds extra weight to already heavy bags.
- No using their homework diaries.

What Parents Can Do To Help With Organisation

The transition from having everything in one classroom to moving between classrooms and different teachers is something that most Year 7 students enjoy. However, it also adds pressure to pack up quickly in one class and go into the next class prepared. You can help your child to stay organised by:

- Checking their file and bag nightly or weekly. In this way any 'stray' handouts can be filed in the appropriate section and supplies of paper and stationery can be checked.
- Students' files take a 'battering' throughout the term. They go in and out of their bags up to seven times a day. A broken file is often the consequence. This is the reason we recommend only purchasing the black lever arch files as they are very reasonably priced and easy to replace. Please check that your child's file is in good working order.
- Keep a good supply of file paper and plastic sheets at home so students can fill up their files as they run out. It is also a good idea to keep a couple of spare lever arch files, as well as a supply of red and blue pens and lead pencils.
- Encourage your child to read widely and often.
- Make sure your child's computer is charged at night.
- Ensure he/she has a sensible school bag.

Following is an example of what we think work best for students

File

A4 Black file

Subject dividers (plastic as cardboard rips very quickly)

A4 File paper — reinforced

At least 5 A4 plastic sleeves for each subject

Homework sheet at the front of the file.



Academic Extension

In 2014 we held a review of our Academic Extension program and one of the key recommendations was to embed the program into our curriculum from Years 7 to Year 10. During 2015, after testing, students were placed into an academic enrichment class, a general class or an essentials class in English, Humanities and Social Sciences (HASS), Mathematics and Science.



Students placed into the AE class, were accelerated through the Australian Curriculum for that year group and extended through competitions, extra-curricular activities and advanced use of ICT.

In view of the fact that we are now catering for six year groups and because of further changes to both the Australian and Western Australian Curriculum, our provision of academic extension for 2017 and beyond is under review. Our goal is to ensure that we provide the best possible learning opportunities for all of our students, achieved through differentiation of the curriculum at all levels and across all learning areas.

If you wish further clarifications, please contact
Ms Veronika Sutton, Associate Principal
Veronica.sutton@education.wa.edu.au

LEARNING RESOURCE CENTRE

The Learning Resource Centre is a vital part of Woodvale Secondary College. It caters for approximately 1500 students and 100 teaching staff. It is a very busy place with lots of students and staff using the wide range of resources and services on offer. It has an extensive and up-to-date collection with the latest technology for students to use.

The major role of the LRC is to provide a rich and diverse learning environment which is dynamic, responsive and 21st Century high-tech. The LRC provides a strong focus on developing literacy skills (visual, digital, critical, information, media) which empowers our students to become lifelong independent learners in an ever increasingly complex, informational and technological world. The LRC also encourages and enhances a culture of reading and enjoyment of literature.

All new students are involved in LRC Orientation programs in Term 1 through English, Humanities and Social Sciences and other learning areas. These programs provide students with a solid knowledge base of how to use the LRC and technology.

This is followed up with programs that deal with searching the web, Web 2.0 technologies, One-Note, Moodle, Inspiration, on-line databases, plagiarism, copyright and cyber-safety.

Another very important objective of the LRC is the promotion of literature and reading skills. We improve literacy skills by teaching students different reading strategies, by promoting reading for enjoyment and creating an awareness of the many and varied forms of reading resources.

Year 7 students will participate in an Orientation Program through English and come to the LRC at least once a fortnight for their reading program. Students will be introduced to a wide variety of excellent reading materials such as novels, short stories, magazines, picture books, graphic novels, comic books, and non-fiction for recreational reading. Students are encouraged to keep a record of their reading and to read widely and often for pleasure. Other programs include 'Picture Books', Book Trailers and Bookclubs.

Students will have their own laptops. The College's wireless network provides a fast and reliable service and student access is closely monitored. Students are encouraged to use the College's intranet, web links and sites recommended by LRC staff when completing research. Students also have easy access to all the videos, DVDs and recorded free-to-air programs held by the LRC through Clickview and V/TV via their laptops. They can view programs in their own time and at their own pace allowing for catch up on missed work or for easy revision.

Homework class is on every Tuesday after school in the LRC. Students are encouraged to come along and complete work or get some extra help or coaching from staff who volunteer their time each week. This has proven to be very popular.

A lot of effort goes into making the LRC a welcoming and interesting place for students and staff to use. Every year the LRC hosts many special events such as Book Week, Staff Book Café, charity events and international displays and many other competitions and displays.

We look forward to meeting and welcoming the new intake of Year 7s in 2017.

Learning Resource Centre Staff

THE ARTS

VISUAL ARTS

VISUAL ARTS – 7AA

COURSE DESCRIPTION: Visual Art is a one semester course of study that allows students to experience creativity in a range of media. Drawing, ceramics and printmaking are introduced to develop a variety of skills. Students examine artists and artworks from different cultures and periods of time. This course of study is designed to be accessible and enjoyable for students with varied abilities, and to develop an understanding of their own creative interests.



MUSIC

MUSIC GENERAL CLASS – 7MUG

COURSE DESCRIPTION: Music General is a one semester course of study. Students will develop skills in aural perception, music literacy and performance skills. Through practical music making and listening solutions students will develop an appreciation for music. This course is compulsory for all students not involved in the specialist music program.

CLASS MUSIC AND INSTRUMENTAL & ENSEMBLE MUSIC COURSES

These courses are intended to be studied concurrently. The duration of the Class Music course will be a full semester. Students will have an instrumental lesson once a week for the whole year and this will be supported by classroom studies in aural perception, music literacy, vocal skills and ensemble (band) performance. The instrumental lesson will be conducted during school hours while the ensemble component will be taken out of school hours.

Year 7 students will be enrolled in Instrumental and Ensemble Music 7MUI and thereafter study courses according to their ability and level of performance.

Students studying these courses are credited with an extra subject, over and above the usual, because the instrumental and ensemble music courses are completed outside the normal school timetable.



CLASS MUSIC - 7MUC

PREREQUISITES: Enrolment in Instrumental and Ensemble Music 7MUI.

COURSE DESCRIPTION: This course is designed for those students who wish to study traditional music. The course develops skills in the literature of music, aural awareness and basic music knowledge through music making activities.

INSTRUMENTAL AND ENSEMBLE MUSIC - 7MUI

SEMESTER 1

PREREQUISITES:

- (1) To be enrolled in Class Music 7MUC.

COURSE DESCRIPTION: This course is designed for group tuition lessons on a child's specific instrument. The classes are held either on a rotating basis throughout the timetable or out of school hours with a private tutor specialising on the child's chosen instrument. This course also involves participation in weekly ensemble and choir rehearsals, concerts, and one camp per year.

SEMESTER 2

PREREQUISITES:

- (1) To have completed Instrumental and Ensemble Music 7MUI or be at an equal standard on a chosen instrument.
- (2) Enrolment in a class music course.

COURSE DESCRIPTION: This course enables the student to participate in group tuition classes (of no more than 5 students) with a specialist tutor. Classes are either conducted on a rotating timetable throughout the normal school timetable or out of school hours. This course also involves participation in weekly ensemble and choir rehearsals, concerts, and one camp per year.



ENGLISH

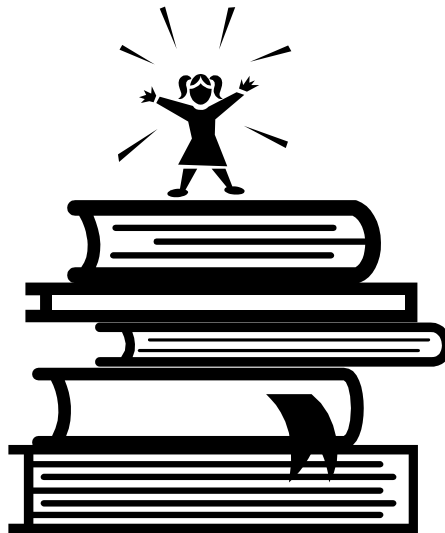
ENGLISH – 7EN

Years 7, 8, 9 and 10 students extend their Reading and Viewing, Writing, and Listening and Speaking skills, and are expected to explore challenging and unfamiliar works and ideas. Students also develop a critical understanding of the print and electronic media. Class work is directed towards ensuring that students become both confident and competent in comprehending, composing and that oral skills are developed through a range of formal and informal activities. Students are expected to work effectively, both as individuals and collaboratively. They will explore a balanced range of text types from fiction, non-print media, poetry, drama and non-fiction.

Each lower school course will be part of a pathway leading to appropriate subjects in Upper School. Beginning in Semester 1 Year 8, students will be placed in pathways according to their ability as demonstrated in Year 7 class performance as well as tests such as NAPLAN. The pathways are Enrichment, Core and Essential.

The English courses in Years 7 are Western Australian Curriculum based, and students are numerically assessed on the three learning outcomes of Reading and Viewing, Writing, and Listening and Speaking

English courses are engaging and dynamic with the focus very much on students striving to achieve their best in environments that accommodate individual learning styles and abilities.



HEALTH & PHYSICAL EDUCATION

HEALTH EDUCATION

HEALTH EDUCATION - 7PH

This course investigates health and personal development issues specifically related to the developing adolescent. There is an introductory component to the course which aims to establish an understanding of what is health and explores the physical, emotional and social aspects of health in greater detail. The course teaches students about factors which influence our own health and how we can improve our personal health outcomes. Health Education aims to develop the students' knowledge and understanding, skills and attitudes that will enable them to make informed health-enhancing decisions. The importance of developing interests, feelings, resilience, self-management skills and interpersonal skills is explored to enable students to cope with the stresses they are faced with in their adolescent years. In Year 7 students will explore issues related to puberty, the changes that occur and develop strategies to cope with these changes. Bullying and cyber safety issues will be a focus of this year group with the aim of building students' self-esteem, resilience and help-seeking skills. Students will learn how to establish protective behaviours to avoid negative situations with their peers. There will also be a fitness component to the course which will investigate and evaluate aspects of personal fitness. All students will participate in fitness testing where their individual results will be sent home to parents. Students will learn about nutrition and establish links between a healthy lifestyle and their diet. Students in Year 7 and 8 will also learn the foundation of Positive Education principles.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - 7PE

This course is designed to increase the student's understanding of the principles of human movement in a broad range of physical skills. This course includes fundamentals of basic movement and games, which are seen as essential elements in the further development of more specialised aspects of physical education and sport within the College and local community. Activities include ball skills, floor ball, tee ball, athletics, soccer, and basketball. Students will have the opportunity to compete in swimming, athletics and winter sports carnivals as well as selected extra curricular sporting competitions.

SPECIALISED BASKETBALL PROGRAM (by application only)

BASKETBALL – 7PBF/7PBM

The College operates a Department of Education approved Specialised Basketball class in each of the lower school years for students with a special interest and talent in basketball. These classes operate instead of Physical Education in Years 7, 8, 9 & 10. Entrance to these specialised classes is competitive in Year 7. A small number of vacancies may occur in Years 8, 9 and 10, and students who may be interested in these places should apply directly to the Program Coordinator. Entry to the course is by way of application and selection processes conducted by the Program Coordinator, Mr Kelvin Browner, and College based coaching staff. Course costs apply.



SOCCER SCHOOL OF EXCELLENCE (by application only)

SOCCER – 7PSF/7PSM

The College operates a Department of Education approved Specialised Soccer class in each of the lower school years with a special interest and talent in soccer. These classes operate instead of Physical Education in Years 7, 8, 9 & 10. Entrance to these specialised classes is competitive in Year 7. A small number of vacancies may occur in Years 8, 9 and 10 and students who may be interested in these places should apply directly to the Program Coordinators Mr Ratcliff (Boys) or Mr Rooney (Girls). Entry to the course is by way of application and selection processes conducted by the Program Coordinators. Course costs apply.

HUMANITIES and SOCIAL SCIENCES

COURSE STRUCTURE: YEARS 7, 8, 9 and 10

	YEAR 7	YEAR 8	YEAR 9	YEAR 10
Semester 1 or Semester 2	Western Australian Curriculum: History The Ancient World Western Australian Curriculum Civics and Citizenship Designing our political and legal system	Western Australian Curriculum History Ancient to Modern World Western Australian Curriculum Economics and Business Participation and influences in the market place	Western Australian Curriculum Economics and Business Australia and the global economy Western Australian Curriculum Geography Biomes and food security	Western Australian Curriculum Civics and Citizenship Justice at home and overseas Western Australian Curriculum Economics and Business Economic performance and living standards Career Education
Semester 1 or Semester 2	Western Australian Curriculum Geography Place and Liveability Western Australian Curriculum Economics and Business Producing and consuming	Western Australian Curriculum Geography Landforms and landscapes Western Australian Curriculum Civics and Citizenship Democracy and law in action	Western Australian Curriculum History The Making of the Modern World 1750 – 1918 Western Australian Curriculum Civics and Citizenship Our democratic rights	Western Australian Curriculum History The Modern World and Australia 1918 – present. Western Australian Curriculum Geography Environmental change and management

COURSE DESCRIPTION

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future. In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History.

By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and

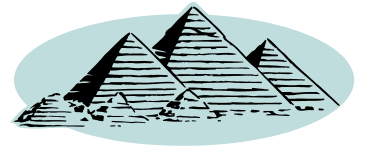
communicate effectively. Thinking about, reflecting on, and responding to issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

HUMANITIES and SOCIAL SCIENCES - 7SE

History – Semester 1/2 The Ancient World

The curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c.650AD (CE).



Civics and Citizenship – Semester 1/2 Designing our political and legal system

In this topic students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

Geography – Semester 1/2 Place and Liveability

A focus on the concept of place through an investigation of liveability.

Economics and Business – Semester 1/2 Producing and consuming

The focus of this unit is on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success.



LANGUAGES

Our ultimate goal is for students to be able to communicate in another language.

Year 7 students complete language studies courses of either Japanese or Chinese at the college. Students select the language in Year 7 which they will continue through to the end of Year 9.

There are many benefits to learning languages, and highlighted below some of the key advantages which directly impact your child's WACE (West Australian Certificate of Education):

- Certificate II Applied Languages completed in Year 10 Japanese and Chinese classes, are used by students to meet Year 12 WACE requirements (and can reduce the number of courses students then need to do in Year 11 and 12);
- Certificate II Applied Languages gives students 4 units out of the 20 required towards WACE (West Australian Certificate of Education) i.e. 2 units in Year 11 and 2 units in Year 12;
- Certificate III Applied Languages gives students 6 units towards WACE i.e. 2 in year 11 and 4 units in year 12;
- The 10% LOTE bonus is available to ALL Year 12 language students. This is where an additional 10% is added to the scaled LOTE score towards TEA (tertiary entrance aggregate) e.g. a scaled score of 60 becomes a scaled score of 66.

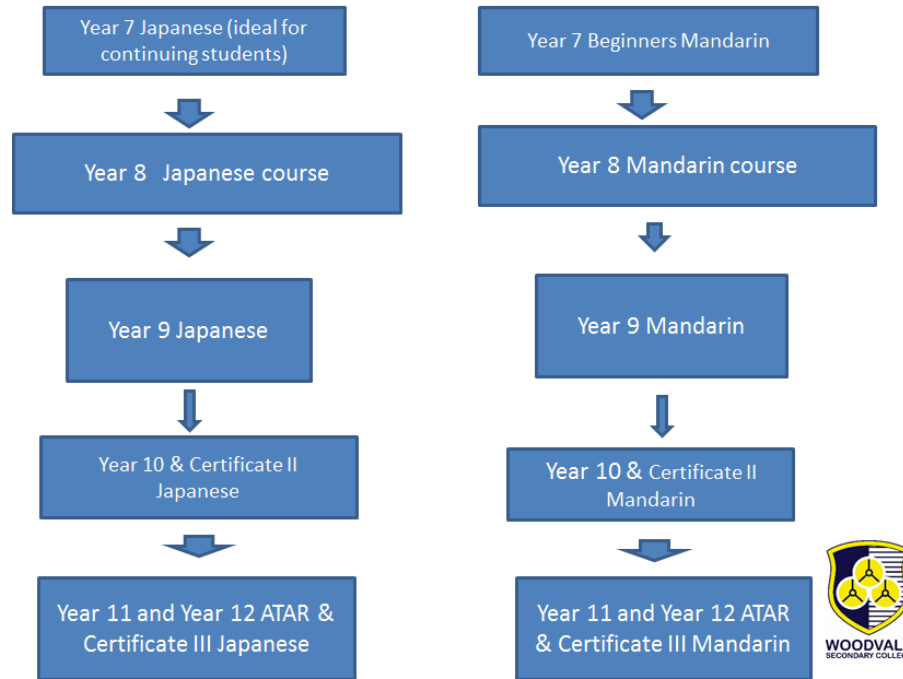
While you can benefit from knowing a foreign language with nearly every industry, here are the main highlights from 2016 research:

- Media (journalism) and film
- Tourism and travel services, including airlines and hotels
- Banks and insurance
- Local, state and federal government
- International non-profit organizations
- Publishing companies
- Departments of defence and international embassies
- Health services
- Social services
- Immigration services
- Primary, high schools, universities and colleges

Japanese classes are mainly comprised of students who have been studying Japanese throughout their primary education. It is highly recommended by the college that students coming into the college from out of the intake area, who have **not** come from a school where they have studied Japanese, study Chinese language. This enables them to be in classes with other beginning level students. Students who would like to commence studying Chinese, after studying Japanese in primary school, may choose to do so.



Woodvale Secondary College Languages Pathway Document



JAPANESE COURSE – 7 LJ

The Year 7 Japanese course is suitable for beginning and continuing Japanese language students. Culture is integrated throughout the course in our programs. When we use a language, we are involved in culture, whether we are speaking, listening, reading or writing.

There is a strong focus on technology in the delivery of this course. Moodle, iPads and laptops are used as learning and teaching tools to engage learners. Students will write in Japanese using technology and will use iPads to access apps such as Hiragana Bubbles to practice the Hiragana script which students will need to learn in Year 7.

Assistant teachers, exchange teachers and visiting Japanese students will attend some classes providing Year 7 students with the opportunity to speak with native speakers.

SEMESTER 1

This semester students cover the following topics; Food, Tastes and Shopping. Using adjectives and verbs to discuss food, students create advertisements for new products in Japanese for the Japanese speaking community. Term 2 consists of Sport and Leisure Time where students look closely at *Rajio Taiso* as it operates in Japan, as well as Japanese Athletics Day in Japan. Speaking and reading tasks are the focus of Semester 1 and students have the opportunity to work with peers to develop and present role plays and skits in Japanese.

SEMESTER 2

Semester 2 consists of the following topics; Daily Routines and Famous Places and Tourist Attractions. Focusing on all three outcomes, students are becoming more confident communicators. Discussing interesting places in Japan, a virtual tour of Tokyo Disneyland and looking closely at modes of transport is part of the course in Term 4.

CHINESE – 7LC

Students can continue their language studies in Upper School with opportunities to study ATAR courses in Year 11& 12 WACE and Certificate II & III in Applied Linguistics qualifications.

Why Chinese?

- Students at Woodvale SC have the opportunity to travel to China as part of biennial tours to visit our sister schools and other places of interest in China.
- China is one of the world's oldest and richest continuous cultures, over 5000 years old, and most populous nation in the world, with 1.4 billion people.
- Mandarin Chinese is spoken by 873 million speakers, making it the most widely spoken first language in the world. One fifth of the planet speaks Chinese.
- In addition to the People's Republic of China and Taiwan, Mandarin Chinese is also spoken in the important and influential Chinese communities of Indonesia, Thailand, Malaysia, Singapore, Brunei, the Philippines and Mongolia.
- China has now become the second largest economy in the world, and is one of largest trading partners of the United States and Australia. Many Australian companies do business in China and have long-term investments there.
- Learning Chinese significantly enhances your child's future vocational opportunities.

CHINESE COURSE

The Year 7 Chinese Course is a language based beginner's course where students learn about Chinese Mandarin language as well as Chinese Culture.

Online activities are an important learning tool used in Chinese. Chinese students will be using the school's Moodle Learning Management System, also accessible from home, as they explore Chinese with an ICT focus. Short video-clips and multi-media texts are other important ICT learning tools employed in this course. Throughout the year students will also be encouraged to interact directly with people from China, particularly through our Sister City/School relationships, exchange visitors, Chinese volunteers and other special projects. Other cultural events and workshops are also organised for students.

SEMESTER 1

Semester 1 builds the foundation in the understanding of the spoken language and recognition of some Chinese characters.

This semester students focus on topics such as self-introductions, family and pets, food and drinks. As part of this, students will also explore the customs and culture involved in eating Chinese food. Students will also extend their conversational abilities by talking about their likes and dislikes. Chinese students can participate in eating Chinese cuisine. Popular apps will be used in classrooms to develop speaking skills. Through these apps, students will practice introducing themselves orally in Chinese and discuss family and pets and for creating speaking tasks involving designing and recording skits and role plays. iPads will also be one of many tools to learn the Chinese numbering system. Students will also cover some important aspects of Chinese Culture including Chinese Festivals such as Chinese New Year. Cultural events and workshops are also organised for Chinese students.

SEMESTER 2

In Semester 2 students further extend their written skills in Chinese, as well as their speaking skills, using a variety of strategies designed to engage students in their learning. Topics to be covered include sports, hobbies and pastime activities, colours and describing friends. They will also gain an understanding of special festivals such as the Dragon Boat Festival. iPads, on-line activities, short video-clips and multi-media texts are also important this semester as students continue to enjoy exploring Chinese with an ICT focus

MATHEMATICS

Year 7, 8, 9 and 10 students will study a year long course. Each course will be part of a pathway leading to appropriate mathematics courses in upper school. The recommended course for all students will be matched to their achievement from the previous year's study. For Year 7, all students will study the same mathematics course for Semester 1. During Term 1 all Year 7 students will sit an external test. Based on Semester 1 results and teacher recommendations, an academic enrichment pathway will be established for Semester 2.

MATHEMATICS – 7MA

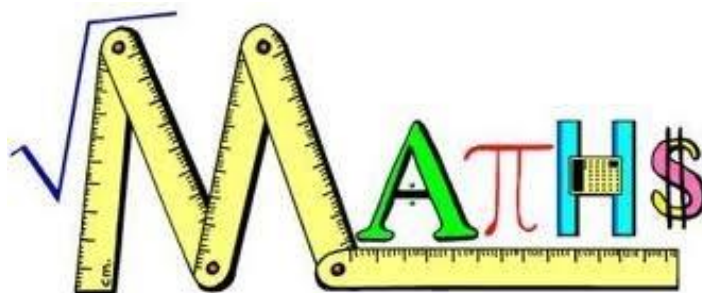
The Year 7 course follows the Australian Curriculum, which is compulsory from 2015. The course will cover the topics of Number and Algebra; Measurement and Geometry; and Statistics and Probability. The use of information technology is embedded into all areas of mathematics.

Students in the academic enrichment pathway may have access to opportunities to be involved in regional, state and international mathematics competition throughout the year.

At the end of the year, the Semester 2 report will indicate the achievement of your child in relation to the national standards in mathematics. Achievement in Year 7 will determine which pathway (academic enrichment, core, essentials) your child is placed in for Year 8.

CALCULATORS IN THE MATHEMATICS CLASSROOM.

A calculator is a tool integral to the teaching of the Australian Mathematics curriculum. It is used in a variety of situations including problem solving, investigating and, of course, in routine calculations. A calculator is an essential item for all students, irrespective of the pathway studied. [The College recommends a suitable calculator to purchase as indicated on the booklist and this will be suitable for use in Year 7, 8, 9 and 10.] All students must have their own calculator.



SCIENCE

SCIENCE – 7SC

All Year 7 Science students at Woodvale SC will study the Australian Curriculum: Science.

The Australian Curriculum: Science is designed to develop students' interest in science and an appreciation of how science provides a means of exploring and understanding the changing world in which they live. Students will develop a foundation of knowledge across four disciplines of science, through the use of scientific inquiry methods. They will develop an ability to communicate scientific understanding and use evidence to solve problems and make evidence based decisions.

How the Australian Curriculum (Science) is structured.

The Foundation to Year 10 Australian Curriculum: Science is organised into three interrelated strands:

- **Science Understanding** - which focuses on the important science concepts from across different areas of science,
- **Science Inquiry Skills** - which focuses on skills essential for working scientifically and
- **Science as a Human Endeavour** - which focuses on the nature and influence of science.

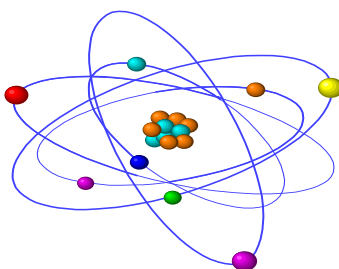
The following table identifies the key content areas, concepts and skills covered throughout Year 7.

Science Understanding	Science Inquiry Skills	Science as a Human Endeavour
Biological sciences	Questioning and predicting	Nature and development of science
Chemical sciences	Planning and conducting	Use and influence of science
Earth and Space sciences	Processing and analysing data and information	
Physical sciences	Evaluating and communicating	

All Year 7 students will study all of the four *Science Understanding* strands, with an emphasis on *Science Inquiry Skills*. *Science as a Human Endeavour* will be embedded within the *Science Understanding* strands.

Each student's achievement in their coursework will be assessed and reported at the end of each semester in line with College policy.

During Semester 1 Year 7 students will undergo selection for the Year 7 Science Enrichment classes, which will progress into Year 8.



TECHNOLOGY

HOME ECONOMICS

HOME ECONOMICS - 7HE

COURSE DESCRIPTION: This six month course has been designed to introduce students to the world of cooking, nutrition and to the sewing machine to produce simple articles. As a society, we are more aware of what we are eating and the carbon footprint we are leaving on earth. The study of this course will help students to make informed decisions relating to their diet and use of renewable resources. They make and eat some amazing dishes and develop skills using other media in the production of simple articles. The range of practical skills which students develop will be a good grounding for further studies in Home Economics.



INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY - 7IT

COURSE DESCRIPTION: This course is designed to give students skills in essential practices for online safety and to develop the skills necessary for effectively learning with laptops in the classroom. The course explores cyber safety and introduces students to a variety of software for cross curricular learning including: mind mapping, document design and presentation, graphic manipulation and editing skills, as well as an introduction into programming. The course is designed to give students the necessary skills to manage and use their laptops within the standard classroom environment.



NOTES: