



Year 7
Subject Handbook
for
Parents & Students
2016



THE CURRICULUM

Learning is a continuous journey and students in Middle School follow a program which allows them to study subjects from all of the Learning Areas and is developed using the Australian Curriculum. Here at GMAS we are committed to providing an educational program that stimulates natural curiosity whilst also engaging and encouraging students to develop a thirst for learning. It will provide them with a strong foundation of knowledge, skills and strategies required for Senior School and beyond.

All students in Year 7 study a common course which is made up of **compulsory subjects** which are studied for the entire year and of **elective subjects** which are studied on a rotation basis. This allows students the opportunity to have a wide variety of experiences. All classes are non-gender specific and allow for happy social interaction whilst providing a solid academic program.

Students are encouraged to develop independence in and a responsibility for their learning throughout their journey in the Middle School. The delivery of the curriculum is supported via different practices such as peer collaboration, direct teaching and the integration of technology through the 1:1 laptop program which will maximise each student's learning experiences.

STREAMING

Year 7 is a transition year and as such students will not be streamed. Teachers will be delivering differentiated curriculum to accommodate the learning needs and styles of students. Streaming will commence in Year 8 students using information and academic results gathered throughout Year 7.

LEARNING AREAS AND SUBJECTS

Below is a sample showing how the 25 periods in the timetable will be allocated and shared amongst the Learning Areas during the week.

Learning Area	Subject	Period Allocation per week
	Compulsory subjects	Studied for the whole year
	Christian Religious Studies	1
English	English	4
Mathematics	Mathematics	4
Science	Science	4
Humanities and Social Sciences	HASS	4
Health and Physical Education	Physical Education	2
	Health Education	1
LOTE (languages other than English)	Japanese	1
	Elective subjects	
Technology and Enterprise –	Design and Technology	All electives are studied for 2 periods per week for a 13 week rotation.
	Food Technology	
	Engineering Studies	
The Arts	Media Studies	
	Performing Arts /Music	
	Visual Art	

“LEARN TO LISTEN AND LISTEN TO LEARN”

Unknown

ASSESSMENT

Teaching and learning is undertaken via the Western Australian Curriculum and Assessment Outline and based upon the Australian Curriculum in most learning areas. Teachers will match learning and assessment by constructing an appropriate range of tasks. All subjects use a variety of assessment types – such as class work, assignments, oral presentations, tests, folio work and group activities, with the emphasis varying from subject to subject. Note: Year 7 students will not have a formal exam week, but will be exposed to tests throughout the year as determined by subject teachers.

When a student is absent for a formal test the class teacher, in consultation with the Head of Department/ Coordinator determines whether it is necessary for the test to be completed on the student's return. This decision will be dependent on the significance of the test results to the evidence of performance available. The following procedure will be followed:

- Formal notification of absence is lodged with the Head of Middle School in accordance with the school policy on absenteeism.
- The student should approach the class teacher and receive the decision as to whether the test is to be completed and when.
- The teacher documents the decision and/or test result in the student folio and teacher records.
- Use of the School Diary to document this procedure is recommended.

REPORTING

An important aspect of a student's learning journey is the reporting of academic progress to parents. Informal reporting can take place throughout the year in the form of notes in diary, parent contacts from teachers and students recording results on the assessment page in their diary and parents are required to initial it.

Formal reporting includes:

- Term 1 Settling In Report
- Semester 1 Report
- Parent / teacher interview evenings are held following the Term 1 Settling In Reports and Term 2 Reports. This is a great opportunity for parents to speak with their child's teachers.
- Semester 2 Report



**“SUCCESS IS BEST MEASURED
BY
HOW FAR YOU HAVE COME
WITH THE
TALENTS YOU HAVE BEEN GIVEN”**

Nobody has the right to be proud of his or her natural talents; we do nothing to earn them; it is only what we make of them that matters. It should always be a goal in any reflection on achievements, even modest ones, to take pride only in those which exceeded our expectations based on our 'natural' ability.

From Ron Barassi's book - Wisdom

THE TIMETABLE

Classes at GMAS are organised around a five day timetable. Each Monday students attend periods 1 and 2, followed by a time scheduled for Secondary School assemblies and/or meetings from 10.40am to 11.10am. Each other day consists Home Room time first thing in the morning and five class sessions (Wednesday morning will be an extended Home Room time to enhance pastoral care).

Each begins with Home Room at 8:40am and if a student arrives at school after 8:40am or leaves before 3:20pm, they must be signed out through Student Services by a parent or guardian.

Students will be given an individual timetable on the first day of school.



STUDENT DIARY

The School diary is an important link in the communication between the School, the student and parents, as well as being a record of homework for the student. The diary provides space for students to enter homework, other commitments and activities every day. It will be **checked** and **signed each week** by the Home Room teacher. It is the **student's responsibility** to get his/her diary **signed each week by a parent or guardian**.

Students are expected to have their diary **with them** every day and to be taken to **every lesson**. If the diary is left at home, a student must obtain a Diary Replacement sheet from his / her Home Room teacher. Students who use the diary effectively demonstrate good organisational skills and have more control over their learning. It is the student's responsibility to write homework and important dates in the diary. Students are to record all subject studied each day and the homework set. If no homework is set, the entry alongside that subject should read 'nil'.

Teachers and parents may write messages to each other from time to time using the diary. Parents are asked to initial and date messages from teachers as teachers will from parents. This ensures that all parties are aware that the communication has been received. Teachers will respond to parent messages as soon as practical.

We do have a green, blue/black and red system here at GMAS for diary entries.

- A **green** entry will be given as a positive reinforcement for good behaviour or work
- A **blue/ black** entry for notes, homework, etc.
- A **red** entry may be given when a student does not meet the School's expectations such as breaches of behaviour and non-completion of work. Parents should monitor these and discuss with their child. If a number of red entries appear this can indicate a problem is developing.

HOMEWORK / STUDY

Homework and study is an integral part of a student's education. Through regular homework and study, a student is able to develop study habits and skills that are essential for intellectual growth and academic achievement.

Remember homework is set for the purposes of PRACTICE, PREPARATION and / or EXTENSION. Homework can include:

- Daily revision of lessons which can be done by writing three key points about concepts learnt in classes each day into a revision notebook.
- On-going revision and study for assessments such as tests
- Work set by teachers to be done overnight or by a set date
- Assignments to be complete and handed in by the set date
- Reading



Approximate homework times per night for Middle School students are:

Year 7 - 1 hour

Year 8 - 1 ½ hours

Year 9 - 1 ½ hours



"NOTHING IN THE WORLD CAN TAKE THE PLACE OF PERSISTENCE."

Calvin Coolidge

DESCRIPTION OF COMPULSORY SUBJECTS – YEAR 7

Christian Religious Education

The Christian and Religious studies program covers six learning strands;

- 1 Bible
- 2 Story of the Church
- 3 Philosophy
- 4 World Religions
- 5 Meditation Prayer and Worship
- 6 Ethical Decision Making and Living



Bible

Students understand that the bible and its teachings can influence people's viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.

Story of the Church

Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church's growth and continuity and consider its future in Australian society.

Philosophy

Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

World Religions

Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

Meditation Prayer and Worship

Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

Ethical Decision Making and Living

Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

Conclusion

Within the Christian and religious studies program students develop an understanding of cultural norms and sensitivities associated with religious belief and practice how these can interrelate with people's lives, their society and culture.

English Learning Area

The English program is designed to provide students with an introduction to a range of text types across both the written and visual genres. The focus is on giving students knowledge of the conventions that work within each text and to then to allow them the chance to use those conventions in producing their own work. Literacy skills are also a priority in Year 7 and we focus on reading comprehension, language conventions, spelling and grammar rules.



Students will study at least one full length novel, a series of short stories, a range of poetic forms and an animated feature film. The emphasis is always on building strong literacy skills and enjoyment in both the creative and analytical aspects of the subject. Students will generally have a reading period in the Resource centre each fortnight and they will complete a reading journal over the course of the semester.

This year in English, we have introduced Common Assessment Tasks, commonly referred to as 'CATs', for all students in Years 7-10. Twice per Semester, students will undertake a challenging English task (usually an essay or comprehension), which is then cross-marked and moderated within the English Department. Each teacher involved marks a cross section from all classes. When the marking is completed, a ranking of students in each year is created. The introduction of the CATs helps us to ensure our streaming is correct, and that marking is fair and consistent, as well as providing an avenue for students to extend themselves academically

Humanities and Social Sciences Learning Area

Students undertake course work in the following core areas.

Economics:

Students use an interactive game to develop difficult concepts in economics. The 'Gold Game' is a fun and hands on way to look at economics from scratch.



Geography:

The focus of this unit is Australian Geography. Students look at mapping skills focussing on Australian states, territories, capital cities and regions.



History: - Australian Curriculum

The Ancient World - 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.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.



Politics and Law:

Students are given an opportunity to look at their rights and responsibilities. What does it really mean to be an Australian Citizen in society today?

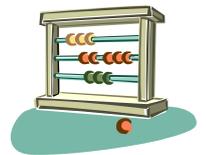
Mathematics Learning Area

In Semester 1, students in Year 7 work on a common program with common assessment tasks. The syllabus in year 7 is based on the Australian Curriculum. From the beginning of Semester 2, students will be streamed into classes based on their Semester 1 results. They will continue to work from a common program but will sit assessments tailored to their particular stream.



The achievement standard for Year 7 Mathematics is as follows:

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and **index** notation and the relationship between perfect squares and **square** roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a **transversal** crossing two parallel lines. Students identify issues involving the collection of continuous **data**. They describe the relationship between the **median** and **mean** in **data** displays.



Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a **fraction** or **percentage** of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and **perimeter** of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a **transversal** crossing parallel line. Students determine the **sample space** for simple experiments with **equally likely outcomes** and assign probabilities to those outcomes. They calculate **mean**, **mode**, **median** and range for **data** sets. They construct stem-and-leaf plots and dot-plots.



Assessment will include examinations, topic tests, revision assignments and problem solving investigations. Learning programs in classes are differentiated to cater for student needs.

Science Learning Area



Students in Year 7 work on a common program with common assessment tasks. The content in year 7 is based on the Australian Curriculum. The achievement standard for Year 7 Science is as follows;

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on, different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations, homework and assignments.

Students will be working from the text Heinemann Middle Years Science (for WA), and will also have a matching activity book to consolidate what is learnt in class. Students will have opportunities to participate in a range of science competitions including the ICAS Science Competition and the Science IQ Online Competition.



Assessment will include examinations, topic tests, research assignments and investigations. Learning programs in classes are differentiated to cater for student needs. Students will also have the opportunity to attend numerous excursions and incursions during the school year.

Health and Physical Education Learning Area

Physical Education at our school is a developmental program which provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and enables them to promote their own and others' health and well-being.



In year 7 the focus is on participating competently and confidently in physical activities such as play, games, sports, dance, adventure pursuits and other active recreation. Some sports studied include: Cricket, European Handball, Cross Country, Australian Rules Football, Athletics and Basketball. Students will learn to apply, extend and refine their fundamental movement skills and demonstrate this refinement in games and modified sports. They will learn to combine fundamental movement patterns to create the more intricate movements required in play, games and recreation and apply these movement skills strategically in games to enhance personal and group or team performance.

Emphasis is also placed on following rules, etiquette, protocols and procedures for participating in games and modified sports and also ways in which to assist others to learn or improve new skills.

Health Education is a discussion based course which provides the students with an understanding of current issues that relate to their development both physically, mentally and socially. This enables students to make responsible decisions about their health and promote their own and others' well-being.



Topics covered are Puberty, Growth and Development, Lifestyle Awareness and Diet, Self-Image, Drugs and Cannabis.



LOTE – Languages other than English

Japanese - Japan is an intriguing country, a land of beauty and serenity with a strange mixture of old tradition such as Ninja, Sumo and Samurai and modernity which can be seen in their crazy fashion sense, mana and anime.



In year 7, Japanese is offered as a 'taster' for a term. Students will focus primarily on learning to read and write the first of three script based alphabets (with mnemonic aids and actions to help them), as well as basic introductions of themselves and their friends as well as how to count.

Students will also look at events of cultural and historical significance related to the time of year they are studying Japanese. As well as learning a new language, students who study Japanese will benefit from learning new problem-solving skills, different study techniques and a better understanding of grammar.

DESCRIPTION OF ELECTIVE SUBJECTS

Technology and Enterprise Learning Area

Students will be exposed to various subjects within the Technology and Enterprise learning area throughout the year.

Design and Technology is an introductory course and covers topics such as correct workshop safety, workshop practice, hand tool use, knowledge of materials, acceptable finishing techniques, some aspects of the design process and jewellery making techniques. Students will also cover an introduction to limited machine use.

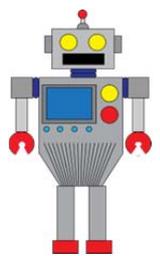


At the completion of the course students will have gained experience in the Design and Technology workshop by completing several small projects made from timber and medium density fibreboard.

Engineering – Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues: impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.



Engineering provides students with the opportunity to develop skills in the use of technology in a practical setting. This course aims at developing in students an understanding of the **materials, information** and **systems** that are appropriate to the design and manufacture of products to meet human needs.



The underlying focus is the **technology process**, of which the elements of investigating, devising, producing and evaluating are fundamental components. Students can expect to develop their knowledge and skills in the areas of computer aided drawing and

learning how to use sophisticated software in 3D modelling and computer aided manufacturing. Students will also be introduced to electronics and robotics.

Food Technology is a sequential program that allows students to explore food related issues through a range of practical experiences and to apply aspects of the technology process to given design briefs using different technologies.



This is an introductory course with the aim to provide students with the knowledge and skills to prepare and serve simple food products that can meet dietary needs. The importance of safety and hygiene when preparing food is incorporated into all lessons. Students learn appropriate selection and correct use of tools and equipment in order to design, prepare and evaluate food products with the focus on making food preparation safe, hygienic, efficient, nutritious and fun.



The Arts Learning Area

Students will be exposed to various subjects within the Arts learning area throughout the year.

Media Studies - students in Media use the elements, forms, skills, techniques, processes, conventions and technologies of media to explore the communication of ideas and feelings. They develop, create and present Media works using video, digital SLR cameras and software including, iMovie, GarageBand, Photoshop and iPhoto.



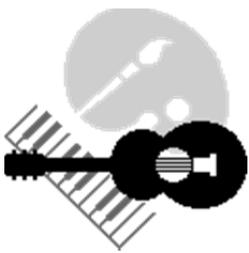
Performing Arts will focus on group work, improvisation, role-plays, voice, movement, role, audience and characterisation. Activities take the form of storytelling and process drama and involve improvisation, interaction in role, group work and play building.



In performance, students develop movement, voice, focusing skills and techniques, play and audience awareness.

Students are encouraged to critically reflect and evaluate dramatic practice in responding to the drama of others as well as recording, reflecting and evaluating their own drama processes and products.

Music - The middle school music program begins in year 7 with development of the basic elements of music, including note names, duration of notes, rhythms, time signatures and musical terms. The main music outcomes of aural and theory, culture and society, composition and performance will all be covered in the content of the term long music course.



Students will be working on a World Music unit which focuses on the cultural significance and importance of music from around the world. The continents of Australia, Africa and Asia will be studied and students will become familiar with some traditional instruments and songs from specific countries within these continents. Students will also learn about the Asian-based pentatonic scale and by the end of the term will be able to compose a short melody based on this scale. The final task will then be to perform these melodies on xylophones, in a safe, positive class environment.



Visual Art in the Middle School is a developmental program in which concepts relating to the elements of art and most principles of design are explored through visual inquiry, design development, studio practice and developed through the years as part of a sequential K-12 program.

In year 7 the focus is on developing drawing skills using a range of media, art work in the form of painting, collage, printmaking, textiles, ceramics or sculpture and may be figurative, imaginative, decorative, abstract or expressive in style.

Students develop visual literacy by responding; reflecting and evaluating own art work and that of others using appropriate art terminology and recommended frameworks.

Art work is displayed in the classroom, within the school environment and exhibited in the annual school exhibition. The aim is to make students aware of art in their own community and in other communities.



Further information on Courses is available by contacting the relevant Head of Department.