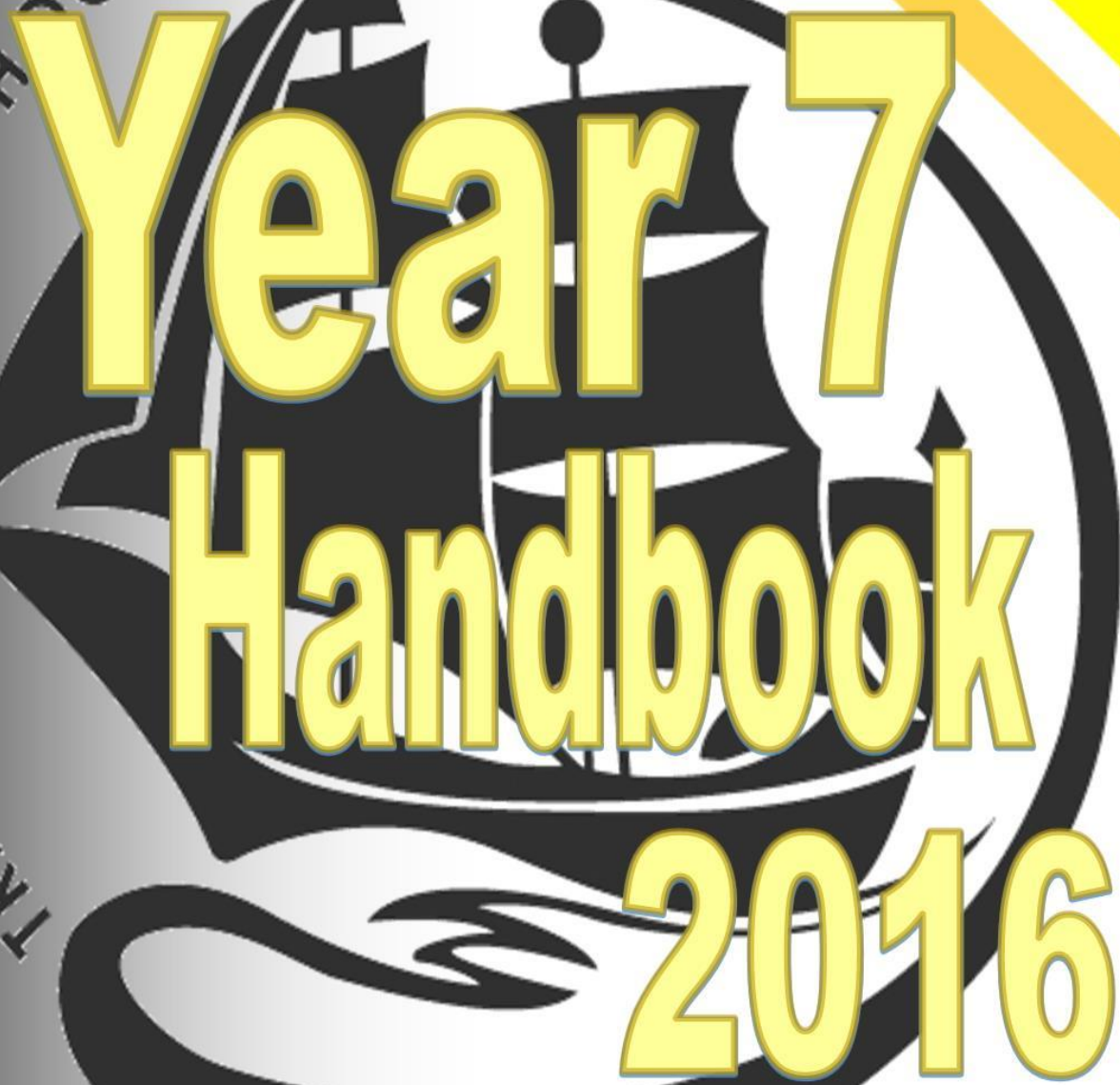


TRAFALGAR HIGH SCHOOL



# Year 7 Handbook 2016

**Trafalgar  
High School**

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## **CURRICULUM HANDBOOK**

### **2016**

This booklet outlines the curriculum offerings at Trafalgar High School for Year 7. The purpose of this booklet is to provide students and their parents with detailed information regarding courses on offer at the school and to assist them with course selection as required.

**Please contact the staff below if you require additional assistance:**

7-9 Sub-School co-ordinator  
Year 7 co-ordinator  
Welfare co-ordinator  
SEALP co-ordinator

Ms. Lee Jinks  
Mr. Jack Cooper-Brown  
Mr. David Lyons  
Mr. John Freyne

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# Year 7

## Year 7 Program

At this level, the curriculum is geared towards supporting students to make a smooth transition from primary to secondary school. Teachers tend to take their Year 7 group for more than one subject to assist in the building of productive relationships. Personal Development has a strong transition focus, providing support with personal organisation. A peer support program sees trained Year 10 leaders working with Year 7 students to assist them in their transition to Trafalgar High School.

The Year 7 curriculum grid, with the time allocations attached to each subject, appears below.

### **Full year subjects**

English	7 x 75 minute periods per fortnight
Mathematics	3 x 75 Minute periods per week
Humanities	2
PASE	2
(Physical Education, Personal Development & Sport Education)	
Science	2
LOTE - Indonesian	2
Information Technology	1

**Semester length subjects:** each for 2 periods per week for half a year

Art	2
Drama	2
Materials	2
Music	2

## Year 7 Subject Outlines

### *FULL YEAR SUBJECTS*

#### **English**

As outlined within the National Curriculum (Aus/VELS), the course is divided into three dimensions: Reading and Viewing, Writing, and Speaking and Listening.

#### **Reading and Viewing:**

Students develop their ability to respond intelligently to a variety of texts. These include: set novels, short stories, films and media texts (including newspaper and Internet material). A deliberate emphasis is placed on multi-modal material, i.e. material in a variety of media and genres. Reading and viewing choices include some texts showing an Aboriginal and Torres Strait Islander perspective. They also include material drawing on Asian cultures. Students participate in a wide reading program and may take part in 'The Premier's Reading Challenge'. They complete a range of text-based tasks including: formal assignments testing a variety of comprehension skills, book reviews, oral reviews and readers' theatre.

#### **Writing:**

Students produce a portfolio of writing tasks including imaginative, informative and persuasive texts. They also undertake regular journal writing. Students complete regular exercises to improve their written expression skills. They write often for a variety of authentic audiences. They are to become skilled editors of their own work. There is a strong emphasis on developing competent, enthusiastic writers.

#### **Speaking and Listening:**

Students participate in a variety of activities to develop their spoken communication skills. These include interviews, oral presentations, class discussion, debates and dramatic performances.



## Mathematics

Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

In the new AusVELs curriculum mathematics has been divided into three content strands:

- **Number and Algebra**
- **Measurement and Geometry**
- **Statistics and Probability**

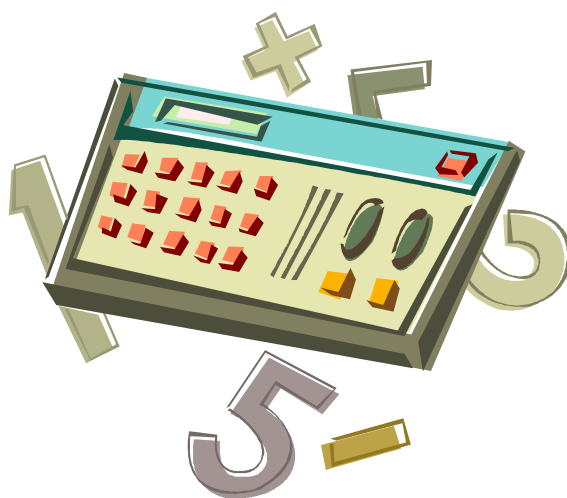
In year 7 the topics studied within these content strands are developed and explored through the following proficiencies:

**Understanding** includes describing patterns within indices, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

**Fluency** includes calculations with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.

**Problem Solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.

**Reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.





## Humanities

Students study this core subject over the course of the year and are introduced to History, Geography, Economics and Civics and Citizenship.

History focuses on the time of the earliest human communities to the end of the ancient period; a period defined by the development of cultural practices and organised societies. Students learn the concept of time: chronology and sequencing; change and continuity; past, present and future in a range of historical contexts.

In Geography students use a variety of geographic tools and skills to investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They explore how and why, over time, human and physical interactions produce changes to the characteristics of regions. Students learn to read, interpret and collect data for maps of different kinds and scales.

The Economics unit looks at economic concepts, principles, methods and models. Students learn how their needs and wants are met and understand their roles as producers, workers and consumers and recognise the impact of market forces. They also focus upon practical and responsible economic decision making.

Civics and Citizenship is concerned with providing students with knowledge, skills and opportunities to understand and practise what it means to be a citizen in a democracy. This includes knowledge of political and legal systems and processes and the history that underpins them as well as the rights and responsibilities of citizens, and democratic values and principles.

In these areas of study a wide variety of activities such as model making, projects, research, excursions, field work and experiments are utilised in order to inspire and engage students with their learning.



## Science

Science in Year 7 focuses on building student understanding in the following areas:

### **Scientific thinking and applications:**

Identifying, handling and using scientific equipment and applying the scientific method to experimental investigations.

### **Structure and function of living things:**

The differences within and between groups of organisms; classification, food webs and food chains.

### **Concepts related to matter and the production of different substances through chemical change:**

Different types of mixtures and techniques for separation.

### **Concepts of energy and force:**

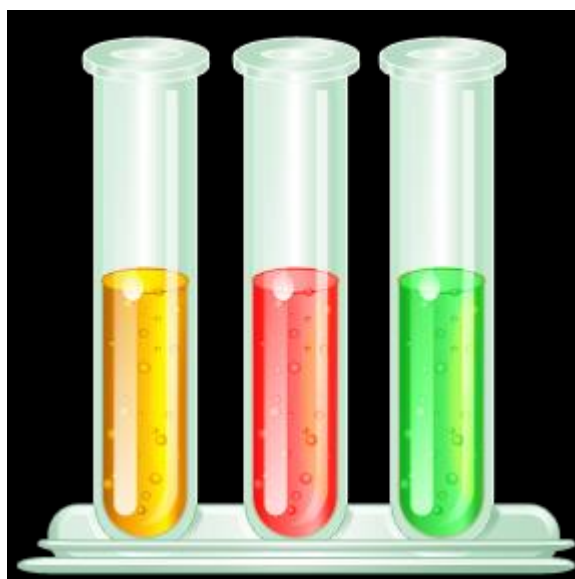
Magnetic forces, friction, gravity, buoyancy and static electricity.

### **The place of the Earth in time and space:**

The seasons, cycles, phases of the Moon, Earth and its resources, weather, earthquakes, volcanoes and solar system.

Science also focuses on students' skills in researching concepts, presenting information, communicating ideas and analysing data.

These understandings will enable students to explore and answer their own questions and allow them to think through contemporary challenges and issues.



## **LANGUAGES - Indonesian**

**Note: Many students enter with no prior knowledge of the language**

The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity. Communicating in other languages and gaining intercultural knowledge and language awareness are the two main learning objectives (dimensions) of this study.

At Trafalgar High School we have a vibrant and engaging language programme. We have Indonesian language learners from year seven through to VCE classes. Students are given the opportunity to participate in language and cultural excursions and every second year there is an overseas trip.

**Communicating in the language:** Students develop their basic writing, reading speaking and listening skills in Indonesian through a study of topics including, Greetings, Numbers, Colours, Things to do, School, Time, Transport and Places.

**Intercultural knowledge and language awareness:** Students gain insights into the culture of Indonesia through the study of Indonesian Geography, Indonesian wildlife and by completing Indonesian Cultural tasks such as cooking.

They also consider their own culture and compare it with the culture of Indonesia.

**Language awareness:** Students gain an understanding of how language operates as a system and, through comparison, how languages (including English) are structured and function.

Assessment (teacher, self and peer), is ongoing and includes tests, oral presentations, role-plays, assignments, student workbook and homework.

## **Information Technology**

This course is designed to develop the necessary skills to assist in all curriculum areas. Students will develop a sound understanding of the school Intranet and Internet policies along with correct and safe use of school Information Technology resources. They will carry out a series of problem solving activities and projects designed to build and demonstrate competencies in a broad range of software applications. They will also complete assignments researching issues related to ICT. Students will learn to use ICT for communication and to assist thinking processes and develop creative solutions to problems.

## **PASE** **Physical and Sport Education**

Students in year 7 have 2 periods of PASE each week. These are scheduled practical sessions which could include theory components. At year 8 & 9 students also have Health incorporated into this subject.

Through involvement in physical activity, students will be given the opportunity to maintain regular participation in moderate to vigorous physical activity. Trafalgar High School aims to promote a healthy and active lifestyle.

PASE assists students to develop proficiency in complex movement, thinking and tactical knowledge skills through their participation in a variety of individual and team activities.

PASE also aims to prepare students for house and interschool sports.



## *SEMESTER LENGTH SUBJECTS*

Subjects in the Design, Creativity and Technology domain are organised in three dimensions:

### **Investigating and designing:**

Students identify ideas, problems, needs, wants and opportunities.

### **Producing:**

Includes the appropriate selection and safe manipulation and use of tools, equipment, materials/ingredients and components to carry out processes appropriate to the materials/ingredients or assembly of systems components to produce a quality product or technological system.

### **Analysing and evaluating:**

Students compare the outcomes of design and production activities with earlier design work and planned intentions. Following the application of testing, improvements, modifications and alternative approaches are considered.

## **Art**

**Creating and Making:** Students will build on and develop ideas, skills, techniques and processes in arts practices. Students will use starting points to generate and expressively develop ideas when making artworks. They will demonstrate a range of skills, techniques and process in organising art elements, principles and concepts to structure artworks. To do this they will complete a range of art activities which could include the following: Drawing, painting and clay modelling.

**Exploring and Responding:** Students will be encouraged to observe, research, analyse and interpret art works and critically discuss art works using correct terminology.

## **Materials**

This is an introductory course on the use of wood and metal materials. Students will investigate, design and produce a range of products using tools and portable equipment. Safe workshop practices are an integral part of the course.

**Note:** A fee may incur if additional specialised materials are required to complete projects.

## **Drama**

Students explore ideas from different cultural, social and historical contexts to produce dramatic interpretations. This unit is focussed on learning from experience, whereby students use dramatic play to experience and problem solve a variety of social circumstances. The elements of Drama are studied both theoretically and practically to develop drama skills, techniques and processes. Students respond to peer and personal performances, analysing the organization and presentation of how drama can be used to communicate ideas and feelings. Warm-Up activities and team building games are presented to promote cooperative learning and positive peer interaction.

Students are expected to participate in:

### **Creating and Making:**

- Create a mime performance
- Devise performances based on character
- Participate in a variety of games, workshops and performances

### **Exploring and Responding:**

Analyse their own and others' work

## **Music – Classroom**

Classroom Music for Year 7 students is based on the belief that all students should gain enjoyment from making music and an understanding and appreciation of music. This involves students developing a positive attitude toward music from various cultures, first beginning with our own. Central to the course, is the continuous practical involvement of the students, where they become composers, performers and music critics. This is explored through playing instruments, composition, improvisation, performance, evaluation, comparison and listening.

Students will be given the opportunity to learn and play keyboards, guitars, basses, drums as well as a range of other percussion instruments to develop their skills. Students will also be able to explore vocal exercises and sing in ensembles.

An “opt-in” co-curricular Music program for hardworking, gifted and talented students is also offered to Year 7 students to extend their skills and provide an opportunity to participate in rock bands and ensembles. These sessions are based around the Musical Futures Approach to Learning and Teaching Music and are focused around contemporary music and heavily centred on student interest, in both musical genre and instrument choice. These lessons happen during regular timetabled classes and so they require students to attend one period per week on a rotating timetable outside of normal classes.

### **Creating and Making:**

- Composition and performance of an own choice inspired song
- Guitar and keyboard unit – performing
- Drumming/ Percussion
- Rock band

### **Exploring and Responding:**

- Analyse their own and other's work in performance
- How is music created/inspired

**NOTE: Students can also elect to learn an instrument of their choice from the list below.** This aims to improve their creativity, listening skills, self-esteem, social interactivity and performance skills. **Please see the following page for further details about Trafalgar High School's Instrumental Music program.**

### **Instrumental Music**

Students have the opportunity to learn an instrument at Trafalgar High School. These instrumental lessons are a "pay and play" arrangement, with individual instrumental music teachers invoicing for private lessons. Students who have learnt an instrument in primary school are encouraged to continue lessons with an aim of increasing their instrumental knowledge and skills, as well as their creativity, listening skills and self-esteem.

The main aim of learning an instrument is to enjoy the experience, with students usually developing sophisticated skills in organisation and communication. Students are encouraged to participate in an ensemble which further develops their understanding of their instrument, rhythm, intonation and notation. This opportunity is offered when individual student skills are at an appropriate level and when they demonstrate motivation and dedication to their practice and instrumental skills.

Students are required to commit themselves to the following;

- A weekly lesson of 20 minutes. Lessons occur each week and are conducted by music teachers with suitable qualifications that fit with our school's requirements and music focus. Our instrumental music teachers are all working musicians with expertise in their field.
- Daily home practice is obviously recommended – A minimum of 20 minutes per day is encouraged and access to a suitable instrument for practice.
- Participation in various concerts and performances throughout the year when their skills are at an appropriate level.

Instrumental Music lessons are taken by experienced instructors that are selected by our schools' Instrumental Music Coordinator to offer excellent learning opportunities for your child/children and to ensure that our school philosophy around enjoyable and engaging Music learning and teaching is supported.

These instructors have relevant experience and training in their musical / performance field and work independently of the Department of Education. They all operate within the schools' codes of practice and comply with all relevant working with children checks and workplace practices to ensure the safety and wellbeing of the students.

**Instrumental Lessons Offered:**

Drums, Guitar, Bass Guitar, Singing/Vocals, Piano, Piano/Vocals (Combined singing and accompaniment based piano), Oboe, Bassoon, French Horn, Violin, Viola, Cello (Student must provide own Cello), Euphonium, Flute, Saxophone, Clarinet, Trumpet, Trombone.

Hire of Instruments: The following instruments are available for hire (Included in weekly lesson fees)

Flute , Clarinet, Bassoon, Saxophone, Trumpet, Trombone, Oboe, Violin, Viola, Recorder, French Horn, Euphonium.





## **Accelerated Learning Program: Year 7**

### **Subjects and time allocations**

Students enrolled in Trafalgar High School's Accelerated Learning Program undertake a specialised program enabling them to complete Years 7 to 10 in three years rather than four. In reality, most Accelerated students choose to complete Years 11 and 12 over three years, commencing their VCE program in Year 10.

#### **Year 7:**

The subjects and time allocations at this year level are the same as the mainstream program – see page 6.

## **Support Programs**

### **Student Wellbeing and Engagement**

The Student Welfare team work towards promoting and enhancing the wellbeing of all students.

The main focus of this team is to oversee the wellbeing of students in the school community. The Student Welfare team are able to provide or arrange counselling for students and / or parents, and assist and liaise with referrals to local support agencies.

In addition to the specific one-to-one counselling, the Student Welfare team offer extra curricula programs that work towards engaging and connecting students to their school environment. Extra curricula programs on offer include – extra transitional support; *peer leadership support, life skills group, Seasons for Growth, friendship & support groups.*

Youth mentoring is a supportive program that links small groups of students with volunteer members of the community. This provides a level of support to encourage positive participation and communication. The school works in partnership with the Trafalgar Youth Resource Centre to provide this program.

The school also has a chaplain available two days a week. Our chaplain works with the Student Welfare team assisting with various activities and programs, offering care and acceptance to all people regardless of race, gender or cultural background. Providing a safe environment, students are able to share their feelings and be offered support in working through life's issues.

Our Chaplain is partly funded by community fundraising run by a committee of parents from Trafalgar & Yarragon Primary schools and Trafalgar High School. If you would like to volunteer to run some fundraising or join the committee, please speak to the school welfare team. The fundraising events during the year are advertised in the school newsletter.

Parents are encouraged to contact the Student Welfare team to discuss any concerns; the team are available from 9am to 4pm on (03) 5633 1733. In person visits can also be arranged and Members of the team will be available at Parent Teacher interview nights.

We look forward to being a support to students and family over their education at Trafalgar High School

## **Literacy Support**

In Year 7, students who require further consolidation with their literacy skills have the opportunity to be part of the Literacy Program. In this program students work in small groups with specially trained literacy aides. These groups meet twice a week. They play non-threatening games and complete activities to assist in increasing memory, and improving spelling and comprehension skills. We use the THRASS spelling program to assist students and encourage them to take this strategy into all of their classes to improve their spelling. Students enjoy participating in this program, and the learning gains of past participants has been very impressive.