



Box Hill High School
Handbook
Studies

2009

Year 7 (Accelerated)

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Chinese

English

Food Technology

Geography

German

Health/Physical Education

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<u>Subject</u>	<u>Periods per week</u>
English	4
Mathematics	4½
Science	3½
Geography [one semester]	4
History [one semester]	4
German	2½
Chinese	2½
Health & Physical Education	3
Sport	2
Students complete 2 of the following subjects per semester :	
Art/3D (Plastics& Sculpture)	}
Music	
Food Technology	
ICT	
	<u>30</u>

Parents are welcome to discuss any aspect of Year 7 with the Level Co-ordinator.
There is also a Co-ordinator of the Accelerated Learning Program itself.

The following course outlines have been developed in accordance with Level 5 of the Victorian Essential Learning Standards. Appropriate enrichment learning activities are provided for students achieving above this level.

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ENGLISH

Level 5 VELs - Years 7 and 8

LEARNING FOCUS

As students work towards the achievement of Level 5 standards in English, they consolidate and expand their knowledge and understanding of a range of texts and appreciate how to use formal language to construct their responses. Students work cooperatively in discussion groups, exploring and analysing various themes and issues. They develop their skills in identifying main issues in a topic, providing supporting detail and evidence for opinions, asking relevant clarifying questions and building on the ideas of others. They apply their knowledge of spoken texts and oral language to experiment with techniques to influence audiences, including vocabulary, rhythm, intonation, timing, pausing, body language and facial expression. They examine how situational and socio-cultural factors affect audience responses and the impact of different text and sentence structures on readers and viewers. They explore ways of using multimodal texts to enhance visual and verbal communication.

Reading	<ul style="list-style-type: none">• Read and view imaginative, informative and persuasive texts• Identify the ideas, themes and issues providing supporting evidence• Produce a range of written and oral responses to the text• Find and discuss the meanings and messages in texts• Analyse how social values or attitudes are conveyed• Compare the presentation of information and ideas in different texts
Writing	<ul style="list-style-type: none">• Produce texts in both print and electronic forms for a variety of purposes• Write extended narratives or scripts with attention to characterisation, consistency of viewpoint and development of a resolution• Develop responses to themes and issues in persuasive, expository and personal modes• Students improve the accuracy of their writing, identifying the use of grammatical conventions and features of language and in their use of figurative language.• They use a range of punctuation accurately to support meaning, and have control of tenses. They accurately identify and use different parts of speech.• Edit and proof read their writing
Speaking and Listening	<ul style="list-style-type: none">• Orally express response to texts, themes and issues• Provide supporting detail and evidence for opinions• Evaluate the spoken language of others• Select, prepare and present spoken texts for specific audiences and purposes• Further develop listening skills, identifying key ideas and taking notes• Show an awareness of audience and purpose when constructing oral responses.

SCIENCE

Level 5 VELs - Years 7 and 8

LEARNING FOCUS

Students expand their knowledge of science to include abstract concepts, theories, principles and models drawn from biological, chemical, earth, environmental, physical and space sciences. They apply these ideas to particular situations. They explore how scientific work has led to the discovery of new knowledge and understanding about the natural world, and changed our understanding of ourselves and our possible destiny. Students develop their understanding through the use of science ideas in controlled studies using appropriate experimental tools including computer modelling and simulation. They prepare and present a report of their investigations in a variety of formats, using spreadsheets, graphs and diagrams. Basic sampling techniques are developed. Students practise safe, responsible and ethical behaviour when conducting investigations using standard equipment and chemicals. They develop ideas about the responsible use and disposal of materials. Topics include - being a scientist; solids, liquids and gases; mixtures; heat, light and sound; the senses; classification; forces; Earth and space; our planet Earth

DIMENSION	STANDARD
Science knowledge and understanding	Use the particle model to explain structure and properties of matter, chemical reactions and factors that influence rate
	Explain the structure and function of cells and how different cells work together
	Explain the relationships, past and present, in living and non-living systems, in particular ecosystems, and human impact on these systems
	Analyse what is needed for organisms to survive, thrive or adapt, now and in the future.
	Explain how the observed characteristics of living things are used to establish a classification system.
	Use everyday examples of machines, tools and appliances to show how the thermodynamic model describes energy and change, and force and motion.
	Use time scales to explain the changing Earth and its place in space.
	Distinguish ideas about the Universe that have a scientific basis from those that do not
	Use physical and theoretical models to investigate geological processes.
Science at work	Demonstrate safe, technical uses of a range of instruments and chemicals
	Demonstrate procedures for preparation and separation
	Design investigations that include measurement, using standard instruments and equipment.
	Make systematic observations and interpret recorded data appropriately.
	Justify choice of instruments and the accuracy of their measurements.
	Use appropriate diagrams and symbols when reporting ,
	Make and use computer models to explain observations.
	Demonstrate basic sampling procedures in field work.
	Work effectively in a group to use science ideas to make operating models of devices
	Identify, analyse and ask their own questions in relation to scientific ideas or issues of interest.

ASSESSMENT:

Topic tests, written homework, assignments and practical work.

MATHEMATICS

Level 5 VELs - Year 7 & 8

LEARNING FOCUS

As students work towards the achievement of Level 5 standards in Mathematics, they construct mathematical models to explore and describe the physical world. They recognize the importance of mathematics in a technological society.

Dimensions

Number

The *Number* dimension focuses on developing students' understanding of counting, magnitude and order. The natural (counting) numbers with zero extend to positive and negative signed whole numbers (integers) and through part-whole relations and proportions of whole numbers to the rational numbers (fractions and finite decimals or infinite recurring decimals). Proportions of lengths involving sides and/or diagonals of right-angled triangles and rectangles and arcs of a circle lead to the introduction of certain irrational real numbers such as the square root of 2, the golden ratio ϕ and fractions or multiples of π .

Space

The *Space* dimension focuses on developing students' understanding of shape and location. These are connected through forms of representation of two- and three-dimensional objects and the ways in which the shapes of these objects and their ideal representations can be moved or combined through transformations. Students learn about key spatial concepts including continuity, edge, surface, region, boundary, connectedness, symmetry, invariance, congruence and similarity.

Measurement, chance and data

The *Measurement, chance and data* dimension focuses on developing students' understanding of unit, measure and error, chance and likelihood and inference. Students learn important common measures relating to money, length, mass, time and temperature, and probability – the measure of the chance or likelihood of an event. Other measures include area, volume and capacity, weight, angle, and derived rates such as density, concentration and speed.

Structure

The *Structure* dimension focuses on developing students' understanding of set, logic, function and algebra. Key elements of mathematical structure found in each of the dimensions of Mathematics are membership, operation, closure, identity, inverse, and the commutative, associative and distributive properties as well as other notions such as recursion and periodic behaviour.

Working Mathematically

Working mathematically focuses on developing students' sense of mathematical inquiry: problem posing and problem solving, modelling and investigation. It involves students in the application of principled reasoning in mathematics, in natural and symbolic language, through the mathematical processes of conjecture, formulation, solution and communication; and also engages them in the aesthetic aspects of mathematics.

ASSESSMENT:

A variety of assessment methods and tasks are used to establish levels of student performance. These methods and tasks may include topic tests, assignments, problem solving tasks, workbook inspection, homework sheets, and major projects.

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GERMAN

LEVEL 5 - Year 7 & 8

LEARNING FOCUS

Students develop an understanding that cultural diversity exists and learn the similarities and differences between languages. Students understand and use the language within the world of their own experience. Students are increasingly aware of the grammatical forms, they reflect on words, their function and place in a sentence. They make logical attempts to decipher meaning from written and spoken input, and use resources such as dictionaries effectively. Activities include a wide range of listening, speaking, reading and writing tasks as well as tasks that integrate these skills with intercultural understandings and language awareness. They learn strategies for retaining language information for later use in new applications, and understand how parts of the language system work. They also learn about the basic geography and history of the country.

STANDARDS

Students in this year level are expected to be working towards the achievement of Level 5 standards in German.

Communicating in German

At Level 5 students interact with a wide variety of texts, genres and digital media. They exchange personal information on topics like themselves, school, family, leisure activities, house, holidays, fitness, food and shopping.

Students identify words and read a range of short texts for meaning. They read aloud effectively, applying knowledge of pronunciation and punctuation.

Students write sentences and link them to form passages on the topics learnt. They apply basic word-processing skills using the language.

Intercultural knowledge and language awareness

At Level 5 students actively contribute to the establishment of a physical and language environment in the classroom that reflects the language and culture. Students work on a number of aspects of the country: cultural, geographical, historical, thus reflecting the relationship between the speakers of the language. They extend their knowledge of language and cultural understandings and use this knowledge to inform self expression in oral and written communication. They explore a range of communicative tools and technology in their own research and development of original language.

ASSESSMENT TASKS

Tests (oral and written), role plays, assignments on cultural and historical topics, dictations, classwork, and workbook.

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CHINESE

LEVEL 5 – Year 7 & 8

LEARNING FOCUS

Students develop an understanding that cultural diversity exists and learn the similarities and differences between languages. Students understand and use the language within the world of their own experience. Students are increasingly aware of the grammatical forms, they reflect on words, their function and place in a sentence. They make logical attempts to decipher meaning from written and spoken input, and use resources such as dictionaries effectively. Activities include a wide range of listening, speaking, reading and writing tasks as well as tasks that integrate these skills with intercultural understandings and language awareness. They learn strategies for retaining language information for later use in new applications, and understand how parts of the language system work. They also learn about the basic geography and history of the country.

STANDARDS

Students in this year level are expected to be working towards the achievement of Level 5 standards in Chinese.

Communicating in CHINESE

At Level 5 students discuss the differences between writing systems across languages. They read short, modified text for meaning. They read aloud effectively, applying knowledge of familiar characters and punctuation in a range of contexts. They write characters using appropriate conventions for producing them with accurate shape and stroke order. They write sentences using appropriate characters and form paragraphs by following modelled examples. They use pinyin for basic word processing. They use strategies including information and communication technology applications, for checking and self correcting their character use.

Intercultural knowledge and language awareness

At Level 5 students actively contribute to the establishment of a physical and language environment in the classroom that reflects the language and culture. Students work on a number of aspects of the country: cultural, geographical, historical, thus reflecting the relationship between the speakers of the language. They extend their knowledge of language and cultural understandings and use this knowledge to inform self expression in oral and written communication. They explore a range of communicative tools and technology in their own research and development of original language.

ASSESSMENT:

Tests (oral and written), role plays, assignments on cultural and historical topics, dictations, classwork, and workbook.

GEOGRAPHY

Level 5 VELS - Year 7 & 8

LEARNING FOCUS

Students use a variety of geographical tools and skills, together with an inquiry-approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. Students explore how and why human and physical interactions produce changes to the characteristics of regions, for example, farming and fishing. Students extend their knowledge and understanding of physical phenomena, including natural disasters, and of the physical processes that produce them. They investigate environmental issues, such as forest use and global warming, and evaluate and design policies for management and sustainability.

This level focuses on the application of geographical techniques, including representation of data and use of mapping conventions, interpreting topographical maps. Students learn to represent earth in a variety of ways, and learn to draw overlay maps and use electronic media. Students undertake fieldwork to investigate the characteristics of a selected local region and the physical and human activities that form and transform it. Topics covered include – geospatial skills, the Australian environment/people & places of the Asia-Pacific, natural hazards & disasters, Antarctica and forests. Students also undertake fieldwork in the local environment. In semester two, students complete an extended research report in 'The Night of the Notables' program focusing on developing historical skills and presentation of ideas.

DOMAIN:	DIMENSION:	KEY ELEMENTS OF STANDARDS:
Humanities – Geography	Geographical knowledge & understanding	* Use a variety of geographical tools and skills to describe and investigate the characteristics of the Asia-Pacific region, including Australia
		* Explain, with examples from the Asia-Pacific region, how the interaction of physical processes and human activities change the characteristics of regions
		*Describe differences in culture, living conditions, outlook, and attitudes to environmental issues in the Asia-Pacific region (including those of indigenous peoples)
		*Construct overlay theme maps using map conventions of scale, legend, title, and north point.
	Geospatial skills	*Apply knowledge and understanding of scale, grid references
		*Use topographic maps, atlas maps and geographic information systems as sources of spatial information
		*Use a range of techniques (e.g. sketch maps, graphs) to collect, process, present and analyse data
		*Recognise that parts of the Earth's surface can be represented in various ways, at different scales, and from different perspectives

ASSESSMENT :

Assessment is based on investigation, communication and participation by means of workbooks, research tasks, tests, mapping exercises and participation in class discussions, role plays and activities.

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HISTORY

Level 5 VELS - Year 7 & 8

LEARNING FOCUS

Students develop knowledge and understanding about ancient and medieval societies and their role in providing the foundations of modern society. They consider why people at the end of the medieval period set out to discover the unknown world. Ancient societies can include civilisations of Egypt, Greece and Rome. Medieval societies include those from Europe, England and Islamic society. Students examine the influence of ancient and medieval societies on the present day, and make comparisons with contemporary Australia. They explore key concepts of democracy, governance, and the rule of law, justice, religion, liberty, authority, leadership, culture and feudalism. Students investigate daily life, the role and work of various groups, the division of labour between men and women, education, rituals and family. They examine the ways culture was expressed through art, music, literature, drama and education.

At this level students learn about the daily life of the people in ancient and medieval societies and how they made meaning of their world; how ancient societies organised their world through their social and political structures and the values reflected in them; the influences of the ancient world on modern society and on the development of democracy.

Topics covered include history skills such as the development of timelines, knowledge of key terms, different sources of evidence and how to write bibliographies. Students also study the ancient societies of Egypt, Greece and/or Rome and medieval societies from Europe and England (may include an Islamic or Asian society. Students undertake an extended research report in 'The Night of the Notables' program which focuses on developing historical skills and presentation of ideas (semester two).

DOMAIN:	DIMENSION:	KEY ELEMENTS OF STANDARDS:
Humanities - History	Historical knowledge & understanding	*Analyse and describe key aspects of life in ancient and medieval societies
		*Compare key aspects of past present societies (e.g.

		social and political ideas and structures, and cultural values and beliefs)
		*Analyse change and continuity over time
		*Sequence events and develop timelines
		*Use a range of evidence to describe features of past societies
	Historical reasoning and interpretation	*Frame research questions to guide investigations, and report on findings
		*Investigate and use a variety of primary and secondary sources
		* Evaluate historical sources for meaning, point of view, values and attitudes
		*Identify some of the strengths and limitations of historical documents
		*Document sources in both written and visual forms, using historical conventions
		*Use relevant historical evidence, concepts and conventions to present a point of view and report on findings
		*Use historical concepts such as time, evidence and change

ASSESSMENT :

Assessment is based on investigation, communication and participation by means of workbook exercises, tests, research assignments, contributions to discussions and participation in class activities.

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Information and Computer Technology (ICT)

VELS Level 5 Yr 7 & 8

LEARNING FOCUS

Year 7 students enrol into Box Hill High School from a wide variety of backgrounds and experiences in ICT. One of the aims of the year 7 ICT study is to ensure that all year 7 students quickly become familiar with the BHHS IT environment, and achieve a level of proficiency with some of the basic and common IT products. Emphasis is placed on software tools commonly available to many of the students at home.

CONTENT

- The B.H.H.S IT environment – Accounts, Intranet, Internet, File System..
- Spreadsheet: MS Excel - Simple calculations and graphics.
- Document Production: Making sure all students have excellent skills in using MS Word.
- Visual Basic: An introduction to the Graphic User Interface and a programming language.
- Presentation MS PowerPoint: Students design and create their own game. Some students may be able to use an alternative development environment.
- Graphics: Macromedia Flash: An introduction to static and dynamic graphics.
- Theory: Binary numbers and computers, File naming and organization, Basic hardware, Network threats, Legal Software copying/Piracy.

Dimensions	Standards
ICT for visualising thinking	Students select and apply ICT tools and editing functions that support the filtering, classifying, representing, describing and organising of concepts, issues and ideas. They use rule-using software to assist with problem solving and decision making. Students retrieve and modify successful approaches to visualising thinking for use in new situations. Students use a range of data types, including still and moving images, to record the decisions made and actions taken when developing new understanding and problem solving. They evaluate the strengths and weaknesses of their decisions and actions in the given situations.

<p style="text-align: center;">ICT for creating</p>	<p>Students independently use the operating system to manage their desktop workspace. They organise their folders logically, appropriately name and locate files for sharing with others and apply techniques to facilitate the easy handling of large files.</p> <p>When creating information products, students prepare designs that identify the structure and layout of the products, the evaluation criteria, and the plans for managing collaborative projects. Students independently apply a range of processing skills, functions and equipment to solve problems and create IT products. During the processing stage of collaborative work, students monitor project plans and record reasons for adjusting them. They apply criteria to evaluate the extent to which their information products meet user needs and comply with intellectual property laws. They use ICT in a safe, efficient and effective manner.</p> <p>Students keep their bank of folders and files up to date, and ensure it is easy to navigate, complies with ICT presentation conventions and demonstrates a diversity of ICT skills and knowledge.</p>
<p style="text-align: center;">ICT for communicating</p>	<p>Students select the most appropriate search engines to locate information on websites. They use complex search strategies to refine their searches. They judge the integrity of the located information based on its credibility, accuracy, reliability and comprehensiveness. Students organise their email mailbox into a logical structure and maintain it. They evaluate the merits of contemporary communication tools, taking into account their security, ease of use, speed of communication and impact on individuals.</p>

ASSESSMENT:

Assessment will be based on a weighted average of tests and electronic folios. Students will normally be expected to produce five spreadsheets, four word documents, one PowerPoint presentation, two Flash documents and attempt least one test.

The precise weighting may vary from year to year and class to class depending upon the speed and overall ability of the group, but the weighting coefficients will be roughly proportional to the time spent on each task.

FOOD TECHNOLOGY

LEVEL 5 VELS - Year 7 & 8

LEARNING FOCUS

Food Technology focuses on students working safely/hygienically with a range of tools and equipment, including some which are complex. Students use a range of materials/ingredients, components and processes to produce a variety of products.

Students consider the nutritional requirements for growth and activity at different stages of life, and learn to set nutritional goals using food-selection models. They learn how to analyse nutritional information provided in advertising and product labels, and to make decisions about how this information can be used by, or influence, individuals in their food choices.

Students learn the design process and carry out each stage to produce a product.

Strand	Domain	Dimension	Standards
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion.	<ul style="list-style-type: none">• Students investigate food models and use them to improve their diet.• Investigate key foods from the Healthy Living Pyramid and their nutritional value.
Interdisciplinary learning	Design, Creativity and Technology	Investigating and designing.	<ul style="list-style-type: none">• Investigate key foods from the Pyramid and their functional role in food preparation.• Students design and produce basic products to fulfil the requirements of a design brief.
		Producing.	<ul style="list-style-type: none">• Evaluate behaviour that influences personal safety and that of others.• Select and work safely and hygienically with the correct equipment to perform process accurately.• Students are able to make modifications to improve product results.
		Analysing and evaluation.	<ul style="list-style-type: none">• Through the use of a practical log book students reflect on their production and end product using criteria they have developed.

ASSESSMENT:

Assessment is based on participation in practical activities and submission of assignments.

Test and Bookwork: 30%

Practical work and Log book: 70%

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MUSIC

Level 5 VELS - Year 7 & 8

LEARNING FOCUS

The students will be given the opportunity to take part in a variety of musical experiences. The level of prior musical experience will be taken into account. Students who participate in the instrumental program will be encouraged to use their instrument in the classroom setting.

CONTENT

Arts Practice

Students will rehearse, interpret and present music in a range of styles. Classroom singing has a major role at this level. Instruction will also be given on keyboard, acoustic guitar and percussion instruments. Basic elements of music theory with a strong emphasis on rhythm notation and aural recognition of rhythms will be undertaken.

Responding To The Arts

Students listen to music from a range of musical styles, times and cultures. They develop the ability to identify and describe musical features of works, using appropriate musical terminology. A study will be made of music from a different culture from a historical and cultural perspective.

LEARNING OUTCOMES

Arts Practice

Students are expected to be able to prepare, interpret and present musical works to the class; improvise and compose works using given structures; aurally recognise rhythms.

Responding To The Arts

Students are expected to compare music from specific cultural and historical contexts; use correct musical terminology; to describe the music they hear.

ASSESSMENT:

OUTCOMES	TASKS
Arts Practice	Practical Tests
	Solo and Group performance
	Theory sheets, tests and exercises
Responding to the Arts	Listening exercises

HEALTH/PHYSICAL EDUCATION

Level 5 VELS - Year 7 & 8

LEARNING FOCUS

Health and Physical Education provides students with knowledge, skills and behaviours enabling them to participate in healthy competitive and non-competitive situations. It enhances their physical, mental, social and emotional health. Students explore views about fitness and examine factors which influence participation. Students will be encouraged to build on their fundamental skills and will be introduced to a wide range of new activities and games. The aim is to promote an on-going interest in sport, active recreation and a sound knowledge of health related issues.

Strand	Domain	Dimension	Key elements of standards Students:
Physical, Personal and Social Learning	Health and Physical Education	Movement and physical activity	...combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.
		Health knowledge and promotion	...describe the physical, emotional and social changes that occur through adolescence. Identify health concerns and develop strategies to improve their health.
	Interpersonal Development	Working in teams	...reflect on individual and team outcomes and act to improve their own and their team's performance.
	Personal Learning	Managing personal learning	...set realistic short-term and long-term goals within a variety of tasks and describe their progress towards achieving these.

CONTENT

Sports and activities include: Fitness, Fundamental motor skills, Athletics, Basketball, Soccer, Volleyball Softball, Netball,

Theory work includes: Physical fitness and activity, self esteem, body image, bullying, health issues including smoking, sex education (puberty)

ASSESSMENT

- Level of participation
- Teamwork and cooperation
- Skill development
- Tests and assignments
- Workbook

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VISUAL COMMUNICATION & DESIGN

Level 5 VELS - Year 7

LEARNING FOCUS

VCD is an introductory course to graphic design and visual communication. Students will be taught basic instrumental drawing using graphic tools and techniques. Set projects could involve package design or layout presentation establishing design outcomes and problem solving skills which will be recorded using their lay-out pad.

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