

Curriculum

# *Handbook*

GOLDEN GROVE HIGH SCHOOL

2024 - Year 7



Respect – Equality – Pride – Integrity – Resilience

"Success for all"



Government of South Australia  
Department for Education

# 2024 Golden Grove High School Year 07 Curriculum Handbook

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# Year 07 Compulsory Subjects

## Global Perspectives

Subject Learning Area	Global Perspectives	Year Level	07
	English & HaSS		
		Length	Full year
	<p>This course is an integrated approach to the disciplines of English, History, Geography, Civics &amp; Citizenship and Economics &amp; Business. Students will study these disciplines through working as a Global Citizen and enacting social action, developing their general capabilities and learner dispositions.</p> <p>Students will develop skills in language, literature and literacy throughout this integrated approach. The English component is inclusive of a diverse variety of literature through a combination of shared and individual studies including those on:</p> <ul style="list-style-type: none"> <li>• <b>Novels</b></li> <li>• <b>Films</b></li> <li>• <b>Poetry and/or Drama productions</b></li> <li>• <b>Intertextual Study</b></li> </ul> <p>Language and literacy are explicitly developed through targeted functional English lessons such as those on vocabulary or the Pearson Grammar books, as well as through independent reading and the feedback cycle. Students' language skills and literacy skills are further developed through the integrated approach of these two areas, specifically through the genre writing which has been mapped to align to the HaSS topics. Students will use a model of inquiry to develop a depth of knowledge and understanding about the following:</p> <ul style="list-style-type: none"> <li>• <b>History</b> How do we know about the ancient past? Why, where and when did the earliest societies develop? What emerged as the distinctive features of societies of early First Nations Peoples of Australia? What emerged as the defining features and achievements of ancient societies? What have been the significant legacies of ancient societies?</li> <li>• <b>Geography</b> What approaches can be used to improve the availability of resources and access to services? How does people's reliance on places and environments influence their perception of them? What effect does the uneven distribution of resources and services have on the lives of people?</li> <li>• <b>Economics &amp; Business</b> How and why are economic decisions made to allocate limited resources to meet unlimited needs and wants in the Australian economy? What are the different types of businesses that provide goods and/or services? What is entrepreneurship and how do entrepreneurial characteristics contribute to the success of a business? Why do individuals contribute to their community and how do they derive an income &amp; why do consumers and businesses have both rights and responsibilities?</li> <li>• <b>Civics &amp; Citizenship</b> How is Australia's system of democratic government shaped by the Constitution? What principles of justice help to protect the individual's rights to justice in Australia's system of law? How do features of Australian democracy and the legal system uphold and enact democratic values &amp; how is Australia a diverse society and what factors contribute to a cohesive society?</li> </ul>		

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Topics Included	<p><b>Semester 1</b></p> <p><b>Film Study</b> - Shared class films are appropriately selected to explore film and the ways in which a director shapes and influences audiences to impact or entertain them. The film is integrated with the study of Ancient Greece and the Hero's Journey.</p> <p><b>Poetry in Action</b> - this whole-of-year-level event sees the performers come from NSW's Poetry In Action troupe to combine drama and poetry for a unique production. Students can experience and respond to the importance of performance and spoken words.</p> <p><b>Ancient Greece Historical Inquiry + Narrative</b> – The key roles of different groups in society and the ways in which different societies interacted with one another.</p> <p><b>Water in the World + Information Report</b> – The value and importance of water as a resource and the impacts of water scarcity globally. Students are then able to use the features of informative writing and their structural conventions to present their findings.</p> <p><b>Civics &amp; Citizenship + Personal Recount &amp; Explanation</b> - The key features of Australia's government and the importance of the constitution in maintaining our democracy. Students can then use their combination of oral, multimodal and persuasive conventions to craft speeches, posters, or even have class debates around the importance of rights and freedoms.</p> <p><b>Semester 2</b></p> <p><b>Novel Study OR Short Stories</b> - Shared class novels are appropriately selected to explore narrative structures and the way in which authors shape and influence audiences to impact or entertain them.</p> <p><b>Intertextual Study</b> - this comparative study will be designed by teachers throughout the course, whether through the Independent Reading Program or Poetry to explore the influence of texts and their interrelationship to other texts.</p> <p><b>Liveability + Field Work Report</b> - The factors that impact the settlement of people in different areas and the ways in which access to and distribution of services impacts connectedness.</p> <p><b>Deep time history of Australia + Source Analysis and Close Reading</b> – The importance and impacts of First Nations Australians, including cultural significance, technological advancements and responses to environmental challenges. Students are then able to reflect on the variety of perspectives examined through the Historical lens to craft a persuasive response to convince their readers.</p> <p><b>Economics &amp; Business + Persuasive Oral</b> - The importance of resources in maintaining a thriving economy and the purpose of work for individuals and businesses.</p>
Assessment	<p><b>Summative Assessments will include:</b></p> <ul style="list-style-type: none"> <li>• Historical inquiry</li> <li>• Source analysis</li> <li>• Field work</li> <li>• Information reports</li> <li>• Social action</li> <li>• Novel study</li> <li>• Film study</li> <li>• Poetry Creation + Writer's Statement</li> <li>• Intertextual study or transformation</li> <li>• Independent Reading</li> </ul> <p><b>Please note a key difference is that formative assessment (for example bookwork) is used to inform these summative pieces which contribute to the semester grades.</b></p>
Additional Cost	<p>COST: \$30</p> <p>English subject charge (compulsory):</p> <ul style="list-style-type: none"> <li>• \$10 for performances</li> </ul> <p>HASS subject charge (compulsory):</p> <ul style="list-style-type: none"> <li>• \$10 Excursion – Water in the World (Semester 1)</li> <li>• \$10 Excursion – Deep Time History of Australia (Semester 2)</li> </ul>
Recommendation /Prerequisites	<p>Nil</p>

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## STEM

<b>Subject</b>	<b>STEM</b>	<b>Year Level</b>	07
	Science and Mathematics		
<b>Learning Area</b>		<b>Length</b>	Full year
<b>Course Outline</b>	<p>Students will complete a full year of both Science and Mathematics, with the integration of a STEM project once a semester. Students will use the Maths Pathway program for the mathematical component of this subject. Maths Pathway at Years 7 and 8 combines a range of teaching methods and classroom practices with an online learning environment to support individualised learning for each student.</p> <p>Students participate in individual work, teacher-led group work and open-ended whole class rich learning. Technology is used to provide every student with their own personalised program of learning, made up from the mathematics they need to learn in order to continue to make the most growth.</p> <p>Students in Science cover the general science topics of Earth and Space Science, Biological Sciences, Chemical Sciences and Physical Sciences. Students will cover the Australian Curriculum for both Science and Mathematics.</p>		
<b>Topics Included</b>	<p>Science topics include:</p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Food chains and food webs</li> <li>• Matter</li> <li>• Separating mixtures</li> <li>• Energy – phases of the earth, sun and moon</li> <li>• Forces</li> </ul> <p>Mathematics topic included:</p> <ul style="list-style-type: none"> <li>• Real Numbers</li> <li>• Decimals and Percentages</li> <li>• Index laws</li> <li>• Linear Expressions and Functions</li> <li>• Probability</li> <li>• Measurement</li> <li>• Rates and Ratio</li> <li>• Pythagoras' Theorem</li> <li>• Similarity and Congruence</li> <li>• Three-dimensional coordinate systems</li> <li>• Statistics</li> </ul>		

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Assessment	<p>Students will be assessed in both formative and summative tasks across both Math and Science.</p> <p>In Science, assessment tasks will include end of topic tests, Science as a human endeavour (inquiry-based) tasks, and practical based investigations.</p> <p>Maths Pathway assessment will be based on regular fortnightly tests, rich learning tasks and mathematical investigations. Whole-class rich learning tasks and investigations provide students with opportunities to think like mathematicians, engaging in problem solving, reasoning, creative thinking, reflection and discussion. Through these tasks, students develop important real-world capabilities like resilience, taking calculated risks, willingness to experiment and explore, learning from mistakes and understanding other viewpoints.</p> <p>Once a semester, students engage in a STEM project. The purpose of the STEM project is to utilise the skills and knowledge learnt in science, technology, and mathematics. Students work collaboratively to plan an investigation which involves the creation of a solution to a real-world problem. Fields of investigation can be teacher directed or open and may include areas of interest such as humanitarian engineering or agricultural science.</p>
Additional Cost	<p>\$30 for Education Perfect (an online learning tool)</p> <p>\$40 Maths Pathway program (compulsory). Students also require a scientific calculator (the Casio fx 82AU PLUS is recommended, \$22 GST incl).</p>
Recommendation /Prerequisites	



## Healthy Lifestyles

Subject Learning Area	Healthy Lifestyles	Year Level	07		
	HPE				
		Length	Full year		
Course Outline	<p>Students studying Health and Physical Education will engage in learning in an experiential environment that is contemporary, relevant, and actively engaging. The practical component of this course will provide a focus on improving student knowledge and understanding of movement concepts and strategies through participation in a range of team and individual sports. Students will investigate, develop, and improve movement skills and apply them to sporting situations. Students will engage in learning around how physical activity is an essential component of a healthy lifestyle and will develop an understanding of a range of ways that this can be incorporated into everyday life.</p> <p>In the Health component of this course, students will study a range of relevant health topics enabling students to develop a core understanding of the 4 components of Health (physical, mental, social, and spiritual health). Students will explore, investigate, and propose strategies they can apply to their own lives which, providing them with the knowledge and understanding required to lead a safe and healthy lifestyle.</p>				
Topics Included	<p><i>Practical Topics:</i></p> <table><tr><td><b>Semester 1:</b> Athletics Net Sports Soccer (SEPEP) Multicultural Games Speedball/Tag Rugby</td><td><b>Semester 2:</b> Basketball AFL Korfball Rec Games &amp; Activities Modified Games</td></tr></table> <p><i>Theory Topics:</i></p> <ul style="list-style-type: none"><li>• Positive Mental Health- A look at how we can implement strategies in our own lives to enhance our Mental Health</li><li>• Personal Health- A dive into a range of health topics that affect young people such as body image, screen time, sleep and physical activity</li><li>• Relationships, Gender and Sexuality- An introduction to healthy and unhealthy relationships, consent, gender and sexuality</li><li>• Risk &amp; Safety- Discover new ways to identify and manage risk in our own lives and keep ourselves safe in a range of contexts</li></ul>			<b>Semester 1:</b> Athletics Net Sports Soccer (SEPEP) Multicultural Games Speedball/Tag Rugby	<b>Semester 2:</b> Basketball AFL Korfball Rec Games & Activities Modified Games
<b>Semester 1:</b> Athletics Net Sports Soccer (SEPEP) Multicultural Games Speedball/Tag Rugby	<b>Semester 2:</b> Basketball AFL Korfball Rec Games & Activities Modified Games				
Assessment	Assessment will be based on both practical and theory tasks aligned to the Australian Curriculum				
Additional Cost	Nil				
Recommendation /Prerequisites	All students will study this subject				

## Languages

<b>Subject</b>	<b>Japanese</b>	<b>Year Level</b>	07
	Languages & EALD		
<b>Learning Area</b>		<b>Length</b>	1 semester
<b>Course Outline</b>	<p>Languages are a critical part of the school curriculum. Study of a second or even third language fosters multiple dispositions including improved critical thinking, reasoning, reflection, conceptualising, and problem solving, plus improved written and oral communication in students first language. Students become creative, confident active individuals and informed citizens able to develop relationships across cultures due to a deeper understanding of cultures other than their own. Study of the structure of Japanese, both written and spoken, improves understanding of the English language.</p> <p>In Year 7 students' study one semester of Japanese providing needed knowledge and understanding for their studies in Year 8.</p> <p>The Year 7 course will focus on both the language and culture of Japan. For those students who have successfully studied Japanese in primary school, skills and understanding will be reinforced and extended.</p>		
<b>Topics Included</b>	<p>Topics may include:</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Japanese food and culture</li> <li>• Introducing self, friends, and family</li> </ul>		
<b>Assessment</b>	<p>Assessment will consist of a range of formative and summative tasks. These will include written and spoken assessments where students develop and extend their understanding of Japanese culture and language.</p>		
<b>Additional Cost</b>	\$30.00 workbook		
<b>Recommendation /Prerequisites</b>			



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<b>Subject</b>	<b>English as an Additional Language or Dialect (EALD)</b>	<b>Year Level</b>	07
<b>Learning Area</b>	Languages / EALD		
		<b>Length</b>	Full Year
<b>Course Outline</b>	For those who come to the study of English as an additional language or dialect, this subject supports development in oral and written skills. This course will develop communicative competence in written and spoken English, particularly in preparation for senior school and future employment opportunities. This course is available to students previously identified as learning English as an Additional Language or Dialect		
<b>Topics Included</b>	<p>Students will build on existing skills to improve understanding of English and its complexity through study of the linguistics and structure of English. They will further develop existing skills in writing and reading as they explore a wide range of text types.</p> <p>Students will examine and analyse the different purposes of texts and how creators aim to influence their audience.</p> <p>Through discussions and a range of formative and summative tasks students will present ideas and opinions on various issues.</p>		
<b>Assessment</b>	<p>Assessment is based on the completion of a range of tasks including:</p> <ul style="list-style-type: none"><li>• Assignments</li><li>• Investigations</li><li>• Projects.</li></ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		

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<b>Subject</b>	<b>Spanish</b>	<b>Year Level</b>	07
	Languages & EALD		
<b>Learning Area</b>		<b>Length</b>	1 semester
<b>Course Outline</b>	<p>Languages are a critical part of the school curriculum. Study of a second or even third language fosters multiple dispositions including improved critical thinking, reasoning, reflection, conceptualising, problem solving, plus improved written and oral communication in students first language. Students become creative, confident active individuals and informed citizens able to develop relationships across cultures due to deeper understanding of cultures other than their own.</p> <p>Study of the structure of the Spanish language, both written and spoken, improves understanding of how English is structured.</p> <p>Year 7 students' study one semester of Spanish providing essential knowledge and understanding for their studies in Year 8. The course will focus on building understanding of both language and culture as students explore the Spanish speaking world.</p>		
<b>Topics Included</b>	<p>Topics included:</p> <ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Numbers</li> <li>• Colours</li> <li>• Spanish-speaking countries</li> <li>• Family</li> <li>• Physical description</li> <li>• Personality description</li> </ul>		
<b>Assessment</b>	<p>Assessment will consist of a range of formative and summative tasks. These will include written and spoken assessments where students develop and extend their understanding of Spanish culture and language.</p>		
<b>Additional Cost Recommendation /Prerequisites</b>			

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## Year 07 'by recommendation' Subjects

### BY RECOMMENDATION

Subject Learning Area	English Foundations	Year Level	07
	English		
		Length	Full year
Course Outline	This is for students that have either a <b>One Plan</b> or an <b>Individual Education Plan</b> . Students will build on their existing knowledge, skills and experience to improve their English skills. Assessment will be based on the completion of a range of tasks, assignments, investigations and projects. <b>Students will be recommended for this subject.</b>		
Topics Included	Topics will include: <ul style="list-style-type: none"> <li>• Functional Literacy</li> <li>• Spelling, Grammar</li> <li>• Creative Writing</li> <li>• Reading a variety of texts</li> <li>• Report Writing</li> <li>• Resume Writing</li> <li>• Application Writing</li> </ul>		
Assessment	Assessments in this course include: <ul style="list-style-type: none"> <li>• Text Analysis 50%</li> <li>• Text Production 50%</li> </ul>		
Additional Cost	Nil		
Recommendation /Prerequisites	<b>Students will undertake a modified program to cater for individual literacy needs. Identified students will have either a One Plan or an Individual Education Plan.</b>		

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### BY RECOMMENDATION

Subject Learning Area	Maths Foundations	Year Level	07
	Mathematics		
Course Outline	Length		Full year
	Students will be placed in the Foundation class <b>based on recommendations</b> and special needs testing. <b>Students must have a One Plan or IEP.</b>		
Topics Included	Students will use the Maths Pathway program for the mathematical component of this subject. Maths Pathway at Year 7 and 8 combines a range of teaching methods and classroom practices with an online learning environment to support individualised learning for each student. Students participate in individual work, teacher-led group work and open-ended whole class rich learning. Technology is used to provide every student with their own personalised program of learning, made up from the mathematics they need to learn in order to continue to make the most growth.		
	Topics will include: <ul style="list-style-type: none"> <li>• Real Numbers</li> <li>• Decimals and Percentages</li> <li>• Index laws</li> <li>• Linear Expressions and Functions</li> <li>• Probability</li> <li>• Measurement</li> <li>• Rates and Ratio</li> <li>• Pythagoras' Theorem</li> <li>• Similarity and Congruence</li> <li>• Three-dimensional coordinate systems</li> <li>• Statistics</li> </ul>		
Assessment	Maths Pathway assessment will be based on regular fortnightly tests, rich learning tasks and mathematical investigations. Whole-class rich learning tasks and investigations provide students with opportunities to think like mathematicians, engaging in problem solving, reasoning, creative thinking, reflection and discussion. Through these tasks, students develop important real-world capabilities like resilience, taking calculated risks, willingness to experiment and explore, learning from mistakes and understanding other viewpoints.		
Additional Cost	Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl.)		
Recommendation /Prerequisites	<b>Identified students will have either a One Plan or an Individual Education Plan.</b>		

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## BY RECOMMENDATION

Subject	Special Focus Girls Australian Football	Year Level	07
Learning Area	HPE	Length	1 Semester
Course Outline	This course allows students to develop their skills and knowledge of the sport of Australian Football. <b>This course is available by invitation only</b> , with students selected through a trial process (from Year 6 in 2023). 24 girls will be selected and be placed in this class.		
Topics Included	<p>The practical component of the course focuses primarily on the development of a range of knowledge, understanding and skills specific to AFL Football. This will include areas such as:</p> <ul style="list-style-type: none"> <li>• Skill development: <ul style="list-style-type: none"> <li>○ Kicking, marking, groundballs and handball development</li> <li>○ Application of skills to game situations &amp; performing skills under game like pressure</li> </ul> </li> <li>• Gameplay and tactical development: <ul style="list-style-type: none"> <li>○ Development of team and individual offensive and defensive strategies</li> <li>○ Field positioning and transitioning in both offence and defence</li> </ul> </li> <li>• Fitness development: <ul style="list-style-type: none"> <li>○ Knowledge and understanding of fitness factors required for successful performance</li> <li>○ Participation in aerobic and anaerobic fitness building exercises</li> </ul> </li> <li>• Umpiring and officiating training: <ul style="list-style-type: none"> <li>○ Effective positioning &amp; effective decision making</li> </ul> </li> </ul> <p>The theory component of this course focuses on developing an understanding of:</p> <ul style="list-style-type: none"> <li>• The societal and cultural impact of the rise of women's football and the opportunities available to young women in the changing female sporting landscape.</li> <li>• How effective individual development plans facilitate self-reflection and encourage students to take ownership of their own journey in the game. How to use an IDP to help them to develop as both players and people.</li> <li>• Individual fitness analysis and goal setting to improve performance output.</li> <li>• The harmful impacts of gender roles and stereotypes in society, and how they affect and limit people's capacity to develop their personal abilities, pursue their professional careers or make choices about how they live their lives.</li> <li>• How to embrace and establish a culture of tolerance, diversity, inclusion and equality for all, and the impacts these values, or lack thereof can have on a community.</li> <li>• Personal values as broad desirable goals that motivate people's actions and serve as guiding principles in their lives. To respect that everyone has freedom to choose their values and differences are affected by an individual's culture, personal upbringing, life experiences, and a range of other influences.</li> <li>• The role of personal and team values in decision making and how values impact behaviour and shape team culture and standards in a group and as leaders.</li> <li>• Developing self-awareness, self-reflection, personal and social skills to establish and maintain respectful relationships and promote safety and fair play.</li> <li>• Analysing an individual's own performance using technology to improve their game.</li> </ul>		
Assessment	Assessment will be based on both practical and theory tasks aligned to the Australian Curriculum		
Additional Cost	There is an expectation that students will participate in State-wide Knockout and VISTA Carnivals, which will incur excursion costs.		
Recommendation /Prerequisites	<b>This course is available by invitation only</b>		

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## 2024 Golden Grove High School Year 07 Curriculum Handbook

### BY RECOMMENDATION

Subject	Special Focus Touch Football	Year Level	07
Learning Area	HPE		
		Length	Full year
Course Outline	<p>This course allows students to develop their skills and knowledge of the sport of Touch Football. <b>This course is available by invitation only</b>, with students selected through a trial process (from Year 6 in 2023). 24 students will be selected and be placed in this class.</p> <p>Students engage in an alternative Health and Physical Education course. Students selected will participate in two significant units throughout the year focussing on aspects of Touch Football. In the Health component of this course, students will study a range of relevant health topics enabling students to develop a core understanding of the 4 components of Health (physical, mental, social, and spiritual health). Students will explore, investigate, and propose strategies they can apply to their own lives which, providing them with the knowledge and understanding required to lead a safe and healthy lifestyle.</p>		
Topics Included	<p><i>Practical Topics:</i></p> <p>The practical component of the course focuses primarily on the development of a range of knowledge, understanding and skills specific to Touch Football. This will include areas such as:</p> <ul style="list-style-type: none"> <li>• Introduction to key skills: <ul style="list-style-type: none"> <li>○ Catching, Passing</li> <li>○ Roll Balls/Taps</li> <li>○ Effecting the touch/Making the touch</li> </ul> </li> <li>• Introduction to Touch Football Concepts of Play: <ul style="list-style-type: none"> <li>○ Development of team and individual offensive and defensive strategies</li> <li>○ Field positioning and transitioning in both offence and defence</li> </ul> </li> <li>• Fitness development: <ul style="list-style-type: none"> <li>○ Knowledge and understanding of fitness factors required for successful performance</li> <li>○ Participation in aerobic and anaerobic fitness building exercises</li> </ul> </li> </ul> <p><i>Theory Topics:</i></p> <ul style="list-style-type: none"> <li>• Positive Mental Health- A look at how we can implement strategies in our own lives to enhance our Mental Health</li> <li>• Personal Health- A dive into a range of health topics that affect young people such as body image, screen time, sleep and physical activity</li> <li>• Relationships, Gender and Sexuality- An introduction to healthy and unhealthy relationships, consent, gender and sexuality</li> <li>• Risk &amp; Safety- Discover new ways to identify and manage risk in our own lives and keep ourselves safe in a range of contexts</li> </ul>		
Assessment	Assessment will be based on both practical and theory tasks aligned to the Australian Curriculum		
Additional Cost	There is an expectation that students will participate in State-wide Knockout and VISTA Carnivals, which will incur excursion costs.		
Recommendation /Prerequisites	<b>This course is available by invitation only</b>		



## Year 07 Choice Subjects

### The Arts

<b>Subject Learning Area</b>	<b>Art</b>	<b>Year Level</b>	07
	The Arts		
		<b>Length</b>	1 Semester
<b>Course Outline</b>	<p>This subject is designed for those students who enjoy creating visual based art that may include drawing, painting, sculpture, and printmaking. This is a beginner course, and no previous experience or knowledge is necessary.</p> <p>Students will begin by exploring the basic building blocks of visual arts through the visual elements. They will look at how other artists have communicated meaning in their works and plan their own art-making by exploring new techniques, materials, and processes</p>		
<b>Topics Included</b>	<p>Topics students will cover in this course include:</p> <ul style="list-style-type: none"> <li>• Visual Elements</li> <li>• Media/material exploration</li> <li>• Practical skill development</li> <li>• Art analysis skill development</li> <li>• Reflection and evaluation of own artwork</li> </ul>		
<b>Assessment</b>	<p>Assessment as follows:</p> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Practical art making</li> <li>• Visual Thinking/Evaluation</li> </ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	<p>Nil</p> <p>This course does not require any prior knowledge of Visual Art. Students will be introduced to the foundation Visual Arts practices and ideas throughout the course.</p>		

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<b>Subject Learning Area</b>	<b>Drama</b>	<b>Year Level</b>	7
	The Arts		
<b>Course Outline</b>	<b>Length</b>		1 Semester
	This course focuses on skill development for performance, stage craft, the history of Drama and distinctive styles of Drama over time. Students will contribute and participate in small group or full class performances for invited audiences. Written assessment includes responding and reviewing live and recorded performances, directed research, script interpretation and an introduction to scripting.		
<b>Topics Included</b>	In this course, students will learn skills in the following areas: <ul style="list-style-type: none"><li>• movement</li><li>• voice</li><li>• improvisation</li><li>• basic stagecraft</li><li>• script writing</li><li>• study of a theatrical historical period</li><li>• performance</li></ul>		
<b>Assessment</b>	Written assessment may include journals, written reflections, script writing or historical project, and a report on the class production. Practical assessment includes assessing skills learned, individual and group work, and the student's role in the class production.		
<b>Additional Cost Recommendation</b>	Nil		
	Students will view at least one live production, usually a production performed by Golden Grove High School Performing Arts classes. Some costs may be involved for viewing live performances or attending events.		

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Subject Learning Area	Dance	Year Level	07
	The Arts		
		Length	1 Semester
Course Outline	Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices, history and dance styles, stagecraft and contemporary issues.		
Topics Included	Dance appreciation will include: <ul style="list-style-type: none"> <li>• exposure to stage craft</li> <li>• safe dance practices</li> <li>• variety of dance styles</li> </ul>		
Assessment	Assessment for the year as follows: <ul style="list-style-type: none"> <li>• Performance 25%</li> <li>• Reflection 25%</li> <li>• Analysis 25%</li> <li>• Composition 25%</li> </ul>		
Additional Cost Recommendation /Prerequisites	Nil		
	Appropriate clothing will be required. Black leggings and a t-shirt are recommended. Performance component <b>will</b> require evening attendance.		

## 2024 Golden Grove High School Year 07 Curriculum Handbook

### BY AUDITION AND INVITATION

Subject	Special Interest Dance – (Special Entry Conditions)	Year Level	07
Learning Area	The Arts		
		Length	Full year
Course Outline	<p>Students will be involved in refining and extending their compositional skills, dance technique and performing. Dance appreciation will include safe dance practices, history and dance styles, stagecraft and contemporary issues in Dance.</p> <p>Full details regarding this course are outlined in the Special Entry Dance brochure. <b>Application and entry to this course is by audition only.</b></p>		
Topics Included	<p>Topics students will cover in this course include:</p> <ul style="list-style-type: none"> <li>• History of Dance</li> <li>• Composition</li> <li>• Performance</li> <li>• Technique</li> </ul>		
Assessment	<p>Assessment for the year as follows:</p> <ul style="list-style-type: none"> <li>• Performance 25%</li> <li>• Reflection 25%</li> <li>• Analysis 25%</li> <li>• Composition 25%</li> </ul>		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p><b>*Students are required to apply and audition for this program. Applications are found on the school website or can be obtain by emailing: <a href="mailto:dl.1834.info@schools.sa.edu.au">dl.1834.info@schools.sa.edu.au</a></b></p> <p>Appropriate clothing will be required. Black leggings and a t-shirt are recommended. Performance component <b>will</b> require evening attendance.</p>		

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Subject Learning Area	Music	Year Level	07
	The Arts		
		Length	1 Semester
	<p>Take the opportunity to begin a journey as a contemporary creator in the world of musical performance and production. You will learn a musical instrument through instrumental lessons and experience the world of music-making via ensemble participation. Along the way explore music history and develop your knowledge of basic music theory.</p> <p>All students will have classroom lessons and instrumental lessons for one semester. Instrumental tuition is provided at the school with group lessons provided by the Education Department music instructors at no cost.</p> <p>INSTRUMENTS:</p> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Piano</li> <li>• Guitar</li> <li>• Bass</li> <li>• Drums</li> <li>• Saxophone</li> <li>• Trumpet</li> <li>• Trombone</li> </ul> <p>Please note that <b>keyboard, drums and vocal</b> are <u>not</u> available with instrumental lessons.</p> <p>Concert, Rock &amp; Choir Ensembles are open to all year levels.</p>		
	<p>Topics Included</p> <p>In this course students will:</p> <ul style="list-style-type: none"> <li>• undertake instrumental lessons</li> <li>• participate in class ensemble</li> <li>• are encouraged to participate in class ensemble</li> <li>• cover music theory basics</li> <li>• explore music history</li> </ul>		
	<p>Assessment</p> <p>Assessment will occur in the following:</p> <ul style="list-style-type: none"> <li>• Music theory basic review</li> <li>• Class ensemble participation</li> <li>• Curated playlist of Australian music history</li> <li>• Individual skills assessment</li> </ul>		
	<p>Additional Cost Recommendation /Prerequisites</p> <p>Instrumental hire fees may apply.</p>		

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## Technologies Pathway

<b>Subject</b>	<b>Food Technologies &amp; Digital Technologies</b>	<b>Year Level</b>	07
<b>Learning Area</b>	Technologies		
		<b>Length</b>	1 semester
<b>Course Outline</b>	<p>Students in year 7 will complete a semester course in Technologies.</p> <p>The semester will be split into two disciplines, 1 term of Food Technology and 1 Term of Digital Technology.</p> <p>Students will explain factors that influence technologies, they will create solutions to problems and students will also develop markers for success, apply project management skills and safely participate within the learning area.</p>		
<b>Topics Included</b>	<p>Topics students will cover in Food Technology include:</p> <ul style="list-style-type: none"> <li>• Kitchen safety</li> <li>• Food handling</li> <li>• Creating meals using the Australian guide to healthy eating</li> </ul> <p>Topics students will cover in Digital Technologies</p> <ul style="list-style-type: none"> <li>• Cyber safety and security</li> <li>• Info graphics</li> <li>• Programming</li> </ul>		
<b>Assessment</b>	<p>Assessment in Food Technology covers:</p> <ul style="list-style-type: none"> <li>• Australian Guide to Healthy Eating task</li> <li>• Paddock to Packet investigation</li> <li>• Practical skills evaluation</li> </ul> <p>Assessment in Digital Technologies covers:</p> <ul style="list-style-type: none"> <li>• Cyber safety and security infographic</li> <li>• Scratch game</li> <li>• Grok learning</li> </ul>		
<b>Additional Cost</b>	Nil		
<b>Recommendation /Prerequisites</b>	Nil		



# Year 07 Visible Learning

## VISIBLE LEARNING

### 2024 GUIDE

In Year 7, all students will participate in one semester (approximately 20 weeks) of a course called Visible Learning.

This course is not graded against the Australian Curriculum. Instead, students will demonstrate their learning against Golden Grove High School's Learner Dispositions: Collaborative, Creative, Reflective, Self-Motivated and Resilient.

Visible Learning is designed to teach students the key skills that will assist them in their learning in all their subjects at GGHS. These skills include how to give effective peer-to-peer feedback, how to use metacognitive skills, how to use a range of graphic organisers, and how to use before, during and after reading strategies for deep understanding of texts in various formats.

Although the key skills for Visible Learning are the same for every student, the content that puts these skills in to context are based on student interest. **Students are required to choose ONE area of interest that their Visible Learning course will be designed around.** Please see below to learn about each area of interest and the types of things students will do in that class.

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<b>Subject Learning Area</b>	<b>The Great Outdoors</b>	<b>Year Level</b>	07
	HPE		
<b>Course Outline</b>		<b>Length</b>	1 semester
	Students choosing this area of interest should have a keen interest in the outdoors and be willing to participate in a wide range of outdoor based practical activities.		
<b>Topics Included</b>	<p>Some of the topics and activities covered could include:</p> <ul style="list-style-type: none"> <li>• Basic navigation- Learning how to read a map and how to use a compass</li> <li>• Orienteering skills and knowledge</li> <li>• Cooking nutritious meals safely on a Trangia</li> <li>• Camp craft- Setting up a tent and safe camping practice</li> <li>• Sustainability- How to preserve our natural environment for future generations and the ideas of 'take only photos, leave only footsteps'</li> <li>• Native wildlife- Flora and Fauna commonly found in South Australia</li> <li>• Nature photography- Creating a personal connection with our native environment</li> </ul>		
<b>Additional Cost</b>	Excursions AND students may be given the opportunity to participate in a 1-night camp at Para Wirra to put all of this knowledge and skills into practice		
<b>Recommendation /Prerequisites</b>	Nil		

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Subject Learning Area	Engineering Invention	Year Level	07
	Technologies		
Course Outline		Length	1 semester
	Is technology, robots or Artificial Intelligence (AI) something that interests you? Do you have a curiosity for how things work? If you want to gain a good understanding of what different technologies are, their functions and the important role that humans play in engineering them, then this is the course for you.		
Topics Included	Some of the topics and activities covered could include: <ul style="list-style-type: none"><li>• Using a range of robotic technology</li><li>• Programming and coding</li><li>• Building your own battle bot</li><li>• Coded robot races</li><li>• 3D printing</li><li>• Exploring AI</li></ul>		
Additional Cost Recommendation /Prerequisites	Nil		
	Nil		

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<b>Subject Learning Area</b>	<b>Inspired Minds</b>	<b>Year Level</b>	07
	Cross-Disciplinary		
<b>Course Outline</b>	<b>Length</b>		1 semester
	Inspired Minds is a course to engage students who have a passion or hobby they would love to explore further. Whether it's: taking action on an issue, developing a personal business project, learning a new skill, decorating a luxurious cake, designing the perfect garden or researching a favourite animal, this course allows you to think creatively about an idea or concept that you would like to bring to life.		
<b>Topics Included</b>	Some of the topics and activities covered could include: <ul style="list-style-type: none"><li>• Researching ideas</li><li>• Hands-on practical experiences</li><li>• Building technology skills</li><li>• Designing projects</li><li>• Working with others</li><li>• Building the designs you create</li></ul>		
<b>Additional Cost Recommendation /Prerequisites</b>	Nil		
	Nil		

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Subject Learning Area	My Artistic Self	Year Level	07
	Arts		
		Length	1 semester
Course Outline	My Artistic Self is designed to support students to express themselves creatively and produce a variety of works using techniques and materials within the fields of the visual arts. Follow your creative passions, take risks in a supportive environment and be inventive, all while developing new skills.		
Topics Included	<p>Some of the topics and activities covered could include:</p> <ul style="list-style-type: none"><li>• Developing your drawing skills in an area of passion</li><li>• Creating your own hanko (signature stamp) to use of future artwork</li><li>• Collaborative art projects</li><li>• Developing your own personal art project, such as:<ul style="list-style-type: none"><li>○ Painting</li><li>○ Drawing</li><li>○ Printmaking</li><li>○ Sculpture</li><li>○ Design</li></ul></li></ul>		
Additional Cost	Nil		
Recommendation /Prerequisites	Nil		