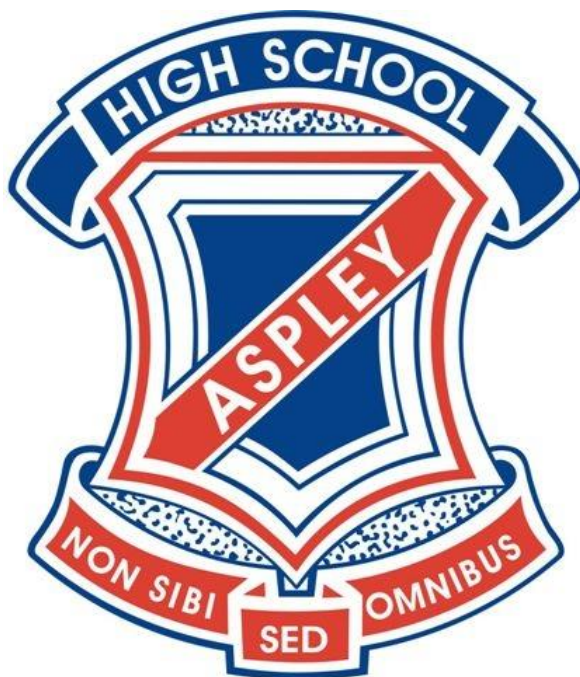


Aspley State High School

Junior Secondary



Year 7 Curriculum Handbook



INTRODUCTION

Dear Parents

Thank you for selecting our school as the school of choice for your child.

We understand the significance of our role in your child's life. In the next six years, we will work with your child and your family to create a terrific educational experience.

Our goal is for all students to graduate from our school with the best results possible to ensure the pathway that best suits them. In the modern educational context, there are many pathways – University, Vocational Study (TAFE), School Based Traineeships and Apprenticeships. Given this reality, our responsibility is to ensure that the Junior Secondary School Curriculum offered, builds student capacity and achievement in a broad way, to success in the senior years.

The Aspley High School Junior Secondary Curriculum has been deliberately built around:

- A belief that all students can learn and succeed
- High expectations of learning and teaching
- Understanding of the principles of middle years schooling and learning
- Nationally recognised standards

As you read the subject details, you will see that we have put the subjects of English, Maths, Science and Social Science at the core – they are compulsory and our courses are written and delivered to ensure a smooth transition from Primary to Secondary. Our teachers are experts – they understand how students learn in these critical areas and organise their classrooms so that all students continue to improve.

Our elective offerings are broad with excellent instruction from specialist teachers. Many have industry experience and are current practitioners in their chosen field. Our facilities are excellent. Our smaller size allows access to specialist rooms for all junior secondary classes.

This is just the start of an exciting six year partnership. We are looking forward to getting to know your child. They will continue to need your love and care in the coming years to support their learning. With good communication between home and school, we will be able to nurture your child through their high school years.

Regards

Jacquita Miller
Principal



Curriculum Structure Year 7

Our curriculum structure follows the guidelines and timelines of the national curriculum. In Year 7 our students study English, Mathematics, Science, Social Science (History and Geography), Health and Physical Education and LOTE for the full year. Students also study one semester of Technology and one semester of The Arts.

The table below outlines the curriculum structure, time allocations and number of teachers that underpins our teaching and learning at Aspley State High School for Year 7. (Please note the number in brackets indicates the amount of minutes allocated to that subject each week.)

Semester 1	Teacher	Semester 2	Teacher
English/Literacy (280) Social Science (140)	A	English/Literacy (280) Social Science (140)	A
Mathematics (280) Science (140)	B	Mathematics (280) Science (140)	B
Health and Physical Education (140 + 70 sport)	C	Health and Physical Education (140 + 70 sport)	C
LOTE (70)	D	LOTE (70)	D
The Arts or Technology (210)	E	The Arts or Technology (210)	E



ENGLISH

Welcome to the English Faculty

The goals of Year 7, 8 and 9 English at Aspley State High School are to develop student skills so that they are able to meet the demands that will face them in the senior phase of learning. We also aim to provide a framework that will enable them to access the opportunities available to them in society and be productive and critically literate citizens.

In Year 7 all students study English. At the beginning of Year 7 students will be divided into ability groups based on results in Year 5, NAPLAN scores and other test results and teacher recommendations. These classes will run into Year 8 & 9 and student progress carefully monitored.

English is one of the most important subjects, in that a good grounding in reading and writing will serve students well throughout their lives. It is the foundation of learning in all subjects. A pass in English is necessary for a QCE (Queensland Certificate of Education) and employers expect a pass in English as a pre-requisite for most careers.

One of the most important aspects of Junior English studies will be preparation for NAPLAN tests which occur in May in Year 9. Students will be given extensive practice in the genres required, particularly in persuasive and narrative genres; our goal as always is to build on results achieved in previous years. We have a firm belief in the value of comprehension, grammar, spelling and punctuation and complete text book units once per fortnight focusing on these areas. Students complete homework activities in a systematic workbook format and use the TEEL paragraph strategy, (topic sentence, evidence, expansion, link) in English and across the school, as a visible and consistent structure in their writing.

We have adopted the National Curriculum units as provided by the Queensland Education Department. The use of technology in the classroom has reached new heights and students need to develop flexible skills which enable them to access the incredible world of information now available, literally at their fingertips. We are prepared through developing computer access across all grades for the many challenges that await us all in these areas.

Junior English is now at the forefront of state and nationwide testing. It is a vital part of the school curriculum and students at Aspley State High School are given every opportunity to improve their English skills in a range of important areas. We take pride in student achievement and look forward to your child's participation in our subject.



Junior English Assessment

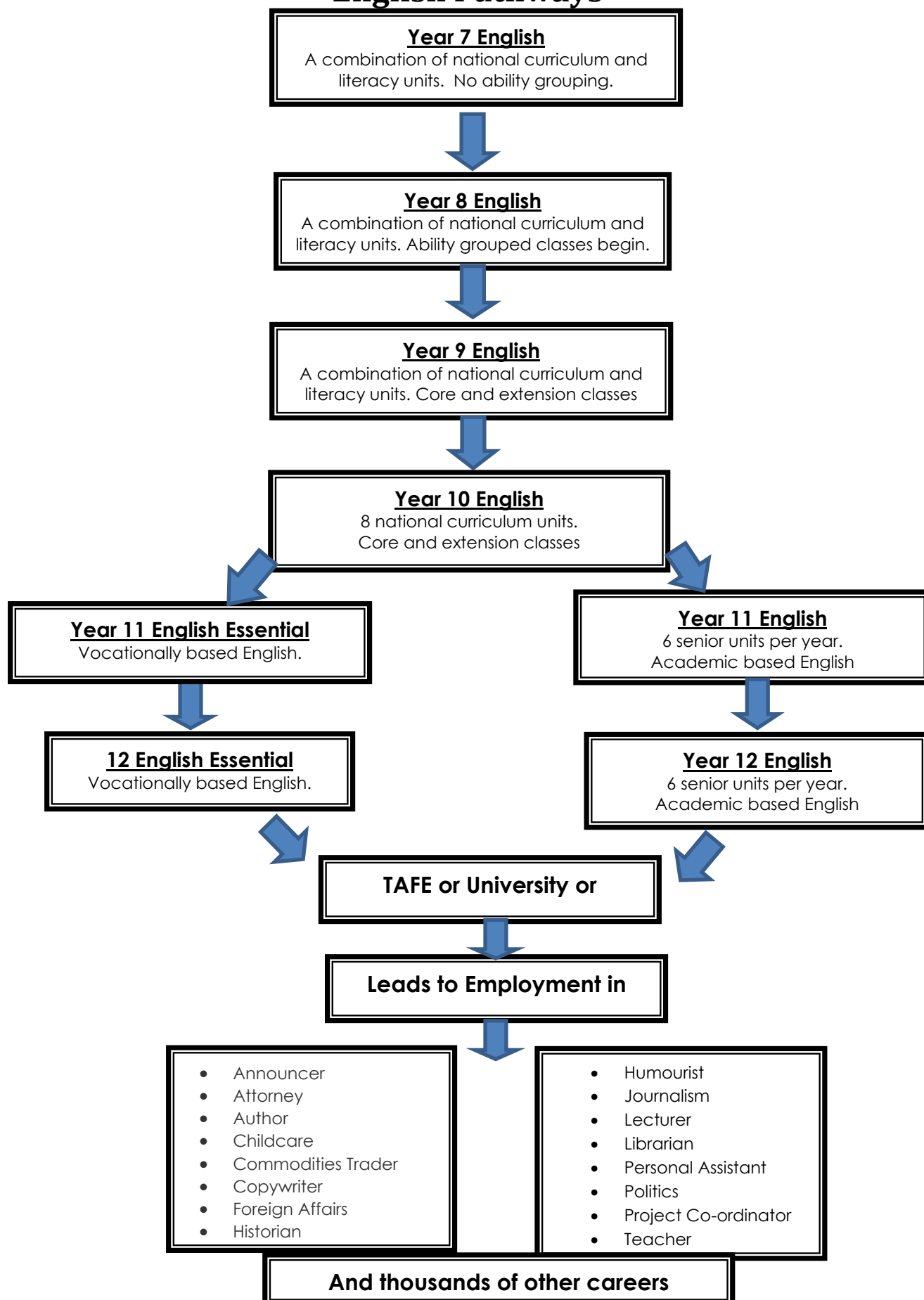
Students will complete four to five pieces per semester to be used in determining final grades. There is a National Curriculum component in the form of an oral assignment or extended written piece every term. In combination there will be a strong literacy component, tested in the form of a grammar and punctuation test, based on homework content and word lists.

Homework Expectations

Students will complete homework workbooks across Year 7, 8, and 9. They will also have ongoing tests and assignments, which will require them to draft and research at home. They will be given some time in class to complete drafting, but our philosophy is to keep students busy in class with content based activities, so the majority of drafting will be done at home. We enable students the opportunity to continually improve their English skills, an essential lifelong learning.



English Pathways





MATHEMATICS

Welcome to the Mathematics Faculty

Mathematics is an integral part of a general education and relates to many aspects of daily life to ensure our students are confident and active members of the community.

Studying Mathematics at Aspley State High School uses the latest equipment and techniques available. The Mathematics Faculty has its own computer laboratory for use with a variety of software such as Word, Excel, Graphmatica, Maths300 and various web or internet resources. Every classroom has its own interactive data projector to facilitate electronic display. These facilities enhance and extend student learning opportunities.

In the senior school, students can access computers and a graphics calculator to enhance their studies. The performance of students in Senior Mathematics at Aspley State High School is outstanding.

The range of career opportunities requiring higher levels of mathematical competence is expanding in areas such as health, environmental science, economics and management, while remaining crucial in such fields as the physical sciences, engineering, commerce, medical technology and information technology.

The relationship between mathematical achievement and career opportunities is very clear. Consequently, students should attempt the highest level of mathematics that matches their ability. At Aspley State High School, mathematics is delivered in an ability grouped environment. Students are placed in Core or Extension classes to maximise performance and ensure students are working at an appropriate level. Groupings of students are made at the start of Year 8 and reviewed each semester thereafter.

Mathematics in the junior school follows our detailed curriculum plan which is directly drawn from the Australian Curriculum. Students have a range of experiences in class that focus on achieving the benchmark set by the Australian Curriculum.

Our Assessment plan allows students to achieve in a variety of situations. A profile sheet is maintained for every student to track their performance and assist with future planning. All student assessment is filed for future reference.

Assessment

Students will be assessed in their ability to perform with:

- concepts, facts and procedures in routine and familiar situations
- application of problem solving processes in non-routine situations and real-world contexts
- communication and organisation of ideas.

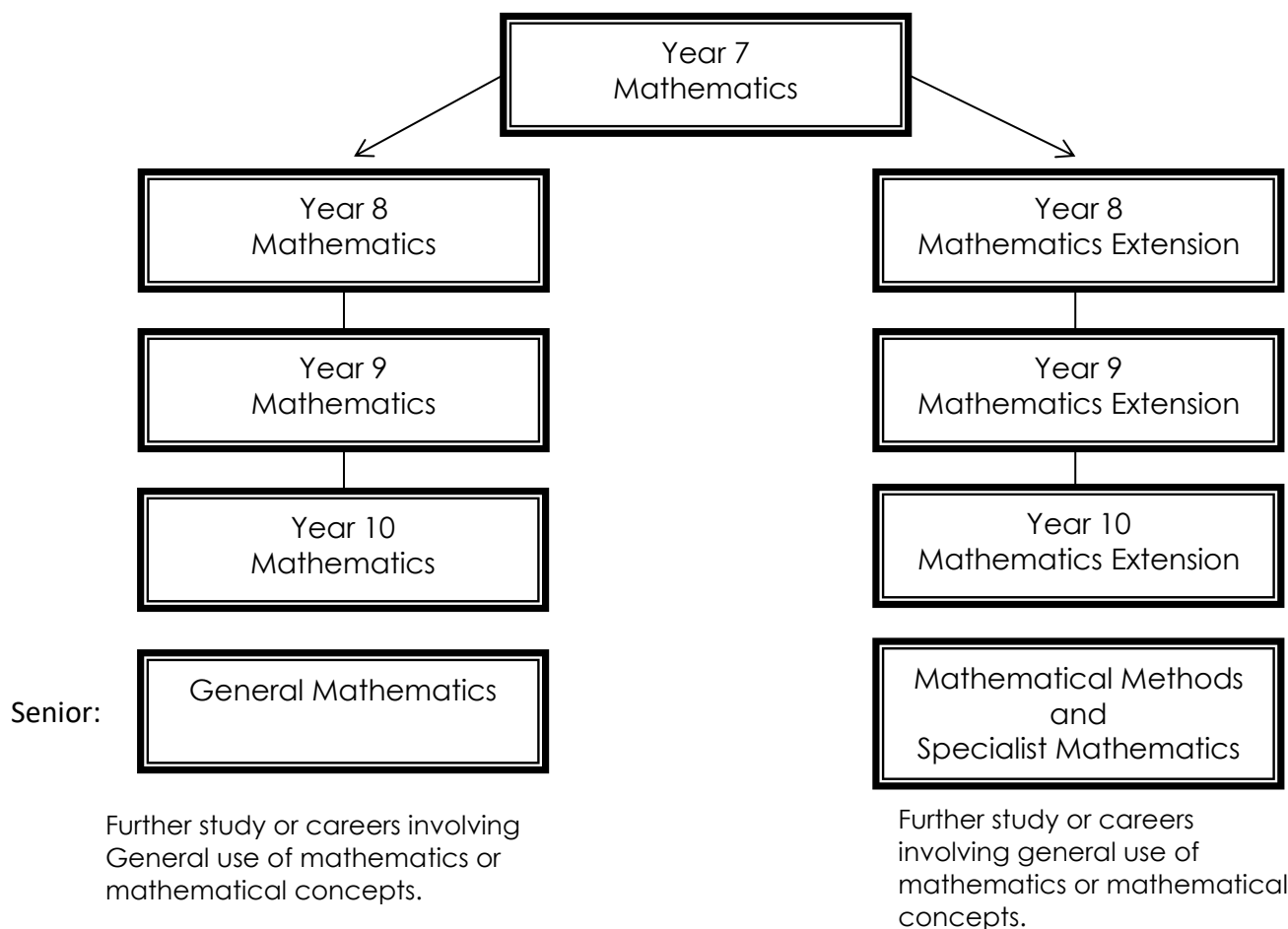


Assessment techniques will include written assignments, reports, investigations and formal examinations and will be balanced across the semester units. A profile sheet will be created for each student and results will be collated. These will be periodically issued to students with recent amendments to assist with tracking and continual student improvement.

Careful tracking of student performance allows us to plan a pathway for the student (see diagram below). Students showing an aptitude, interest or career goal requiring complex mathematics are placed in our extension programme to prepare them for the senior school subjects they require.



Mathematics Pathways



Future Options:

Courses/Careers in:

- Most TAFE courses
- Careers/University courses involving solid Mathematics skills
- Careers/Courses in the Arts or Social Sciences
- Primary or Special Education
- Secondary Education (not Maths, Science or IT)
- Self-employed persons
- Business Owners/Managers
- Aircraft Maintenance
- Trades/Trade Apprenticeships

Courses/Careers in:

- University courses in Maths or Science
- Mathematician or Statistician
- Mathematics, Science or IT Teacher
- Scientist (Physicist or Chemist)
- Engineer (all types)
- Computer Scientist (all types)
- Pilot or Navigator
- Software, Database or Network Engineer
- Medical, Dental, Pharmaceutical or Veterinary
- Radiologist
- Optometrist

Our Extension Program covers the Australian Curriculum in more depth but also accelerates student learning. This allows students to move faster through the curriculum and avoids repetition of concepts already mastered. There are also a number of topics that can be explored in greater depth once students have mastered the concepts.

Students in the core classes consolidate the curriculum standard and work toward development of process and reasoning skills necessary for General Mathematics in the senior school. Students are offered opportunities to participate in various competitions throughout the year.



Mathematics

Year 7 - Semester 1 and 2

Students will undertake theoretical and practical activities to underpin the important concepts. This unit involves the sub-strands of real numbers, linear and non-linear relationships, number and place value, money and financial mathematics and using units of measurement.

Assessment:

Students will be assessed in their ability to perform with:

- concepts, facts and procedures in routine and familiar situations
- application of problem solving processes in non-routine situations and real-world contexts
- communication and organisation of ideas.

Assessment techniques will include written assignments, reports, investigations and formal examinations and will be balanced across the semester units. A profile sheet will be created for each student and results will be collated. These will be periodically issued to students with recent amendments to assist with tracking and continual student improvement.

Homework Expectations:

Homework will be given and students are expected to complete the homework tasks. Students are also expected to follow up on class tasks and complete those to ensure full coverage of the work from class. If problems are encountered, students should seek assistance from their teacher at the next opportunity.

Aspley State High School also operates a specialised consolidation program. Each week in Year 7, 8 and 9, students are given tasks in Mathletics which are designed to consolidate skills for the NAPLAN examination. NAPLAN preparation tests are run through the Mathletics program.





Science and Digital Technology

Welcome to the Science and Digital Technology Faculty

The Science and Digital Technology Faculty at Aspley State High School delivers a comprehensive and engaging curriculum across all years of Secondary Schooling. Enrolment in the science program is compulsory across Years 7-10 whilst in Years 11 and 12, students have the opportunity to engage in the disciplines of Biology, Chemistry, Earth and Environmental, Psychology, Physics and/or Science in Practice.

The Science Curriculum is delivered using our six designated science laboratories located in the Science Precinct at the front of the school. These laboratories offer the latest multimedia equipment and wireless connectivity for student learning. They also allow students to access data loggers, iPads, Microbits and digital microscopy to enhance their learning. Students have the opportunity to engage in extra-curricular activities such as the FIRST Lego League competitions and QUT STEM workshops.

Students may also choose to study subjects in the area of digital technology. Edustem (years 8-10) is a program that uses Lego robotics platforms to engage students in robotics, programming, problem solving and design. In senior years, students may also choose to study Digital Solutions and/or Design.

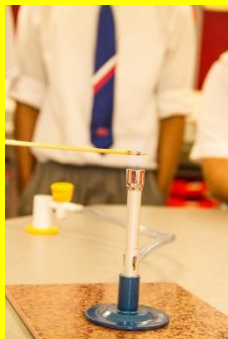
Science students at Aspley State High School will experience a modern curriculum that provides all participants the opportunity to achieve their best in a supportive and caring environment.

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.





Science Understanding


	Term 1	Term 2	Term 3	Term 4
Year 7	Chemical Sciences Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. 	Physical Sciences Change to an object's motion is caused by unbalanced forces acting on the object. Earth's gravity pulls objects towards the centre of the Earth.	Earth and Space Sciences Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon. Some of Earth's resources are renewable, but others are non-renewable. Water is an important resource that cycles through the environment.	Biological Sciences There are differences within and between groups of organisms; classification helps organise this diversity. Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions.

Science as a Human Endeavour

	Nature and Development of Science	Use and Influence of Science
Year 7	Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world. Science knowledge can develop through collaboration and connecting ideas across the disciplines of science.	Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community. Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries.



Science Inquiry Skills

	Questioning and Predicting	Planning and Conducting	Evaluating
Year 7	Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.	Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed. In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task.	Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method. Use scientific knowledge and findings from investigations to evaluate claims.
	Processing and Analysing Data and Information		Communicating
Year 7	Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate. Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions.		Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate. 

Assessment Processes:

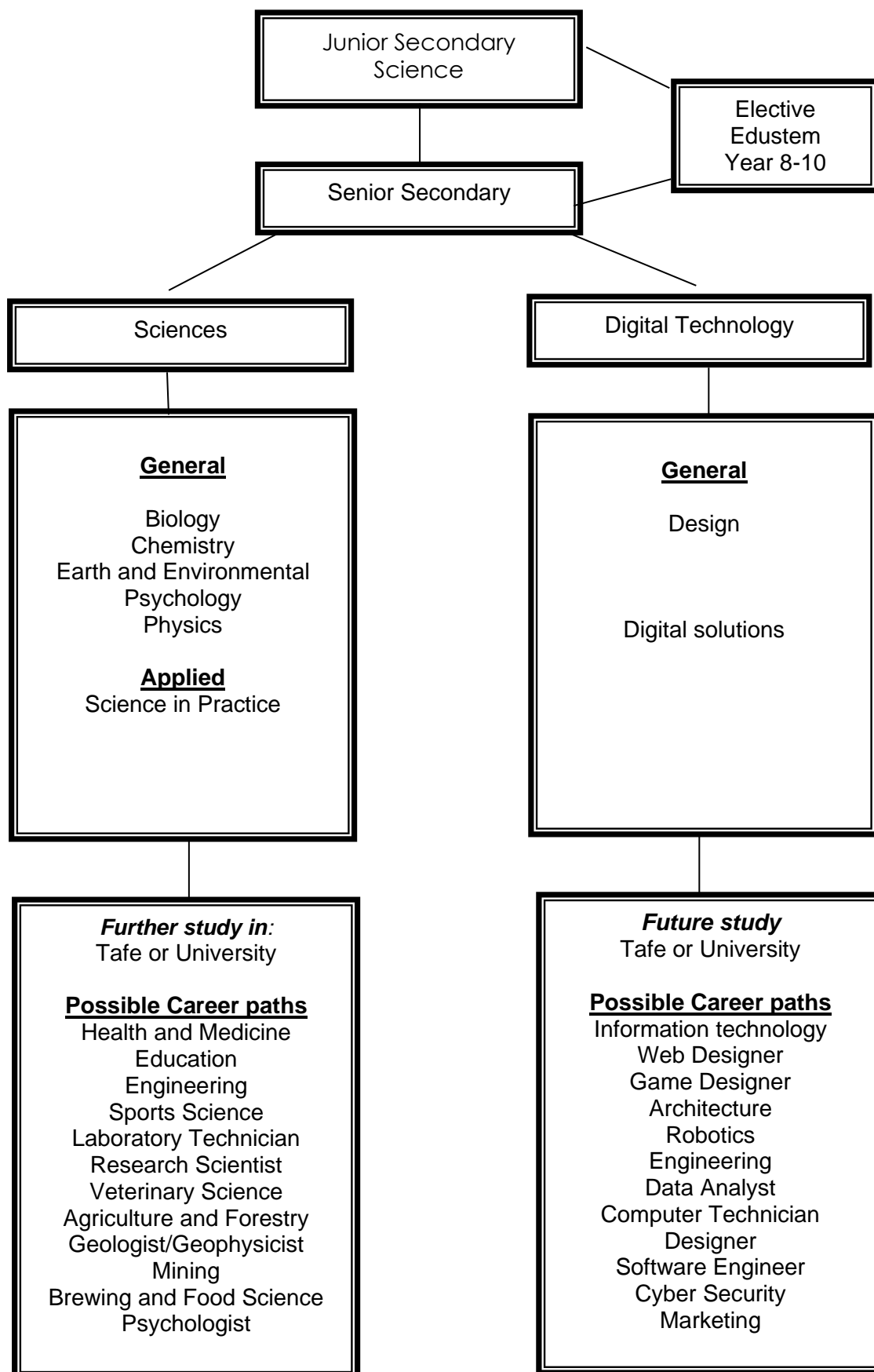
In Year 7, assessment in Science will incorporate 3 summative pieces per semester. These pieces may include, written tests, folios of practical work and research reports. Students will also participate in regular reading assessments in the context of science to support and extend the literacy skills of all students.

Homework:

In Year 7, it is expected that students will complete 45-60 minutes of homework per week. This would include 15-20 minutes of homework directly from each of their two lessons per week and an additional 15-20 minutes of revision.



Science and Digital Technology Pathways



Welcome to the Social Science Faculty

In Years 7, 8, 9 and 10, students are introduced to the crucial skills associated with the Social Sciences. Students gain a knowledge and understanding of the key events and processes which have shaped the history of our nation, region and world. By studying one semester of Geography and History in Years 7, 8, and 9, students are exposed to people, places and issues influencing our lives today. In Year 10, students may specialise in History and Geography.

Through the Social Sciences, we challenge our students to embrace their roles as members of society and encourage them to question why the world is the way it is and how they can contribute to making it better. With an excellent team of teachers whose experiences, interests and passions are varied, the Aspley State High Social Science Faculty are proud of their motto "bringing the world to a brain near you".





Year 7 Geography

Overview of the Semester

The study of Geography can be a truly amazing thing. So we will start at the very beginning with "What is Geography"? Students will then study extended units on "Water in the World" and "Place and Liveability"

1. Water in the World

Students will study:

- Weather and Climate
- Weather Hazards and Disasters
- Water: A Renewable Resource
- Australia's Water Resources.



2. Place and Liveability

Students will study:

- Decisions and Liveability
- Places People Live
- Change and Liveability
- Enhancing Liveability.

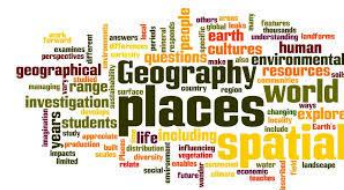
Assessment

Students will complete two pieces of assessment over the semester:

- A short response test
- A written assignment.

Homework Expectations

Students are expected to complete nightly homework that may be given by their teacher, finish work that was not completed at school, keep their History/Geography book up to date, work on assignments (if required) and spend some time in the day reading either newspapers or a book that relates to social science in some way.



Watching the news and good quality documentaries on television is a good way of students developing their general knowledge. This can be a significant advantage to students as they make their way through Social Science.





Year 7 History

Overview of the Semester

We set the scene for a study in ancient times. You'll be the detective in the ancient past and study the Stone Age, Ancient Egypt and Ancient China.

1. Investigating the Ancient Past

Students will study:

- What is History?
- Archaeology
- Primary and Secondary Sources
- Measuring Time.



2. Overview of the Ancient World

Students will study:

- Hunters and Gatherers
- The Stone Ages
- Tools and Artefacts.

3. Ancient Egypt

Students will study:

- The Nile
- Pharaohs
- Beliefs
- The Afterlife.



4. Ancient China

Students will study:

- Chinese Dynasties
- Religion
- Daily Life
- Technology.

Assessment

Students will complete two pieces of assessment over the semester:

- A short response test
- An extended writing task.

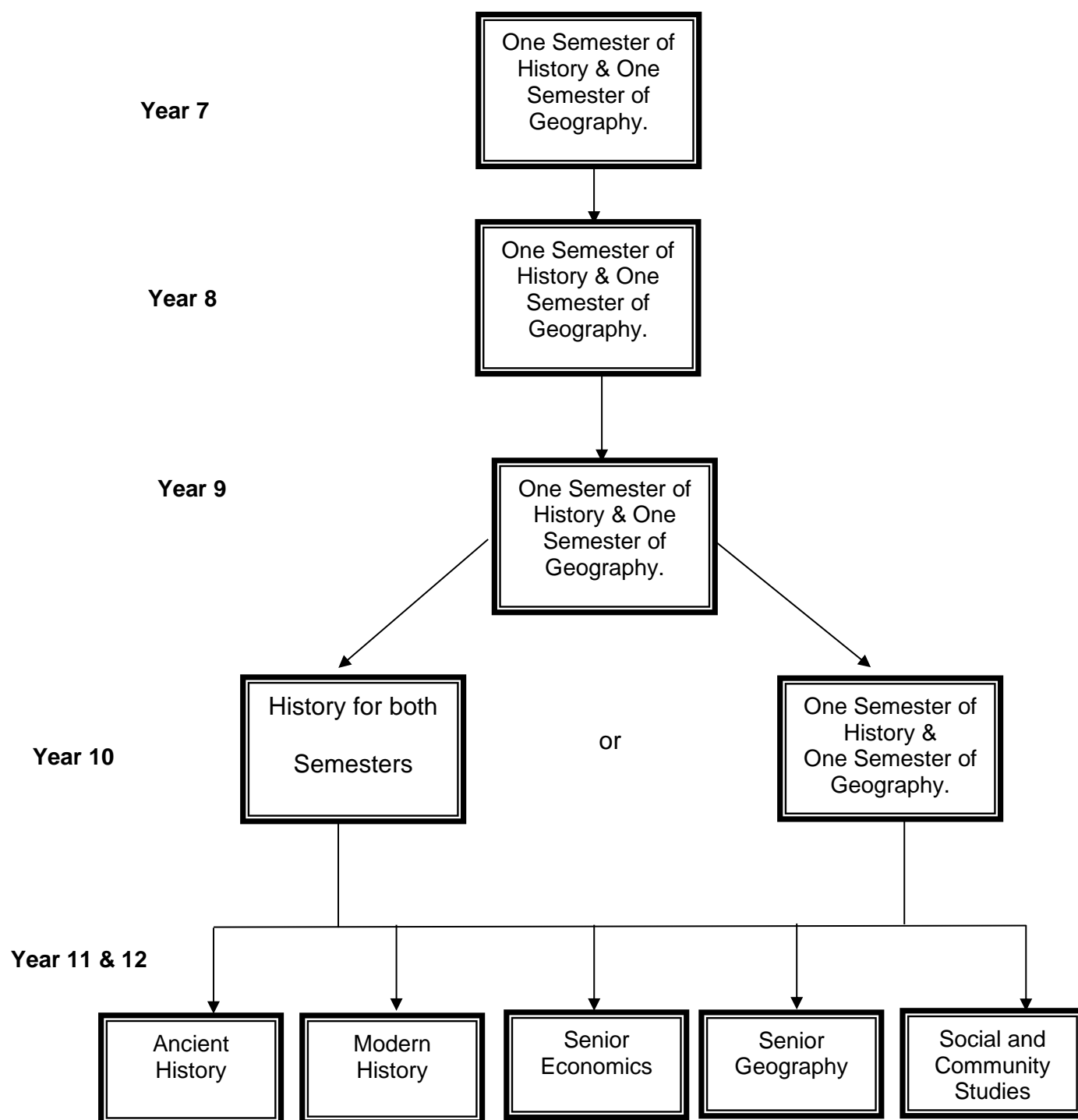
Homework Expectations

Students are expected to complete nightly homework that may be given by their teacher, finish work that was not completed at school, keep their History/Geography book up to date, work on assignments (if required) and spend some time in the day reading either newspapers or a book that relates to Social Science in some way.

Watching the news and good quality documentaries on television is a good way of students developing their general knowledge. This can be a significant advantage to students as they make their way through Social Science.



Social Science Pathway





HEALTH & PHYSICAL EDUCATION

Welcome to the Junior Secondary Health & Physical Education Program

At Aspley State High School, Health and Physical Education studies is highly valued and recognised in helping develop our students' physical, social and emotional well-being. For all students in our Junior Secondary years, HPE is a core subject exposing every student in Years 7 to 9, to the benefits of an engaging program encompassing both a theoretical and physically active program. In addition, students have the opportunity to be involved within our school's Football program, the **Aspley Eagles Football Academy**, providing quality curriculum differentiation catering for some of our talented young athletes.

Guided by the Australian Health and Physical Education National Curriculum Guidelines, our **junior secondary curriculum** incorporates the national HPE curriculum objectives with outstanding sports and recreation facilities to provide an outstanding platform for students to be immersed within a variety of relevant, interesting and challenging life topics within our Health and PE program. Continually aiming to add value to our students' education and keeping an eye on building skills required to be successful in the senior phase of learning, the Aspley SHS HPE Department sets a clear line of sight in preparing students for senior HPE pathways. Under the Art and Science of Teaching framework, clear learning intentions are established to develop a key knowledge base, both declarative and procedural, helping students practice and deepen their knowledge to become more independent learners and better athletes.

Running throughout the entire year, ASHS's Year 7 HPE program explores a number of life topics, sports and peer related activities to ensure quality student engagement in helping all students to reach their academic, physical, social and emotional potential.

For ASHS students in Years 8 and 9, throughout semester one all Year 8 students will study Core HPE, with all Year 9 students studying Core HPE during semester 2. At the conclusion of Year 9, students can select HPE in Year 10 as one of their elective subjects helping prepare themselves for senior studies.





Year 7 Health and Physical Education and Aspley Eagles Academy (Football)				
Year / Unit	Unit 1	Unit 2	Unit 3	Unit 4
7 HPE	Nutrition Swimming	Challenge	Relationships Indigenous Games	Anatomy Touch Football
7 Football	Nutrition Football	Challenge	Relationships Indigenous Games and Football	Anatomy Football

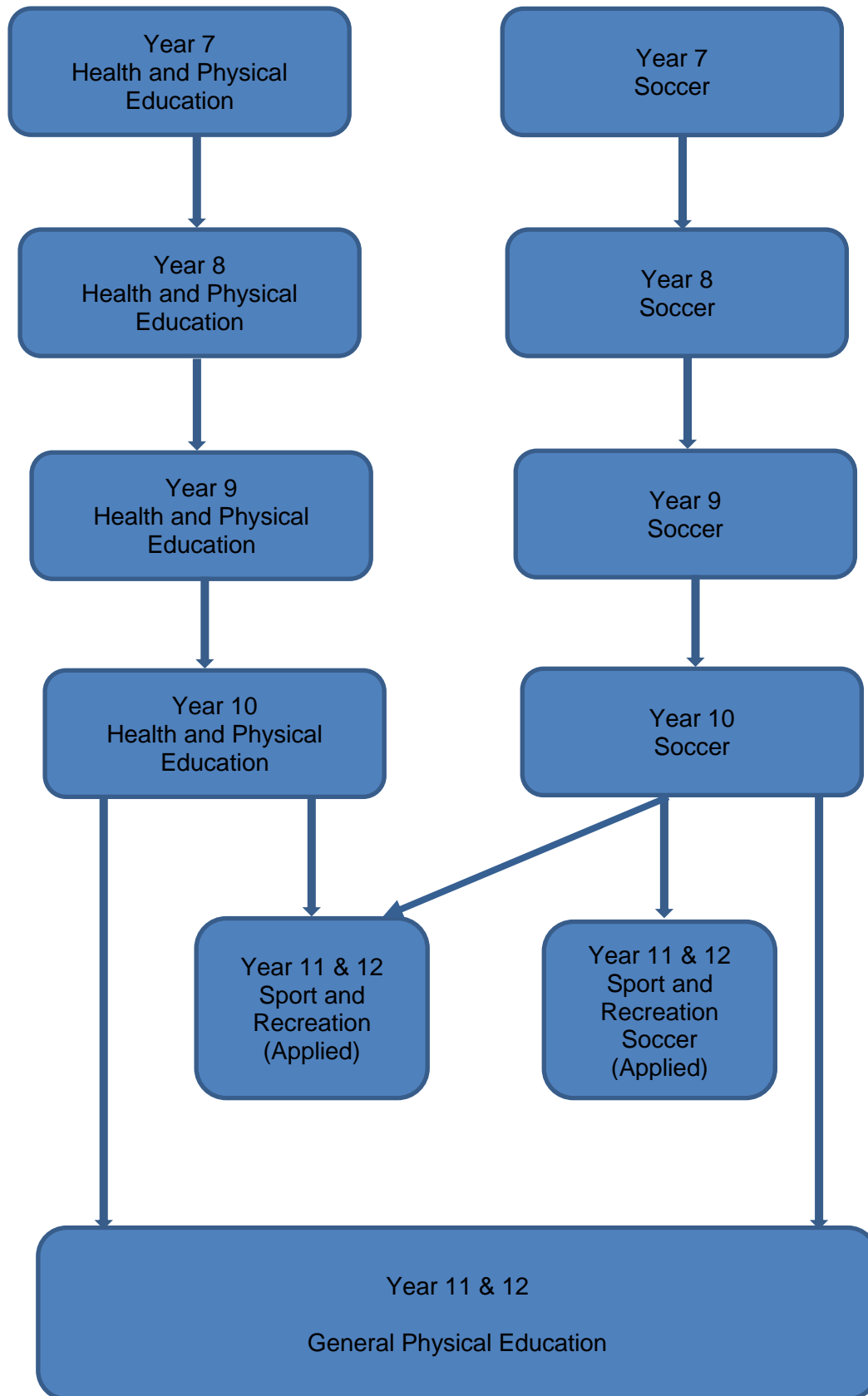
Health and Physical Education			
Year / Unit	Unit 1	Unit 2	Unit 3
8 HPE	Safety. Volleyball or Futsal	Skill Acquisition. Athletics	Relationships. Gaelic Football
9 HPE	Community Connections Basketball or Netball	Fitness	Substance Safety. Swimming

Aspley Eagles Academy (Football)					
Year / Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
8 Football	Safety. Football	Skill Acquisition. Football	Relationships. Football	World Game (History and Rules). Football	Psychology. Football
9 Football	Biomechanics. Football	Nutrition Football	Community Connection	Fitness	Substance Safety

Year 10 Health and Physical Education and Aspley Eagles Academy (Football)				
Year / Unit	Unit 1	Unit 2	Unit 3	Unit 4
10 HPE	Energy and Training. Touch Football	Coaching	Biomechanics Volleyball	Tournaments and Events
10 Football	Energy and Training. Football	Coaching Football	Biomechanics Football	Tournaments and Events Football

General Physical Education				
Year / Unit	Unit 1	Unit 2	Unit 3	Unit 4
11 PED	Motor Learning. Volleyball	Biomechanics	Psychology. Aerobics	Equity – Barriers and Enablers.
12 PED	Tactical Awareness. Volleyball or Touch Football	Ethics and Integrity.	Energy, Training and Physical Activity. Volleyball or Touch Football	Energy, Training and Physical Activity.

Sport and Recreation and Sport and Recreation Football				
Year / Unit	Unit 1	Unit 2	Unit 3	Unit 4
11 Sport and Recreation.	Coaching.	Strength and Conditioning.	Community Recreation.	Event Management.
12 Sport and Recreation	Strength and Conditioning.	Coaching.	Community Recreation.	Event Management.





The Arts

Drama, Dance, Music and Visual Art

Welcome to the Arts Faculty.

The Arts encompass those artistic pursuits that express and communicate - through dance, drama, media, music and visual art - what it is to be human.

Through these five distinct art forms, we develop, share and pass on understandings of ourselves, our histories, our cultures and our worlds to future generations.

The Arts provide students with the knowledge, skills and understandings to express ideas, observations, experiences, values and beliefs.

Students use their creativity, imagination and senses as they develop, extend and enhance their understanding of arts practice through active inquiry, engagement and reflection, both individually and collaboratively.





The Arts

Drama, Dance, Music and Visual Art

Year 7 – Semester One - *Belonging*

Studying the arts is enriching, rewarding and fun. Students gain an understanding of the importance of the arts in our society as both professional and recreational pursuits. Learning about the world through the arts develops empathy for others and an understanding of a rapidly changing world that continues to increase in cultural diversity and complexity. Through the arts, students gain skills to read messages from a variety of perspectives. They are encouraged to express themselves creatively, vocally and physically with confidence. Students achieve this through sharing ideas and working independently, collaboratively with their peers and teachers.



Course Outline (Topics):

Students learn about the creative process through exploring and working in the five art disciplines. They develop and use their creativity, imagination and senses to express ideas about social, cultural and historical contexts through developing Dance, Drama, Media, Music and Visual Art skills. Students create their own art works and present and respond to their own and others' work. They consider intended audiences and intended purposes when making creative decisions about their works.

Students study The Arts for three lessons per week over a semester. Students will gain the skills of performance, interpretation of text, sound and movement through practical workshop lessons in Percussion, Movement and Vocal activities. Students will gain the skills in producing and responding to meaning in media texts. Students will think critically in new and creative ways. The theme '**Belonging**' will be explored as a starting point. Students will be set a creating problem each week and will devise artistic solutions. These students will also have the opportunity to participate in the school's annual 'Connecting Cultures' Day held in May.

Students undertake an initial unit in Team Work, followed by building foundation skills in Music, Drama, Dance, Art and Media. The units are:

Team Work: Learning to be an effective team player

Drama: 'Finding Myself'

Music: 'Making Music'

Dance: 'I Can Dance'

Media: 'Introduction to Media'

Visual Art



Unit Assessment:

Students will complete three major pieces of assessment.

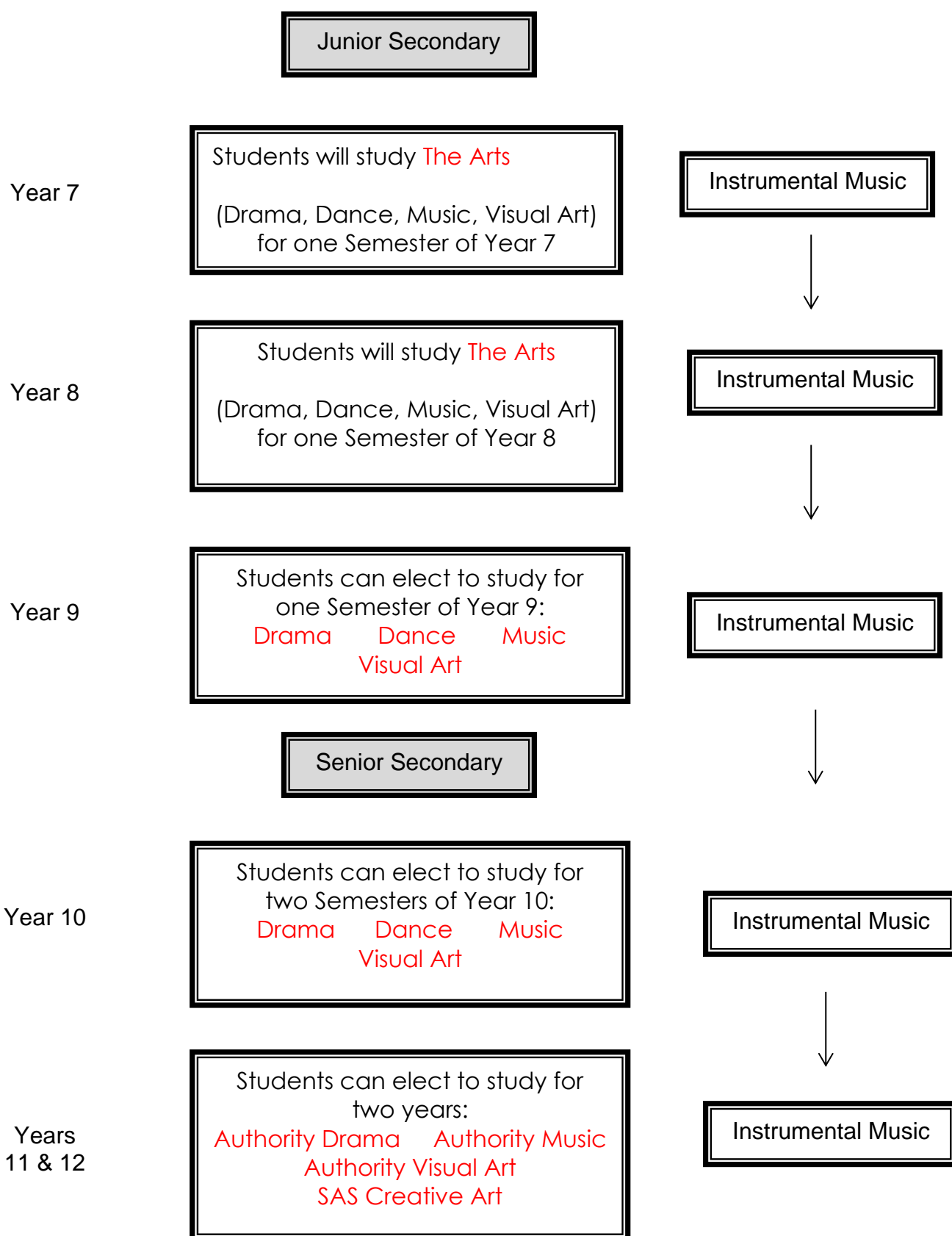
- A creating/making task
- A presenting/performing task
- An appreciation/responding task – research assignment.

Homework Expectations:

Students studying this subject, are expected to complete a range of homework activities. This can include completion of class tasks, regular revision and/or readings to ensure they keep up to date with their studies.



The Arts Pathways





Languages

Welcome to the Languages Faculty

In our Languages Faculty we study either German or Chinese. In Year 7 all students will study either German or Chinese for one lesson per week.

German or Chinese - Year 7

Overview of the Unit

Learning about another culture through language is a great way to improve literacy skills. These languages link with the English language. The learning activities in our Languages Other Than English (LOTE) program are practical ones that are very much spoken language based.

Unit Focus

- Interpreting a range of spoken and written texts
- Having conversations for different purposes, contexts and audiences
- Constructing simple, cohesive spoken and written words
- Noticing and comparing similarities and differences between the Chinese/German language and English
- Noticing and comparing students' own beliefs, attitudes and practices and those reflected in Chinese/German culture
- Reflecting on and evaluating the suitability of language choices for purpose, context and audience
- Reflecting on learning, applying new understandings and identifying future applications.

Assessment

Over the course of the semester, students will complete assessment items that will be of either a written or oral nature.

Homework Expectations

Students are expected to complete set tasks given by the teacher as well as revising and practicing new language features that have been learnt in the week.





Technology

Digital Technology - Year 7

Coding Sustainable Futures

Design and Technologies, a group of subjects in which students' use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. Students will study one term of Home Economics and one term of Digital Technologies.

Overview

In Year 7, learning in digital technologies focuses on further developing understanding and skills in computational thinking, such as decomposing problems and engaging students with a wider range of information systems as they broaden their experiences and involvement in the world in which they live. They will design increasingly complex algorithms that allow data to be manipulated automatically. Students will have the opportunity to express and explore sustainable futures through data collection, representation and interpretation. They will use design and project management processes to model solutions and events that solve problems faced by technology users in the digital age that are physically and legally responsible.



Course Outcomes

- Understand and investigate how data is transmitted in networks
- Understanding of binary numbers and how computers use them
- Investigate innovative solutions for the sustainable use of water using coding
- Work collaboratively and communicate ideas online, taking safety and online norms into account
- Evaluate how designed solutions meet needs and take into account future risks and sustainability



Assessment

Portfolio of Evidence – in-class and at-home time allocated

In-class exam

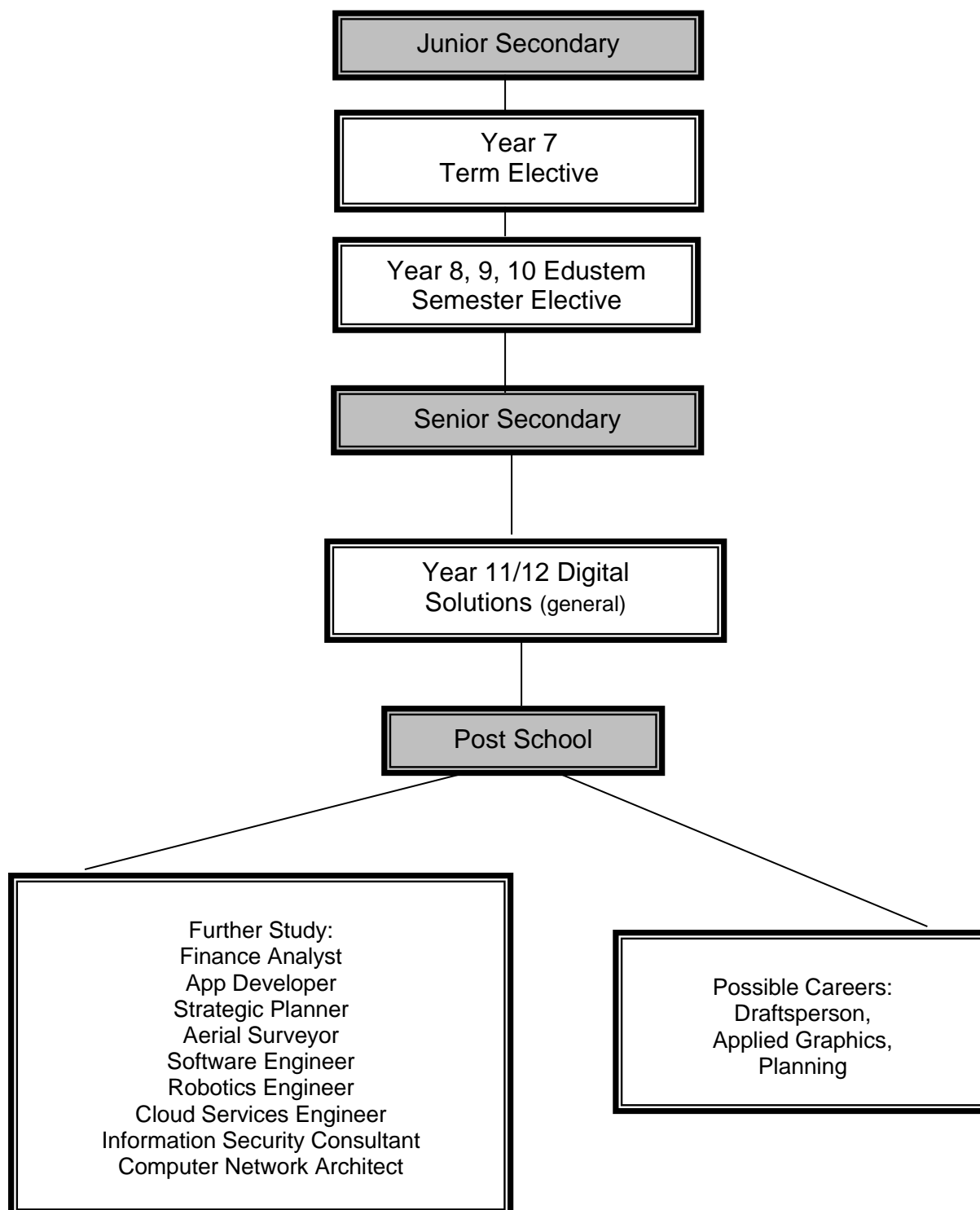
Homework

Students will be expected to engage in subject specific reading, programming and coding.





Practical Technology Pathway





Technology

Practical Technology - Year 7

Home Economics – *Grow, Cook and Share*

Practical Technology involves students studying one term of Home Economics.

Course Outline

Being able to live in our world without taking more of its resources than can be replaced is one of the major issues that society has to address. This unit will follow Jamie Oliver's fruit and vegetable adventure as we '**Grow, Cook and Share**' our food with family and class mates. Students will use a variety of fruits, vegetables and herbs to prepare simple, nutritious, tasty meals and snacks. They will also explore how to grow, tender and record a variety of plant foods.

This course examines:

- Implement the food models in food preparation
- Design, make and analyse healthy foods using fruits, vegetables and herbs to produce quality products
- Plant seeds to observe, measure, and compare growth across groups
- Gather, record, analyse and share data
- Understand the nature of materials and techniques to manipulate materials
- Propose and enact safe working behaviours.

Practical Cookery

Students will be expected to participate in practical cookery each week. One practical lesson will be designated as a practical exam.

Written Assignment

Duration 3 weeks. Topic - Vegetables
Time allocated in class: Approx 4 x 70 mins
Students to complete at home.

Written Exam

In class exam. Multiple Choice.

Homework

Students will have a weekly reading task and production sequence requirement.





Home Economics Pathway

