

# Dongara District High School



# Subject Information Handbook 2022

**Years 7 and 8**



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# INTRODUCTION

## ***Message from the Principal***

Dear Students

Welcome to the Dongara DHS Secondary School. At Dongara District High School we offer a comprehensive, challenging and stimulating learning program that is designed to generate your passion for learning and to instil the value of learning as a lifelong process.

Our aim is to challenge students by offering a range of learning experiences, by setting high standards and providing opportunities for students to be responsible and accountable for their learning. The Year 7 Curriculum enables students to experience a smooth transition from Primary to the Secondary School and beyond, whilst the Year 8 Curriculum builds on from Year 7, extending the students and preparing them for future years. The Secondary school currently has a focus on STEAM (Science, Technology, Engineering, Arts and Mathematics) which sees the students provided with cross curricula and academic extension opportunities.

Our curriculum lays solid foundations in the skills students will need in the future as well as the educational practices that have stood the test of time. This is supported with a wide range of extracurricular activities for students, which may include the Science and Engineering Challenge, Country Week and YOH Festival.

The transition for Year 6 students to the Secondary School will begin in Term 4 when Year 6 students will take classes delivered by the secondary teachers in the areas of Science, STEAM, Design and Technology and Pastoral Care.

Secondary school is an exciting time as you begin to develop your self-management and independent working skills. I am really looking forward to seeing you as a Secondary School student in 2022.

Kind regards

Janine Calver

Principal  
June 2021

*This publication is an information document for prospective students of Dongara District High School. Every effort has been made to ensure that the information in this document is correct at the date of printing – June 2021.*

*Subjects offered at Dongara District High School in 2022 will be subject to final staffing allocation.*

## Curriculum Overview in Years 7, 8, 9 and 10

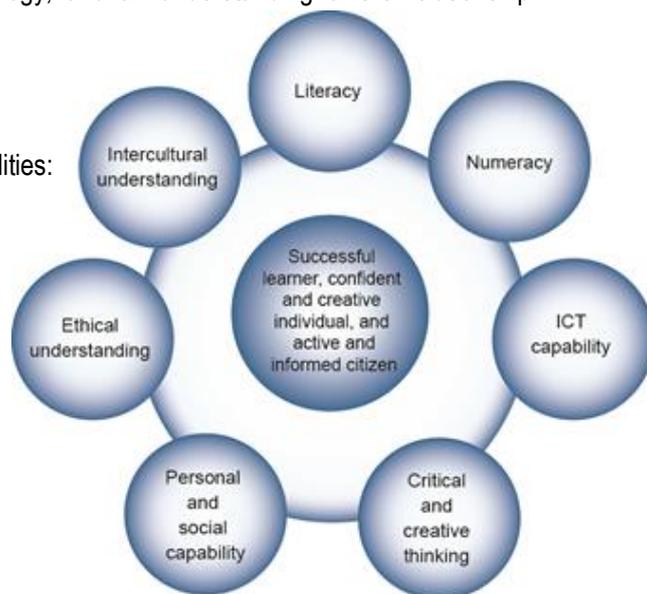
In 2022, Students' induction to specific areas of learning builds on their earlier work in investigating patterns, processes and phenomena, and exploring forms of representation and technology. They understand that particular ways of working and thinking have developed over time for particular reasons but may still be subject to debate, revision and change.

Students are increasingly encouraged to see the links between areas of learning and the interconnectedness of various fields of human endeavour. Activities or programs of study that allow them to develop understandings in a number of learning areas at the same time should continue to be provided.

Teaching programs should help students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live. They should, for example, lead to an increased understanding of the complexity of the natural environment, society and technology; an awareness of the potential and problems of increased knowledge and technology; and an understanding of the relationship between knowledge, technology and values.

The *West Australian Curriculum* includes seven general capabilities:

1. [Literacy](#)
2. [Numeracy](#)
3. [Information and communication technology \(ICT\)](#)
4. [Critical and creative thinking](#)
5. [Personal and social capability](#)
6. [Ethical behaviour](#)
7. [Intercultural understanding](#)



The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

### ***K-10 Curriculum Learning Areas***

1. The Arts
2. English
3. Health and Physical Education
4. Languages (*DDHS: Indonesian - Year 7/8 elective option only*)
5. Mathematics
6. Science
7. Humanities and Social Sciences (HASS)
8. Technologies

### ***Reporting to Parents /Carers***

Dongara DHS teachers use many formal and informal methods to report student progress and achievement during the school year. Twice a year, each student will receive a Student Progress Report which will document student progress and achievement reported as A, B, C, D or E.

In addition to the Progress reports, Year 9 students will receive a copy of their NAPLAN.

### ***Where can you find further information?***

The following websites are a good source of information on lower school curriculum in WA schools:

1. <http://www.education.wa.edu.au>
2. <http://www.scsa.wa.edu.au>
3. <http://www.australiancurriculum.edu.au>

## Organisation of the Curriculum

### *What happens at Dongara DHS?*

Each year, students study subjects from seven of the eight Learning Areas; Language – Bahasa Indonesian is available as an Elective in Years 7 and 8.

The amount of time a student spends studying each subject depends upon the requirements of the particular program of study.

Year 7	Year 8
<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities and Social Sciences</li> <li>• Health and Physical Education/Personal Development</li> <li>• Technologies:               <ul style="list-style-type: none"> <li>○ STEM</li> <li>○ Design and Technology</li> <li>○ Home Economics</li> <li>○ Information Technology</li> </ul> </li> <li>• The Arts - Visual Arts &amp; Performing Arts (Dance &amp; Drama)</li> <li>• Languages-Indonesian</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities and Social Sciences</li> <li>• Health and Physical Education/Personal Development</li> <li>• Technologies:               <ul style="list-style-type: none"> <li>○ STEM</li> <li>○ Design and Technology</li> <li>○ Home Economics</li> <li>○ Information Technology</li> </ul> </li> <li>• The Arts - Visual Arts &amp; Performing Arts (Dance &amp; Drama)</li> </ul>
<p>Students will choose one elective subject from Robotics, Horticulture and Specialised Basketball as a semester-long option.</p>	<p>Students will choose one elective subject from Robotics, Horticulture and Specialised Basketball as a semester-long option.</p>

# LEARNING AREAS

## English

**“Students who read widely experience the most success in English.”**

In 2022 students will continue to develop their skills and understanding based on *The Australian Curriculum*. Within the course for each year level, there is a clear development from simple to complex. The course will provide a balance within each strand of *Language, Literature and Literacy*.

Each strand has organisers as outlined below:

LANGUAGE	LITERATURE	LITERACY
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Expressing and developing ideas	Examining Literature	Interpreting, analysing and evaluating
Text structure and organisation	Creating Literature	Creating texts
Sound and letter knowledge		

The word ‘text’ indicates

- Printed
- Visual
- Digital and
- Multimodal materials.

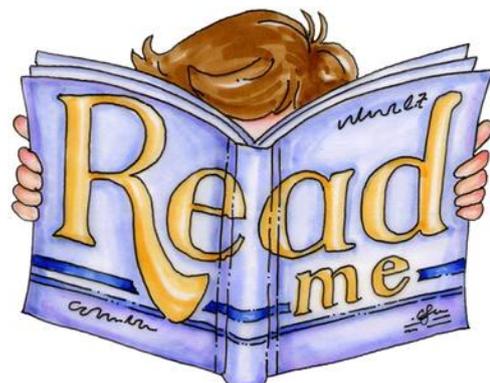
They engage with a variety of texts that encourage the students to be independent learners with a sound knowledge of standard Australian English.

Regular assignments and homework will be set, and parents are asked to monitor their son’s/daughter’s progress with this.

### Year 7

Different topics will be used to develop student enjoyment of English and to facilitate student learning. These may include:

- **Autobiography**
- **Novel Study**
- **Narrative and Persuasive Writing**
- **NAPLAN**
- **Film Study**
- **Letter Writing Conventions (eg Pen Pals)**
- **Poetry**
- **Comprehension**
- **Oral Presentations**



### Year 8

Different topics will be used to develop student enjoyment of English and to facilitate student learning. These may include:

- **Autobiography/Biography**
- **Novel Study**
- **Short Stories**
- **Film Study**
- **Letter Writing Conventions**
- **Oral Presentations**
- **Comprehension**

## Mathematics

**Learning Mathematics creates opportunities and enriches the lives of all Australians.**

The West Australian Curriculum Mathematics:

- Provides students with essential mathematical skills and knowledge.
- Develops the numeracy capabilities that all students need in their personal, work and civic life.
- Is organised around the interaction of three content strands and four proficiency strands.
- Has been adopted to ensure students' proficiency in mathematical skills developed throughout the curriculum becoming increasingly sophisticated over the years of schooling.

The **content strands** in Year 7 & 8 Mathematics describe what is to be learnt and taught. The content strands include: **Number and Algebra, Measurement and Geometry & Statistics and Probability.**

Number and Algebra	Measurement and Geometry	Statistics and Probability
<ul style="list-style-type: none"><li>• Number and place value</li><li>• Real numbers</li><li>• Money and financial mathematics</li><li>• Patterns and</li><li>• Linear and non-linear relationships</li></ul>	<ul style="list-style-type: none"><li>• Using units of measurement</li><li>• Shape (7)</li><li>• Geometric reasoning</li><li>• Location and transformation (7)</li></ul>	<ul style="list-style-type: none"><li>• Chance</li><li>• Data representation and interpretation</li></ul>

### YEAR 7

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

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

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

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

### YEAR 8

**Understanding** includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations and their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area.

**Fluency** includes calculating accurately with simple decimals, indices and integers, recognising the equivalence of common decimals and fractions, including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and their volumes and three dimensional objects.

**Problem Solving** includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes, and using two-way tables and Venn diagrams to calculate probabilities.

**Reasoning** includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

## Humanities and Social Sciences (HASS)

The Humanities and Social Sciences learning area comprises four subjects.

- Civics and Citizenship
- Economics and Business
- History &
- Geography

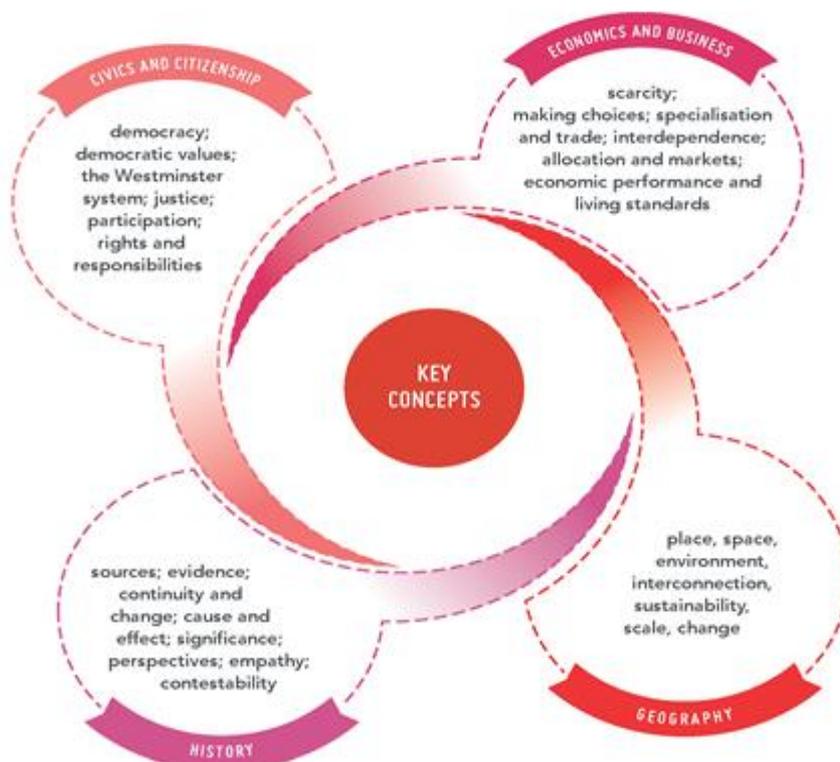
Each subject is organised into two interrelated strands: Knowledge and Understandings and Humanities and Social Sciences skills.

Year 7	Year 8
Civics and Citizenship <ul style="list-style-type: none"> <li>➤ Designing our Political and Legal System</li> </ul> Economics and Business <ul style="list-style-type: none"> <li>➤ Producing and Consuming</li> </ul> Geography <ul style="list-style-type: none"> <li>➤ Water in the World</li> <li>➤ Place and Liveability</li> </ul> History <ul style="list-style-type: none"> <li>➤ The Ancient World</li> </ul>	Civics and Citizenship <ul style="list-style-type: none"> <li>➤ Democracy and Law in Action</li> </ul> Economics and Business <ul style="list-style-type: none"> <li>➤ Participation and influence in the market place</li> </ul> Geography <ul style="list-style-type: none"> <li>➤ Landforms and Landscapes</li> <li>➤ Changing Nations</li> </ul> History <ul style="list-style-type: none"> <li>➤ The Ancient to the Modern World</li> </ul>

**KEY CONCEPTS**

## HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences knowledge and understanding identifies key concepts that are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective. The concepts from Civics and Citizenship, Economics and Business, Geography, and History are introduced across the appropriate phases of schooling and continue to build through to Year 10 to develop students' understanding of the Humanities and Social Sciences.



## Science

The study of science ranges from the smallest of things such as atoms to the entire universe. Students learn the importance of science in our daily lives as well as learning about the world around them.

### Areas covered in Year 7 include:

#### **Science Inquiry Skills –**

- Basics of doing experiments such as taking measurements, experimental error and safety, as well as how to perform investigations properly and fairly.

#### **Science as a Human Endeavour –**

- Knowledge changes as new evidence and technologies become available.
- Scientists collaborate to make important discoveries.
- Science is used in daily life and influences how we perform activities such as in agriculture, industry and interactions with the environment.

#### **Earth and Space Science –**

- Interactions between the earth, sun and moon, renewable and non-renewable resources and the importance of water and the water cycle.

#### **Physical Science –**

- The interaction of forces, such as gravity and how forces change the motion of objects.

#### **Chemical Science –**

- Mixtures and how to separate them.

#### **Biological Science –**

- The diversity of life on Earth, the role of classification, food webs and food chains and human impacts on environments.

### Areas covered in Year 8 include:

#### **Science Inquiry Skills –**

- Basics of doing experiments such as taking measurements, experimental error and safety as well as how to perform investigations properly and fairly.

#### **Science as a Human Endeavour –**

- Our knowledge changes as new evidence and technologies become available. Scientists collaborate to make important discoveries. Science is used in daily life and influences how we perform activities such as in agriculture, industry and interactions with the environment.

#### **Earth and Space Science –**

- Different types of rocks contain minerals and are formed by processes that occur on the Earth over time.

#### **Physical Science –**

- There are different types of energy and they cause changes within systems.

#### **Chemical Science –**

- Solids, liquids and gases at the particle level, the difference between compounds, elements and mixtures and physical and chemical changes.

#### **Biological Science –**

- The structure and function of cells and the structure and function of some body systems, such as the digestive system and circulatory systems.



## Health and Physical Education including Personal Development

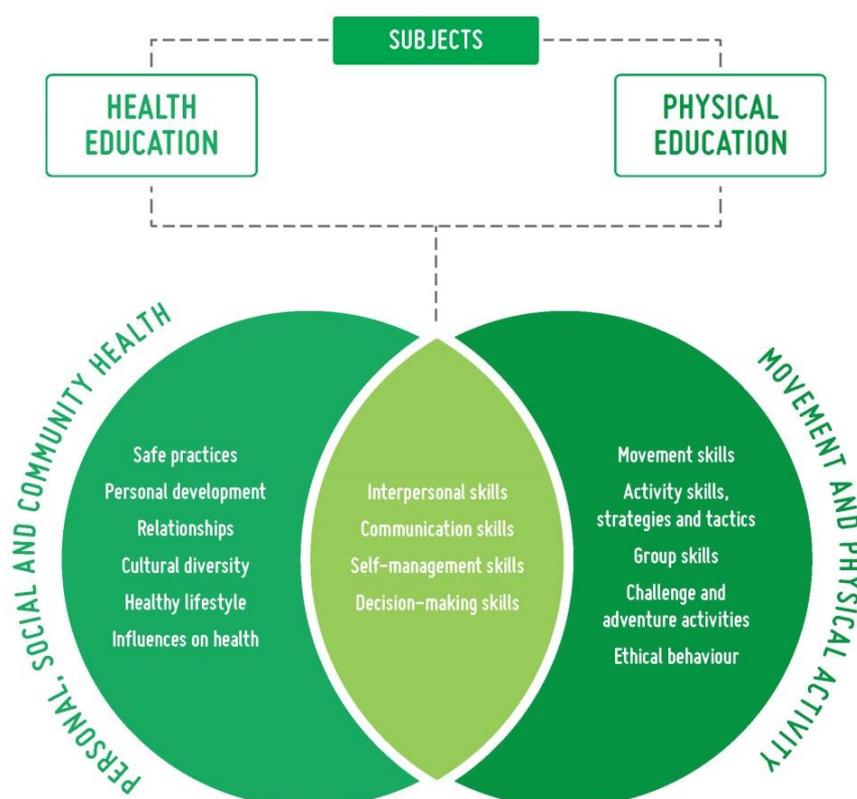
The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in the classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and well-being. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Strand	Personal, Social & Community Health	Movement & Physical Activity
Sub Strands	<ul style="list-style-type: none"> <li>• <i>Being healthy, safe and active</i></li> <li>• <i>Communicating and interacting for health and wellbeing</i></li> <li>• <i>Contributing to healthy and active communities</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Moving our body</i></li> <li>• <i>Understanding movement</i></li> <li>• <i>Learning through movement</i></li> </ul>
Focus Areas & Content	Health	Physical Education

### How are students assessed?

Students will be awarded an interim grade mid-year and a final grade at the end of the year. An A-E grade for Health and an A-E grade for Physical Education will be awarded in each semester based on assessments linked directly to the components of the WA Curriculum.

Please note, the course assessments are summative and as such the mid-year results/grades are ONLY indicative of their progress to that time and may or may not be a true reflection of their ability.



## **Year 7 & 8 Course Description**

The contexts or focus areas that provide the breadth of learning to capture the intent of the Western Australian Curriculum are subject to change at the discretion of the WSHS HPE Department.

This is an important aspect of a student's wellbeing. The activities offered in this program are designed to increase each student's perceptual motor ability, physical health and social wellbeing.

The focus areas to be addressed in Year 7 and 8 include, but are not limited to:

### **Health**

- **All about Me**
- **Resilience**
- **Relationships & Communication**
- **Body Systems**
- **Alcohol and other drugs**
- **Food and Nutrition**
- **Mental Health and Wellbeing**
- **Sexuality**

### **Physical Educational Education**

- **Outdoor Education**
- **Swimming & Beach Carnival Preparation**
- **Games and Sports**
- **Athletics**
- **Basketball, Football, Netball, Soccer.**
- **Lifelong Physical Activities**
- **Rhythmic and Expressive Movement activities**

**Parents, please note that pictorial, video and other media forms illustrating contemporary, real world scenarios may be used in the delivery of this curriculum, especially in Health.**

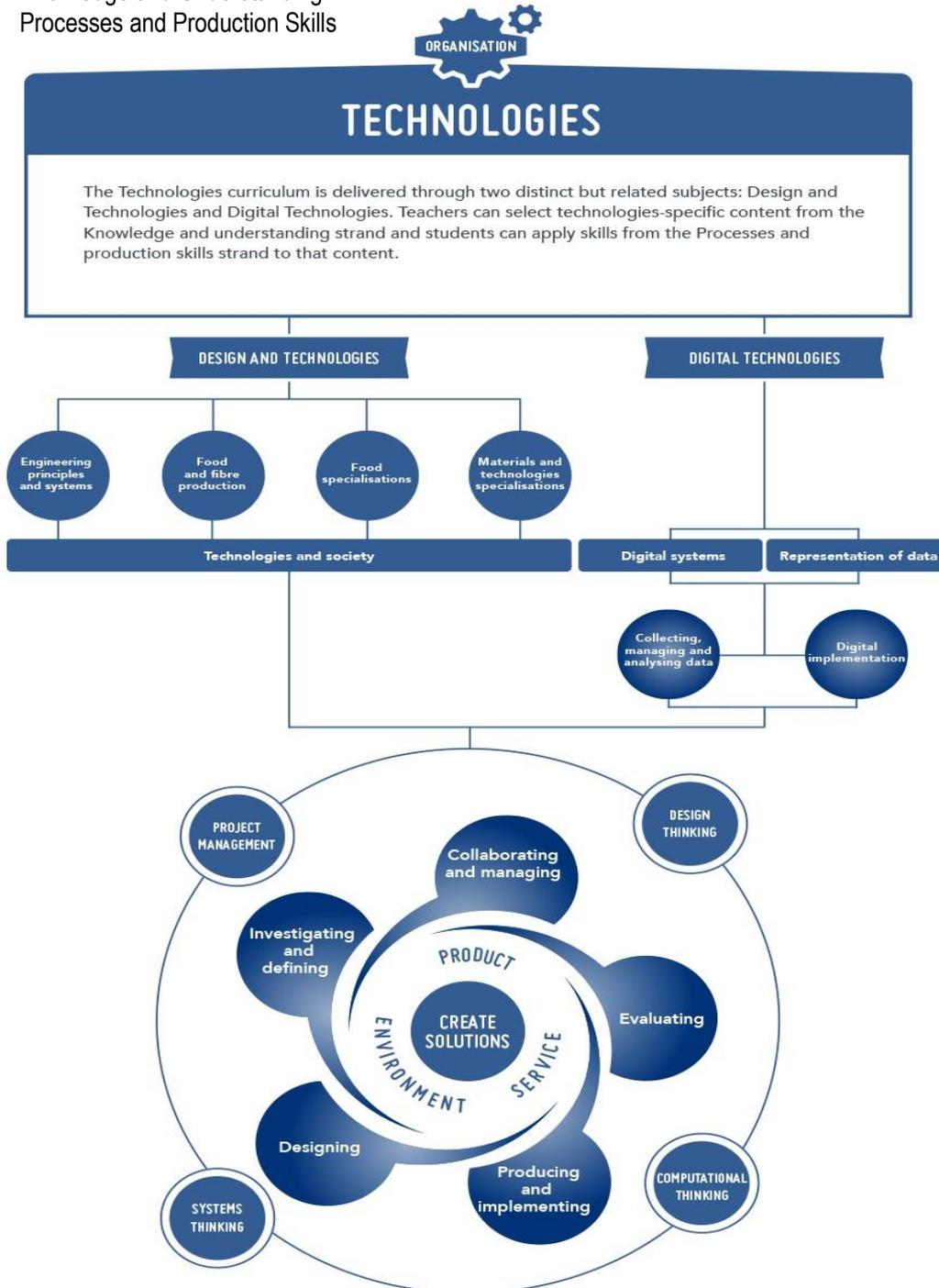
## Technologies

The Western Australian Curriculum: Technologies comprises two subjects:

- Design and Technologies.
- Digital Technologies

Knowledge, understanding and skills in each subject are presented through two related strands:

- Knowledge and Understanding
- Processes and Production Skills



Teachers select technologies-specific content from the Knowledge and Understanding strand and students apply skills from the Processes and Production Skills strand to that content.

The common strand structure provides an opportunity to highlight similarities across the two subjects.

## Design and Technology

Students will investigate, design, produce and evaluate projects in a number of different mediums in the materials and technology specialisations strand. Students will develop workshop techniques and processes through the creation of a variety of projects with a focus on safe working practices.

### Semester 1

- **Wood Technology** - measuring and marking skills, introductory joinery, cutting and shaping by hand and machines, laminating, sanding, applying finishes and Pyrography.
- **3d Printing** - use of 3d modelling software to create 3d printed projects.

### Semester 2

- **Metals Technology** - sheet metal bending, jewellery making, metal bending, metal scrolling and an introduction to welding.
- **Plastics** - vacuum forming, bending and shaping acrylics.
- **Graphic Communication** - free hand and ruled drawing skills, isometric drawing, rendering and working drawings.

## Home Economics

The Home Economics module has two subjects:

**Semester 1** - The focus will be on Food Technology (cooking).

- Food Specialisations

**Semester 2** - The focus will be on Textiles

- Crafts
- Sewing Skills
- Dye techniques

## STEM- Engineering (Semester 2)

Become involved in a hands-on, practical subject which focuses on the development of solutions to Science, Technology, Engineering and Mathematics problems. Students will have the opportunity to build a wide variety of projects that may include; electronic circuit boards, electric and solar power vehicles, hovercrafts and automatic bubble blowers.

## Digital Technologies

In Digital Technologies students are provided with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies is a subject that has a specific curriculum and includes the practical application of the ICT general capability.

Digital systems are everywhere, mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. Technologies are an essential problem-solving toolset in our knowledge-based society.

Year 7	Year 8
<ul style="list-style-type: none"><li>• Different types of networks, including wired, wireless and mobile networks.</li><li>• Hardware components of a network Digital system represent text, image and audio data.</li><li>• Explore how to acquire data from a range of digital sources.</li><li>• Create information using relevant software, and create data to model objects and/or events.</li><li>• Design the user experience of a digital system.</li><li>• Create and communicate information collaboratively online, taking into account social contexts.</li></ul>	<ul style="list-style-type: none"><li>• Methods of data transmission and security in wired, wireless and mobile networks.</li><li>• Specifications of hardware components and their impact on network activities.</li><li>• Binary is used to represent data in digital systems.</li><li>• Evaluate and visualise data, using a range of software, to create information, and use structured data to model objects or events.</li><li>• Design the user experience of a digital system.</li><li>• Implement and modify solutions that include user interfaces within a programming environment.</li></ul>

These tasks include:

- Use of common workplace programs such as Microsoft Word, Excel, Powerpoint and Publisher.
- Learning the correct protocols for creating and delivering a digital presentation.
- Students begin learning about computer coding in relation to game design and computer function.
- Students look at protocols for saving work, folder creation, security and the impact of cyber-bullying.

## The Arts

The Arts curriculum is written on the basis that all students will study at least two Art subjects in Years 7 and 8. It is a requirement that students study a performance subject and a visual subject. The Arts comprise of 5 subjects; Visual Arts, Media Arts, Dance, Drama and Music. Students in Year 7 and 8 will complete one semester of Visual Arts and one semester of Performing Arts.

### Visual Arts (Semester 1&2)

The Visual Arts can entertain, communicate and inspire us to think about the world we live in and our place in it. The Visual Arts offers students the opportunity to develop skills in drawing, painting, printmaking, sculpture, textiles and ceramics.

In Year 7 and 8 the students experience a hands-on learning environment with an emphasis on developing basic skills and creative thinking. Students are introduced to the Elements and Principles of Art. Past tasks have included recycled sculptures, ceramic tower lanterns, paintings influenced by our community, Mexican 'Day of the Dead' inspired drawings, ceramic crazy pots, Pop Art self-portraits, doughnut sculptures and lino prints.

Making	Responding
<p><b>Inquiry</b></p> <ul style="list-style-type: none"><li>• Ideas and design development for art-making (e.g. brainstorm, mind map, annotation/sketches, media testing)</li><li>• Application of techniques and processes suited to 2D and/or 3D artworks (e.g. lino print, pottery, observational drawing)</li><li>• Art-making intentions identified through annotations or conversations (e.g. keeping a written or digital journal, or portfolio or question/answer; one-to-one, or group debriefs; discussing responses to artworks)</li></ul> <p><b>Art Practice</b></p> <ul style="list-style-type: none"><li>• Ways to improve art practice</li><li>• Safe work practices</li><li>• Processes to develop and produce artworks</li></ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"><li>• Display options of finished artworks</li></ul>	<p><b>Analysis</b></p> <ul style="list-style-type: none"><li>• Use of visual art elements (line, tone/value, colour, shape, texture, form and space/scale); principles of design (movement, balance, rhythm, harmony, pattern, contrast, unity, repetition); and visual conventions to respond to artworks (e.g. dot point form, discussion or written format)</li></ul> <p><b>Social, Cultural and Historical Contexts</b></p> <ul style="list-style-type: none"><li>• Key features identified in artworks belonging to a given artist, movement, time or place</li></ul> <p><b>Interpretation/Response</b></p> <ul style="list-style-type: none"><li>• Personal opinions about their artworks and the work of other's, supported by examples within artworks</li></ul>

### Performing Arts (Semester 1)

This is a subject where students will have the chance to explore on and off stage performance in dance or drama. The Arts are central to the lives of young people. It brings them together in a natural form of expression, it is universal in its communication and provides a means of expressing ideas and emotions through using sound, images, words and movement in a way that enhances and entertains our society. Students will have opportunities to develop one of the following subjects in Performing Arts:

**Dance Production:** Students will explore the notion of Dance through a variety of choreographic processes. They will have the opportunity to explore the 'behind the scenes production techniques' including costumes, sets/props, lighting and makeup. Students will develop their technical Dance skills and use improvisation to build on their movement vocabulary. They will choreograph dances using different genres including Jazz, Modern, Contemporary and Ballet. The students are given the opportunity to present dance to an audience, further developing their performance skills.

**Drama:** Students may participate in Drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. Students will build confidence and a sense of identity and belonging, invaluable skills to begin their high school journey. They will interpret imagination through role-play and exploration of ideas. Drama will be based on both extended improvisations, and published script excerpts, using selected drama forms and styles. Students are given the opportunity to present drama to an audience, further developing their performance skills.

## Languages- Indonesian (Semester 1)

The Languages curriculum for Western Australia has been written on the basis that schools provide a languages program, in at least one language subject, from Pre-primary to Year 10. As a minimum, all students will study a Language subject from Year 3 to Year 8. In Year 9 and Year 10 the study of Languages is optional.

In the Western Australian Curriculum and Assessment Outline, the languages subjects will be implemented according to the schedule below.

Year	P	1	2	3	4	5	6	7	8	9	10
Pre-primary to Year 10 sequence				2018	2019	2020	2021	2022	2023		
Year 7 to Year 10 sequence								2022	2023		

Key: Non compulsory Not applicable

Collaborative Curriculum and Assessment Framework for Languages – Curriculum and assessment review 2021-2022

### Indonesian

The Indonesian: Second Language subject enables all students to communicate proficiently by providing students with essential communication skills in Indonesian, an intercultural capability, and an understanding of the role of language and culture in communication.

The design of the Western Australian Curriculum: Languages takes into account different entry points into language learning in Year 7 to reflect current practice in Languages. For Indonesian: Second Language, there are two learning sequences to accommodate these practices: a Pre-primary – Year 10 sequence and a Year 7 – Year 10 sequence.

Year 7 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture. The learning schedule implemented by the Curriculum Authority is as follow.

Communicating	Understanding
<ul style="list-style-type: none"> <li>Initiate and participate in spoken and written interactions with peers and known adults.</li> <li>Use language skills to engage in tasks and activities.</li> <li>Access and summarise key information and supporting details from texts.</li> <li>Organise and present information and ideas on texts.</li> <li>Respond to a range of imaginative texts.</li> <li>Create and present simple, individual and shared imaginative texts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the system of Indonesian language.</li> <li>Extend their knowledge of context-related vocabulary and additional element of grammar.</li> <li>Continue to build metalanguage to describe grammatical concept and to organize learning resources.</li> <li>make comparisons between their own language(s) and Indonesian and reflect on the experience of moving between languages and cultural systems.</li> </ul>

## ELECTIVE SUBJECTS

### Year 7 & 8 Electives

#### **From Patch to Plate (Horticulture)**

Students will be responsible for their own area in the school's new horticulture garden. They will learn how to prepare and cook with the produce they grow. They will also learn marketing, labelling and packaging skills to sell their produce locally. Most profits will go back into the garden and some will be spent on an activity at the end of the Semester. The course will include competitions for such things as garden design, best produce, best recipe and best marketable product.

#### **Specialised Basketball Program**

The program will provide students with an opportunity to develop their skills, knowledge and general understandings of basketball to their optimal potential and help to develop personal skills, including self-esteem, goal-setting, sportsmanship, team work/group interaction, individual responsibility and confidence.

#### **Robotics**

The Robotics course will introduce students to coding using state of the art robots, "Lego Mindstorms". At first, students build their robots from a set of instructions. Students then program their robots using the Lego Mindstorm software. They will be given challenges that will need to be solved using programmable robots, such as following a line or searching for objects. By adding components such as light and sound sensors, students will be able to program their robots to respond to different stimuli. Students may have the opportunity to compete in the Robo Cup competition held in Perth (Semester 1) at Edith Cowan University or the First Lego League competition held at Curtin University (Semester 2).

# DONGARA DISTRICT HIGH SCHOOL

## Year 7 & 8 Subject Selection Form 2022



NAME: \_\_\_\_\_

### *Instructions:*

Please complete this form following discussions with relevant teachers, parents/guardians and with reference to the Dongara District High School 2022 Subject Information Handbook.

*Completed forms to be returned to the Office  
prior to Friday, 30<sup>th</sup> July, 2021.*

### Year 7 & 8 Compulsory Subjects

- English
- Mathematics
- HASS
- Science
- Health and Physical Education/ Personal Development
- Technologies
  - Design and Technology
  - Home Economics
  - Digital Technologies
  - STEM-Engineering
- The Arts
  - Performing Arts- Dance & Drama
  - Visual Arts
- Languages
  - Indonesian

Year 7 & 8 Performing Arts Options	Indicate 1, 2
• Dance & Production	
• Drama	

### *Elective Subjects*

Please indicate elective subject preference by numbering all options (1-3) in your order of preference with 1 being the option you would most like to do.

Year 7 & 8 Elective Subjects	Indicate 1, 2, 3
• From Patch to Plate	
• Specialised Basketball	
• Robotics	

*Parents will receive an itemised schedule of the 2022 Voluntary Contributions and Charges in November 2021.*

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_

Received: \_\_\_\_\_

Office use return number: \_\_\_\_\_