



DAKABIN
STATE HIGH SCHOOL

The future lies within

Year 7 Curriculum Handbook

Commencing 2027



LEARNING | DISCIPLINE | COMMUNITY





DAKABIN
STATE HIGH SCHOOL
The future lies within

At Dakabin State High School, our vision is to be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century.

Our Values – Junior Secondary

Our school offers a variety of learning opportunities to ensure that all students can excel. We have a strong academic and artistic focus, as well as an excellent reputation in our extra-curricular and sporting activities. In fact, our spacious land and Agricultural Farm are unique features of our school.

Our school has developed strategies that build on the core philosophy of **Learning, Discipline and Community** which provides each student the opportunities for success within Dakabin State High School through a variety of pathways.

Our Staff Community

We are an understanding and highly experienced organisation. We are committed to providing all students with quality learning experiences and opportunities.

Our teachers build strong relationships with students and families that foster success, improve performance and enhance wellbeing.

Our wide range of programs offer every student with experiences in academic and extra-curricular activities within the school and wider community. In collaboration with our staff, a dedicated Parents and Citizens Association encourages and supports students and families to reinforce a sense of community at Dakabin State High School.



DAKABIN
STATE HIGH SCHOOL
The future lies within

The Mission, Vision and Values of Dakabin State High School underpin all that happens across the school, including Junior Secondary.

At Dakabin SHS **Our Mission** is to:

- Provide a quality education to all students and be inclusive and supportive of diversity
- Promote an understanding within the school community that education is the key to success in a student's chosen pathway after school
- Utilise current research-based pedagogy to provide quality educational practices for all students in a supportive environment to improve learning outcomes

At Dakabin SHS **Our Vision** is:

- To be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens in the 21st century

At Dakabin SHS **Our Values** are:

- **Learning**
I am responsible and accountable for my learning
- **Discipline**
I am positive in my attitude and approach toward learning
- **Community**
I communicate and collaborate respectfully with others to enhance my learning



DAKABIN
STATE HIGH SCHOOL
The future lies within

Our Mission, Vision and Values are reflected in the Junior Secondary context at Dakabin State High School.

For all subjects, students move to specialist classrooms for their subjects. We maintain high expectations with respect towards students and staff, how students apply themselves to their learning, abiding by school rules, uniform and academic achievement. Teachers are able to collaboratively plan to best meet the needs of their students, ensuring learning opportunities are maximised. There is a common approach between teachers, providing clear, consistent routines for the students and the opportunity to work on the development of persistence, resilience and general social skills, all while meeting the needs of the learners.

Our staff have a clear understanding of the needs of the adolescent learner. This is reflected in the pedagogy they use within their classes, aiming to engage the students by making learning relevant, interactive and collaborative. Teachers set high expectations for their students and opportunities are provided to celebrate success.



Year 7 Curriculum Overview

Mainstream Timetable

Year 7	
Semester 1	Semester 2
English	
Mathematics	
Science	
Humanities	
Pathways	
Health and Physical Education or Subject Tasters	Health and Physical Education or Subject Tasters
Digital Technologies or Subject Tasters	Digital Technologies or Subject Tasters



Year 7

Dakabin State High School's Year 7 curriculum represents a sequence of carefully planned and balanced learning experiences designed to meet the current and future needs of our students. Our curriculum is focused around a student's active investigation of our world. Through investigation, students will interpret, interact and influence the world they live in. At the core of our curriculum is the focus on literacy, numeracy and ICTs, with an alignment to the Australian Curriculum.

Year 7	Semester 1	Semester 2
Core Subjects	English	English
	Mathematics	Mathematics
	Science	Science
	Humanities	Humanities
	Pathways	Pathways
Alternate Semesters	Health and Physical Education or Subject Tasters	Health and Physical Education or Subject Tasters
	Digital Technologies or Subject Tasters	Digital Technologies or Subject Tasters

Subject Tasters	Technology	Agricultural Science	
		Home Economics	Industrial Technology and Design
	The Arts	Dance	Drama
		Music	Media Arts



Year 7 Curriculum Overview

English

Subject Information

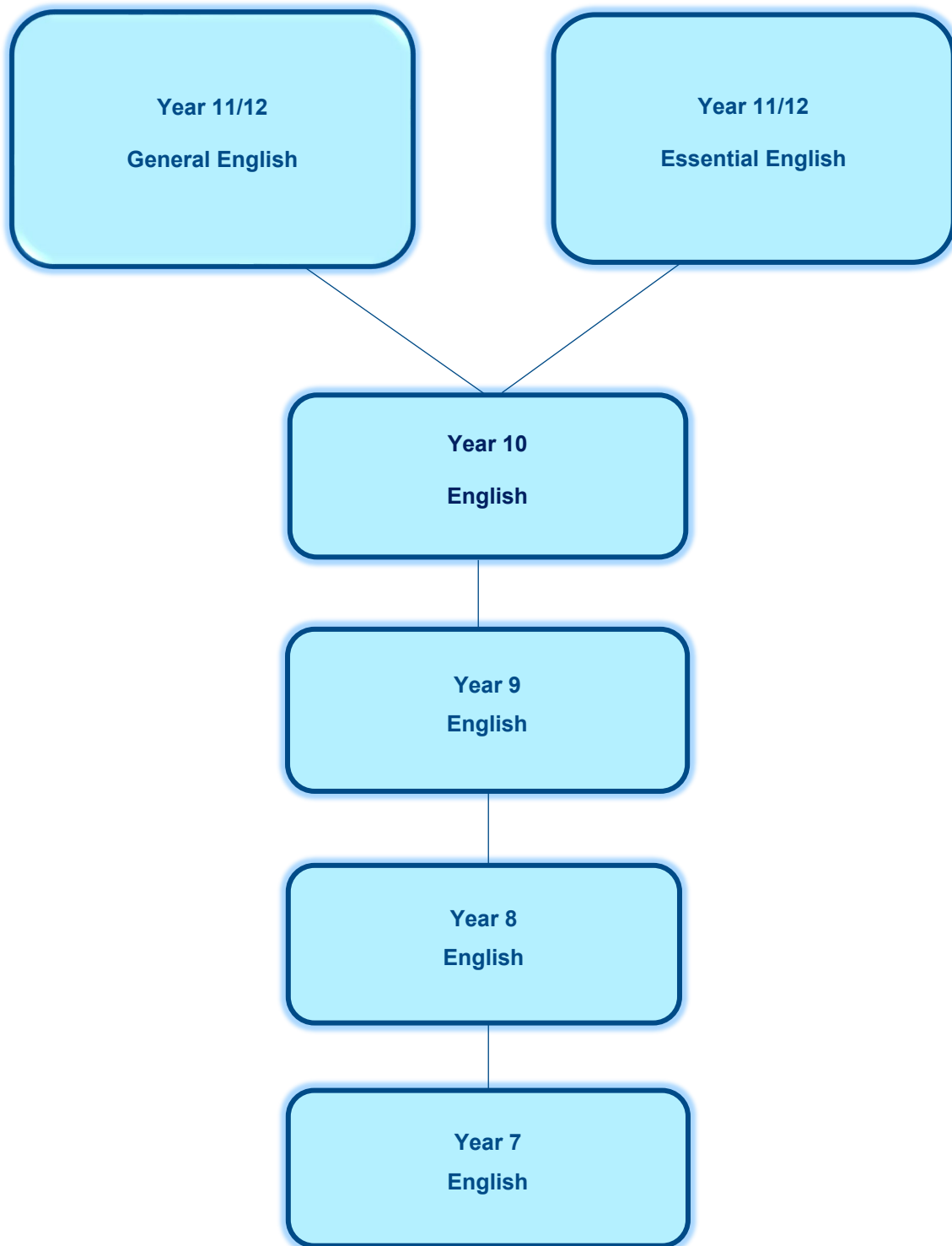
Participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The study of English also helps students to engage imaginatively and critically with literature from a range of cultures. In English, students will learn to listen to, read, view, speak, write, create and reflect on a range of texts. They will appreciate, enjoy and use the English language to evoke feelings, convey information, form ideas, entertain, persuade and argue. Furthermore, students will understand how Standard Australian English works in its spoken and written forms to create meaning.

	Brief Description	Assessment Requirements
Unit 1	Who are You?	Persuasive written 300 – 400 words
Unit 2	The Power of Songs	Analytical Examination 300 – 400 words
Unit 3	What is Your Story?	Creative multimodal 300 – 400 words
Unit 4	The World Around Us	Informative 300 - 400 words

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



English Pathways





Mathematics

Subject Information

Year 7 Mathematics is a foundation for Mathematics at high school. Year 7 Mathematics at Dakabin SHS is aligned to the Australian Curriculum and is developed to prepare students for success for Mathematics during their Junior Secondary years of education.

Students will take part in current units of work that include:

- Number and Algebra
- Measurement and Space
- Statistics and Probability

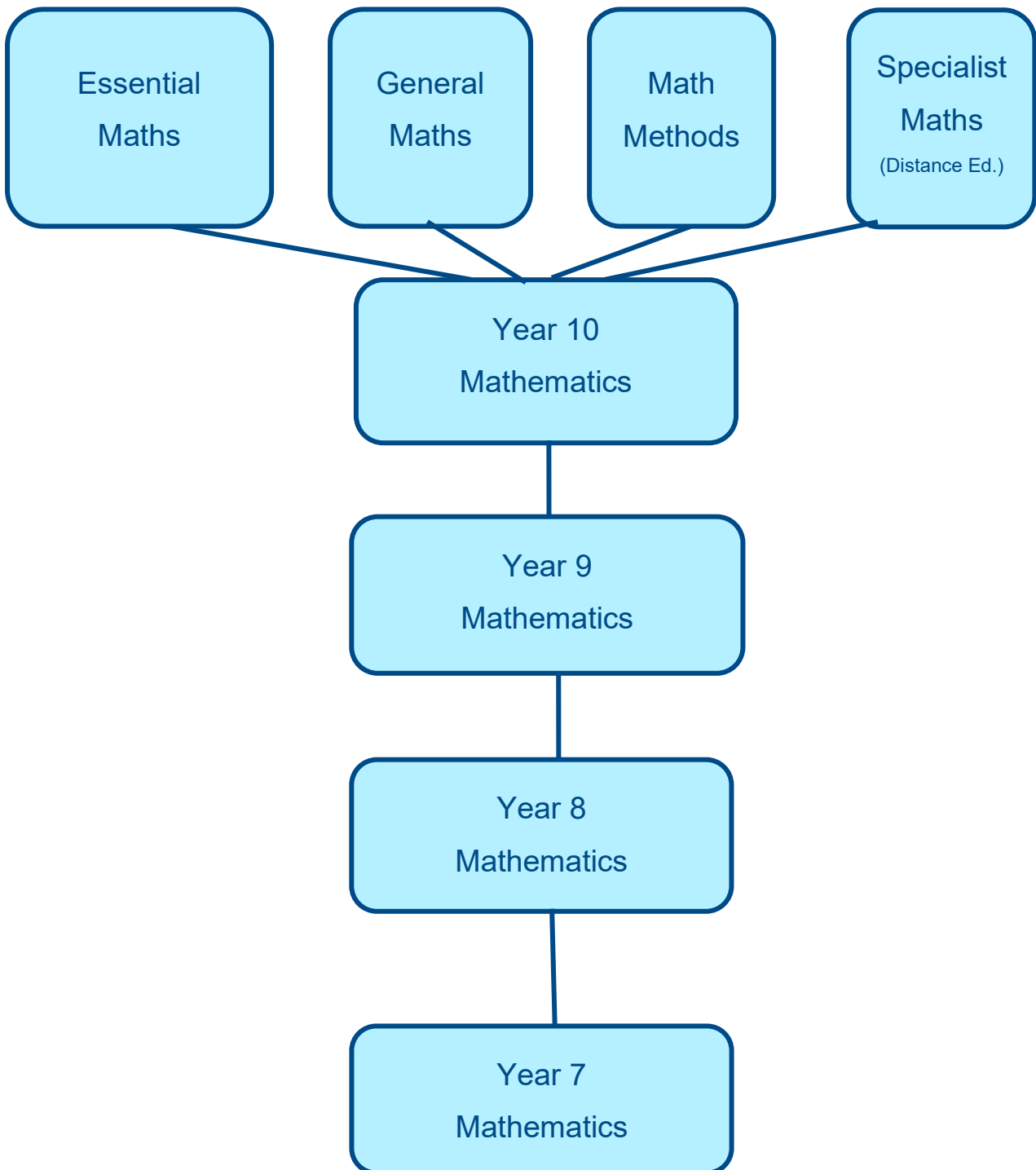
The Australian Mathematics curriculum has four proficiency strands. These are understanding, fluency, Reasoning and Problem Solving. These strands enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

	Brief Description	Assessment Requirements
Unit 1	Number – Fractions, Decimals and Percentages. Measurement - Units of Measurement, Perimeter and Area.	Formative Assessment: What do you Know? Summative Assessment: Examination
Unit 2	Number and Place Value, Money and Financial Mathematics, Shapes and Geometric Reasoning	Formative Assessment: What do you Know? Mathematical Investigations Summative Assessment: Examination
Unit 3	Probability – Chance, Statistics - Data Representation and Interpretation	Formative Assessment: What do you Know? Mathematical Investigations Summative Assessment: Examination
Unit 4	Location and Transformations, Patterns and Algebra – both Linear and Non-Linear Relationships.	Formative Assessment: What do you Know? Summative Assessment: Examination

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Mathematics Pathways





Science

Subject Information

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 to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties.

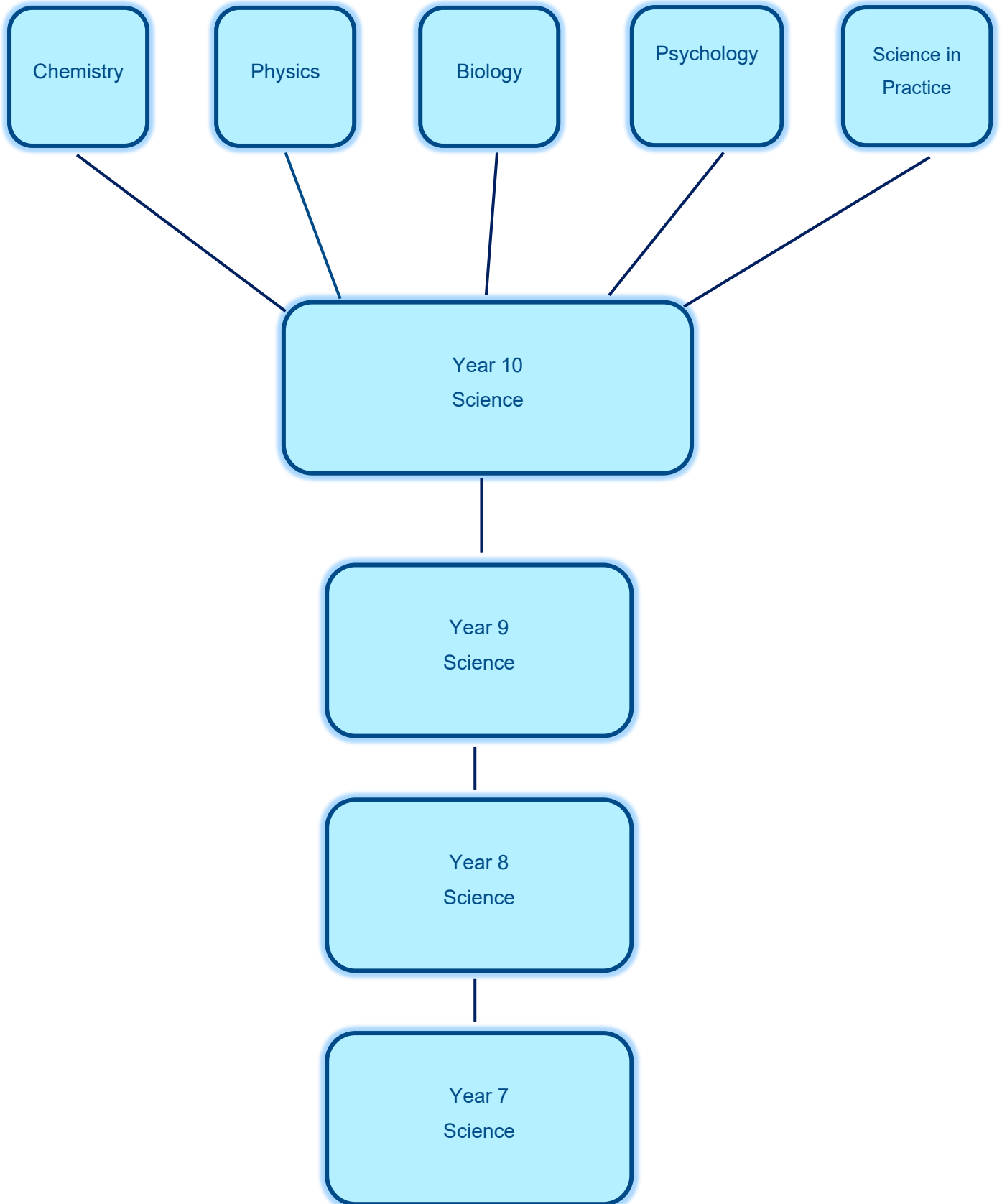
They consider the effects of multiple forces when explaining changes in an object's motion. Students make accurate measurements and analyse relationships between system components. They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

	Brief Description	Assessment Requirements
Unit 1	Biological Sciences: Classification and Interactions in Ecosystems	Portfolio of work
Unit 2	Physical Sciences: Exploring Forces	Student Experimental Report
Unit 3	Earth and Space Sciences: Celestial Bodies	Portfolio of work
Unit 4	Chemical Sciences: The Particle Theory and Mixtures	Student Experimental Report

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Science Pathways





Digital Technologies

Subject Information

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as 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. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

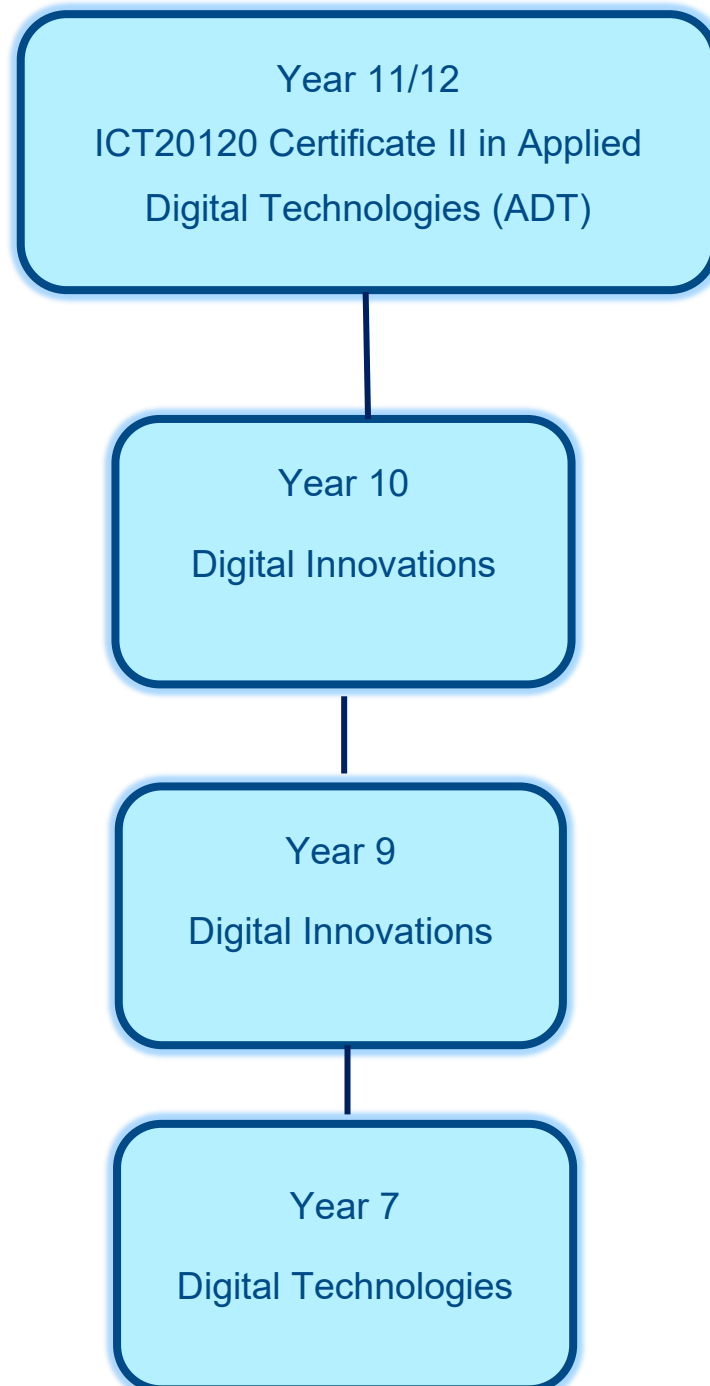
Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

	Brief Description	Assessment Requirements
Unit 1	World of Data – Understanding digital systems, spreadsheets and databases	Portfolio and project
Unit 2	Game Design & Development – Understanding networks and programming using a general purpose-programming language	Portfolio and project

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Digital Technologies Pathways





Learning Area: Humanities:

Subjects Studied: History and Geography (including Economics & Business)

Subject Information

Students undertake studies in the Humanities learning area for the full year. During this time, they engage with History, Geography, and key elements of Business and Economics.

History: Year 7 History explores the Ancient World and the early First Nations Peoples of Australia. Students use a historical inquiry approach – they develop questions, locate and identify information, and analyse and evaluate both primary and secondary sources to understand the past.

Geography: Year 7 Geography examines the factors that influence the liveability of places and spaces, as well as the use and value of water within society. Students draw conclusions about people, places and environments through inquiry-based research, collecting, organising and representing data, and developing strategies for action based on their findings.

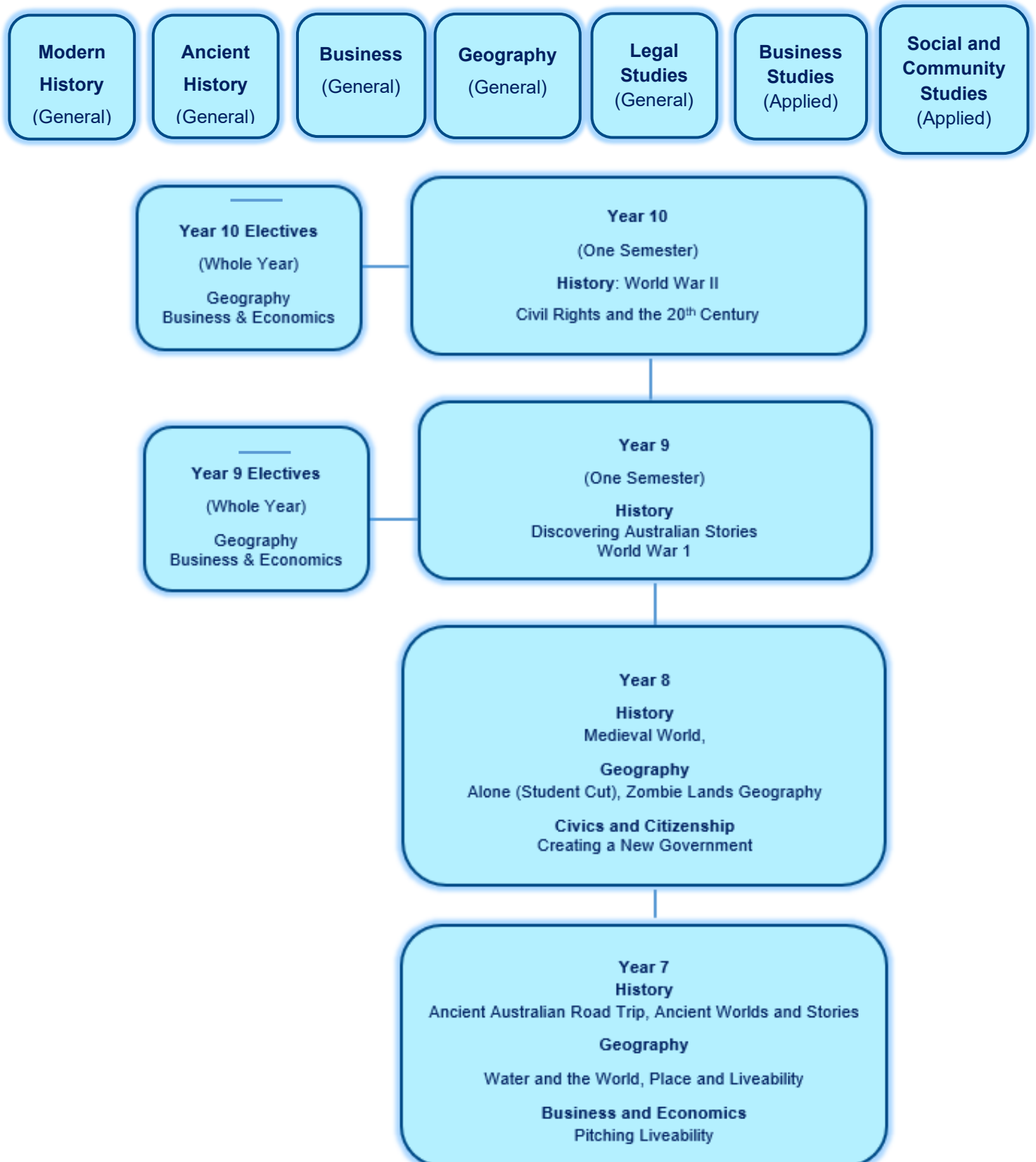
Business and Economics: Students explore how businesses operate by developing and investigating a simple business issue. They learn and apply basic economic and business concepts to describe, explain and propose solutions. This unit culminates in the development and presentation of a simple business pitch.

	Brief Description	Assessment Requirements
Unit 1	History: Ancient Australia	Portfolio: Deep Time Australia
Unit 2	History – Ancient Australia	Investigation: Evidence and the Ancient World
Unit 3	Geography - Water in the World	Working Folio: Short response, Choropleth map and analysis + Strategic Action Plan
Unit 4	Geography – Place and Liveability Business/Economics – Business – design Pitch	Investigation: Create a plan to make spaces more liveable. Pitch: Creating a Liveability proposal

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Humanities Pathways





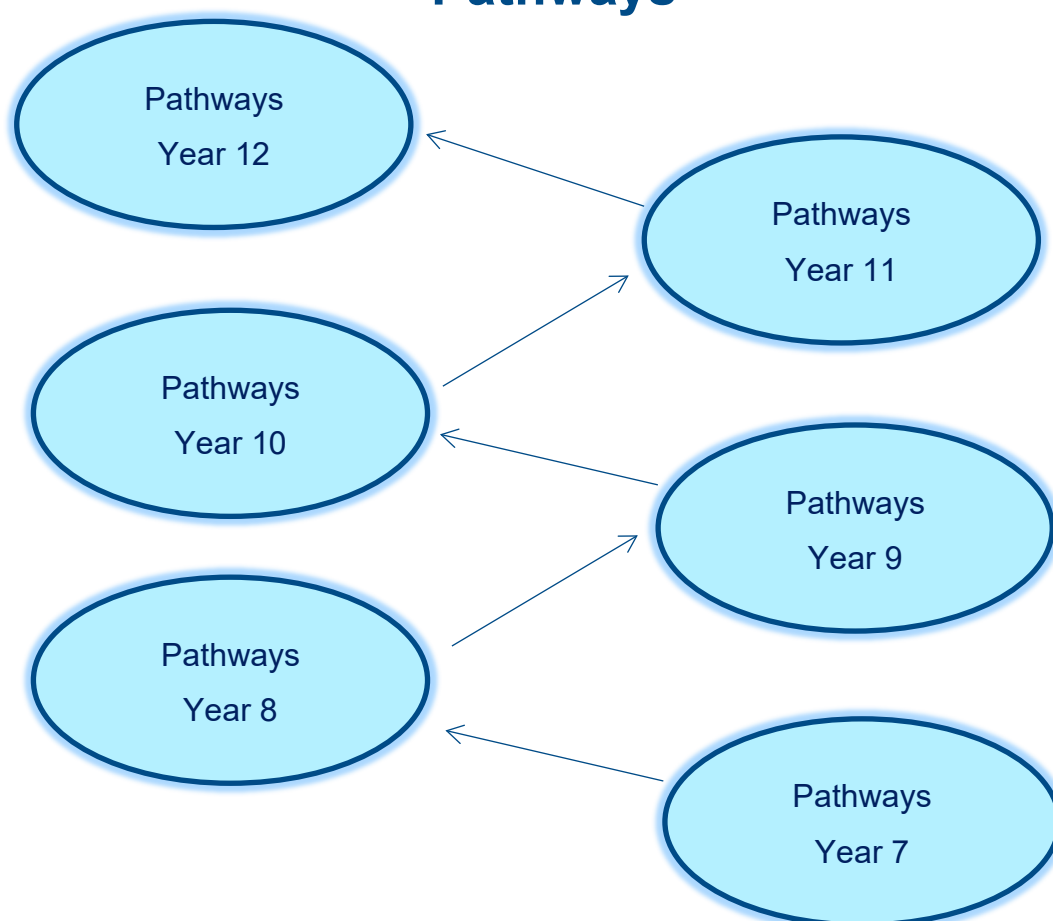
Pathways

Our students engage in a variety of learning experiences that incorporate developing their knowledge of topics that are relevant to them one day per week. This ranges from knowledge to keep students healthy, looking to the future and career pathways.

	Brief Description	Assessment Requirements*
Unit 1	Varies – Dependent on cohort needs	No Assessment Requirements
Unit 2	Varies – Dependent on cohort needs	No Assessment Requirements
Unit 3	Varies – Dependent on cohort needs	No Assessment Requirements
Unit 4	Varies – Dependent on cohort needs	No Assessment Requirements
Additional Information	*Students in pathways do not receive a level of achievement for the subject; however, students will receive a grade for their effort and behaviour.	

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.

Pathways





Health and Physical Education

Subject Information

Year 7 Health and Physical Education develops healthy and active citizens with critical inquiry skills to analyse and understand the influences on their own and others' health, safety, wellbeing, and physical activity participation.

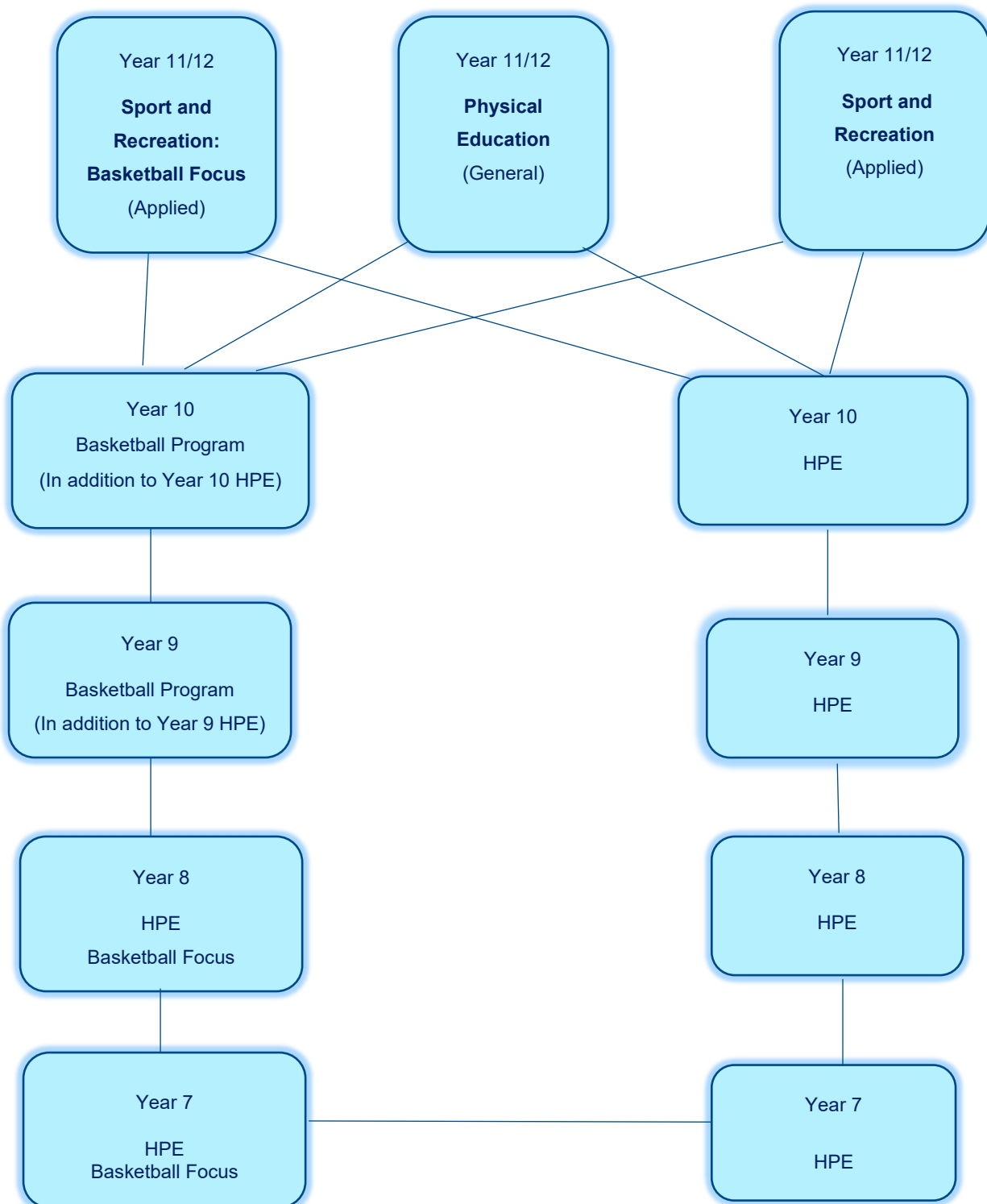
Students do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

	Brief Description	Assessment Requirements
Unit 1	Making Positive Decisions	Investigation
Unit 2	Modified Games	Performance
Unit 3	Indigenous Games	Project

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Health and Physical Education Pathways



Subject Tasters



Design and Technologies: Agricultural Science

Subject Information

Students will be studying animal and plant related topics and take part in practical activities on our working farm. This course contains both theory and practical components.

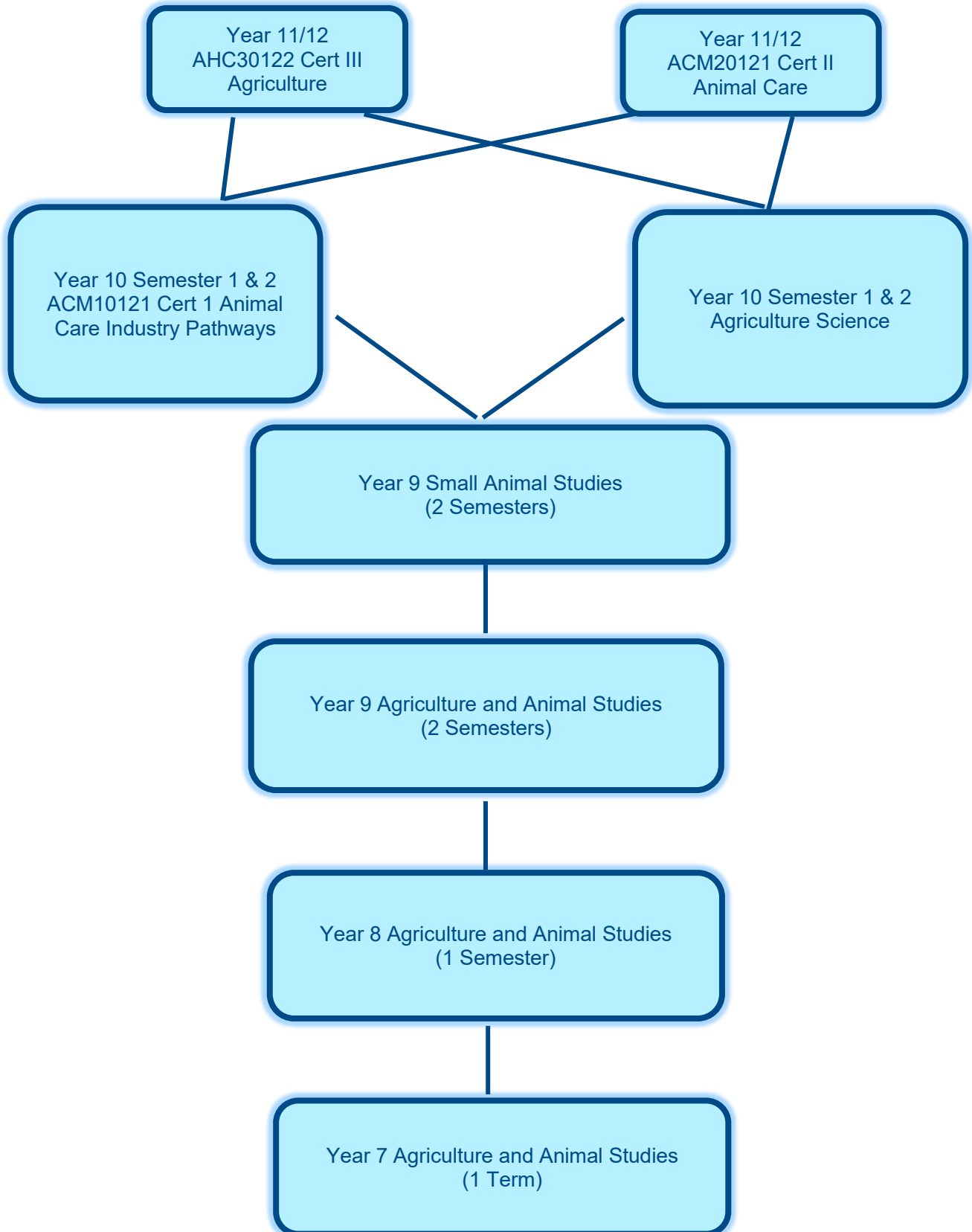
	Brief Description	Assessment Requirements
Unit 1	Germination Station - Plant Growth and Development	Investigate, design, produce and evaluate a germination station.
Unit 2	Animal Production – Design an Animal Enclosure	Investigate, design, and evaluate an animal enclosure that meets the needs of their chosen animal.
Unit 3	Home Gardening – Design and Grow a market garden	Investigate, design, plant out, harvest and evaluate a market garden to produce seasonal produce.
Unit 4	An Agricultural Production – Produce an Infomercial to Promote an Agricultural Product	Plan, produce and direct their own infomercial to promote a consumable, fresh food product.

Please note that the Units are subject to change based on student interests and seasonal resource availability.

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.
Other Information:	Students must be willing to: <ul style="list-style-type: none">• wear their Dakabin hat when working on the school farm.• follow instructions and work safely as directed.• get their hands dirty and work with animals, plants, soil and small machinery.



Agricultural Science Pathways





Design and Technologies: Food Specialisation

Subject Information

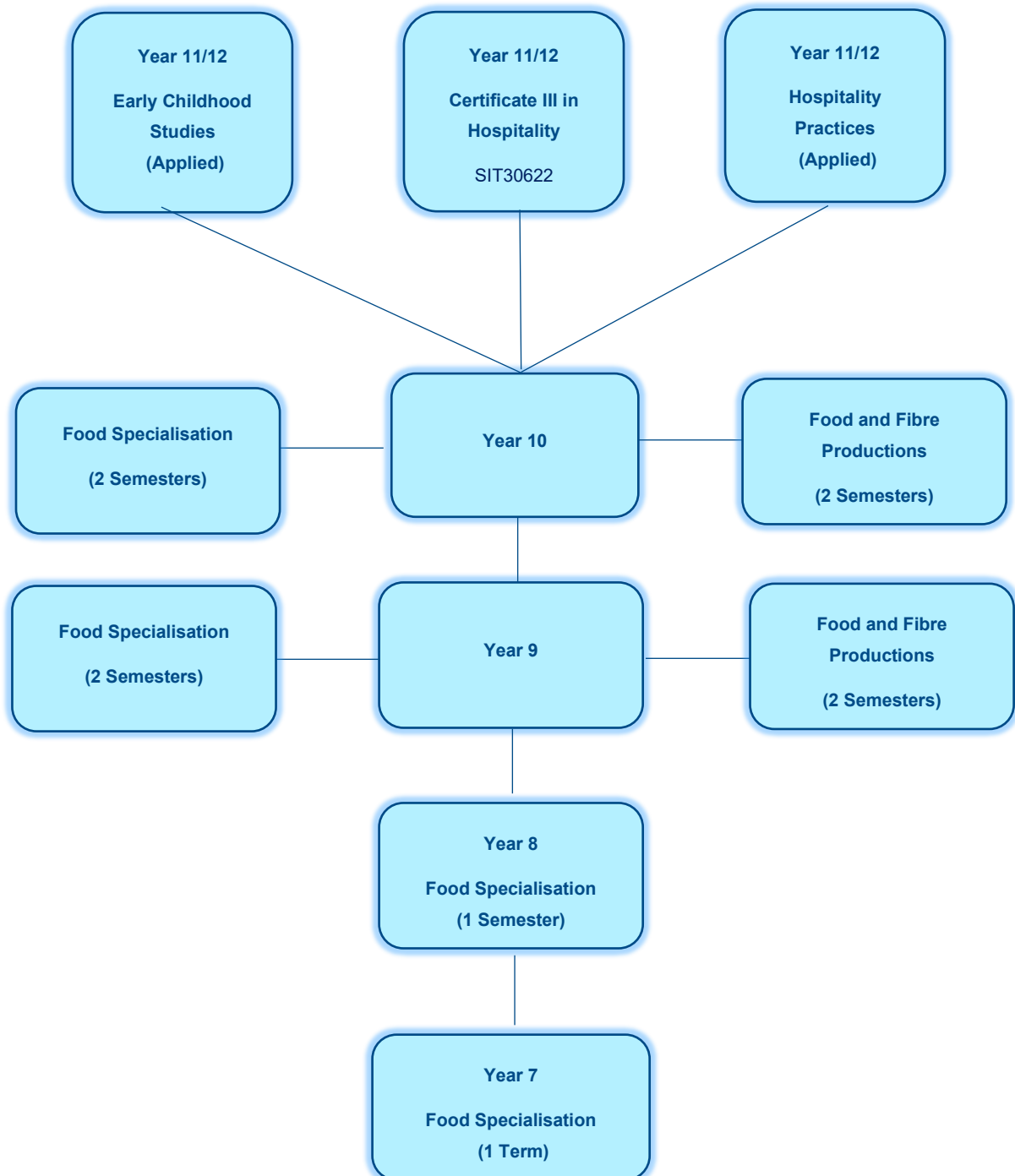
Year 7 Home Economics places emphasis on developing students' knowledge and independent skills in design processes, textile work, cookery, safety and hygiene. Students aim to gain an understanding of appropriate work methods and the use of equipment and utensils. Students will create, adapt and judge design ideas and products and will investigate how technologies impact on food and/or textiles products.

	Brief Description	Assessment Requirements
Unit 1	Introduction to Design	Project: Written and Practical

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Design and Technologies: Food Specialisation





Design and Technologies: Materials and Technology

Subject Information

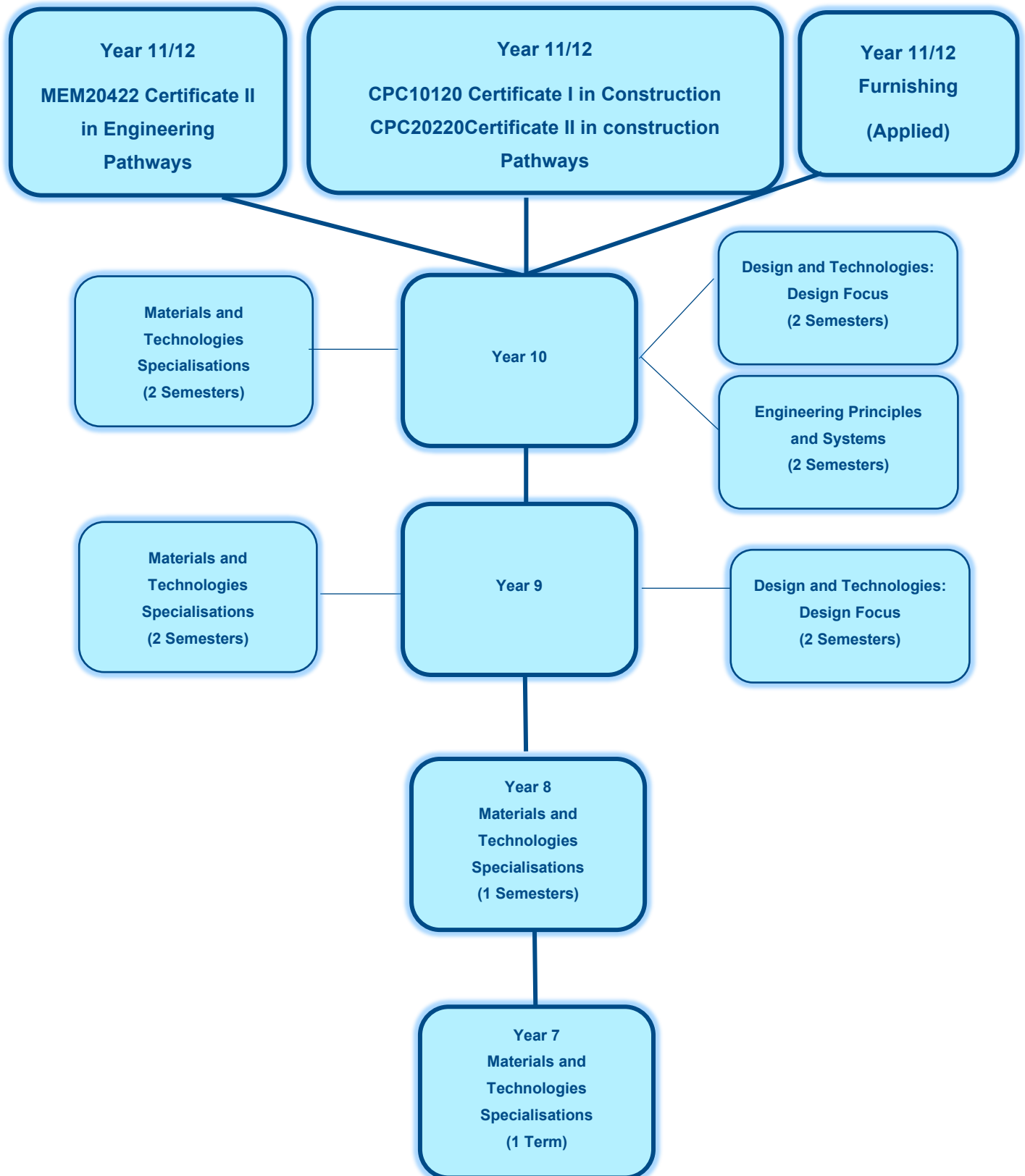
This course of study gives an introduction to industrial technology and design principles. Studies commence with workshop health and safety units and build elementary skills in design to produce products from many different materials including timber, metals, plastic and recyclables. Students are given guidance working through design booklets and investigative studies to make prototype and final products whilst investigating technology, design factors, sustainability, project management skills and safety in the workshop.

	Brief Description	Assessment Requirements
Unit 1	Childs Toy	Practical projects and workbooks
Unit 2	Trinket Box	Practical projects and workbooks

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



Design and Technologies: Materials and Technology





The Arts: Dance

Subject Information

In dance, students will develop knowledge, understanding and skills to communicate ideas using the elements of dance; including space, time, dynamics and relationships. They will work with the body as the instrument and movement as the medium of dance, using dance processes to explore, organise and refine movement for performance.

	Brief Description	Assessment Requirements
Unit 1	Through the form of Learning Dances, choreographic exercises and visual examples, students will be introduced to the fundamentals of Dance. Each of the Elements of Dance will be explored in different lessons. Students will be exposed to the power of production elements to impart meaning in dance. This unit is designed to give students a fundamental understanding of Dance as a whole to build upon in junior years. It is a Term long unit. By the end of Term 1 they can analyse a dance with teacher scaffolding and perform a short dance in a suitable style to explore different aspects of choreography.	<ol style="list-style-type: none">1. Responding – Folio Booklet2. Performance – Teacher Devised Choreography

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



The Arts: Drama

Subject Information

An exploration of the basic elements of drama in order to prepare students to speak and act on-stage with confidence; as well as develop skills to think of ideas quickly and build resilience and confidence as they work in teams. This program is designed to be a preparation for future Performing Arts subject areas in the areas of performing, creating their own work, and developing written skills in analysing performance art works.

	Brief Description	Assessment Requirements
Unit 1	This unit is a foundation exploration of the Elements of Drama. Exploring narrative structure and managing tension, focus, symbolism, and characterisation. Students will learn to perform on stage and create scene ideas, whilst documenting their understanding of the Elements of Drama in a folio of work.	Making – short improvisation scene Knowledge and Understanding – Short answer booklet and reflections

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



The Arts: Media Arts

Subject Information

In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works.

Through the creative use of materials and technologies to convey meaning, students manipulate still and moving images, text, sound and interactive elements. They construct representations and communicate or challenge understandings, ideas and positions.

	Brief Description	Assessment Requirements
Unit 1	Students will investigate film genres and learn how technical and symbolic codes and genre conventions shape meaning for an audience. They will identify and analyse how filmmakers manipulate media arts techniques and practices to construct representations of people, places, ideas and events. Students will then design, produce and evaluate their own short films.	<ol style="list-style-type: none">1. Design and produce a genre scene (30sec-1min)2. Reflective statement which analyses and evaluates the completed genre scene. (150-200 words)

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



The Arts: Music

Subject Information

Year 7 music is an introduction to music offered through a term tester. Throughout the term, students will explore the keyboard, guitar and drum kit, voice and, of course, any other instrument which they already play. Being a practical subject, the focus is 'hands-on' experience, while identifying and analysing how the elements of music are used in different styles of music. Students also have opportunities to manipulate the elements of music and stylistic conventions to compose music using digital audio-based software such as GarageBand.

	Brief Description	Assessment Requirements
Unit 1	In this unit, Students analyse and reflect on key features of two popular genres of music from different cultures within a modern context. They analyse two songs, create and notate a composition, and perform a section of one of the songs on an instrument.	Analysis Composition Performance

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.



The Arts: Visual Art

Subject Information

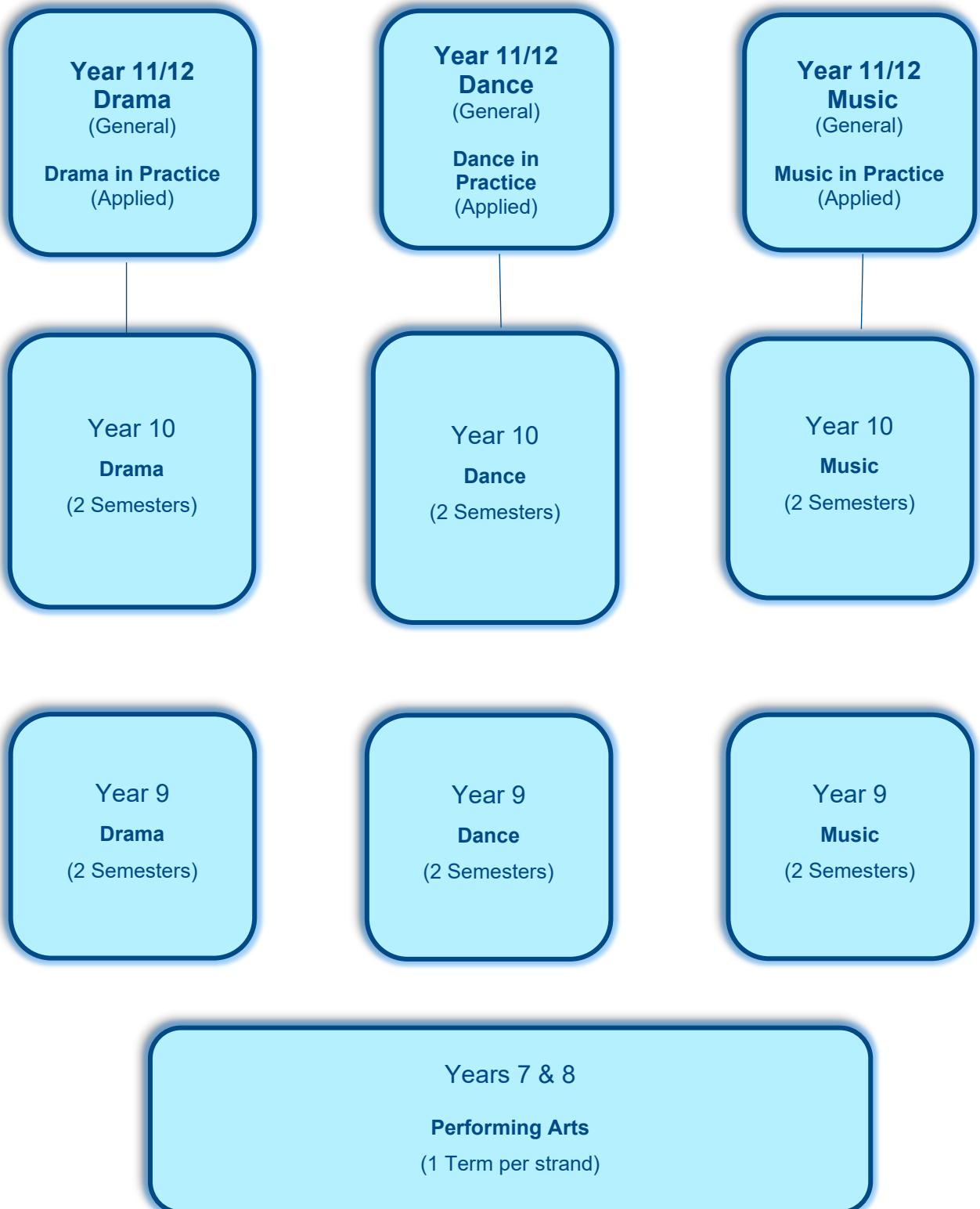
Year 7 Visual Art is an introduction to the Elements of Art and the skills of art. Students will explore telling their stories through seeing how first nations artists' communicate their stories, both contemporary and historically. Students will select, analyse and manipulate visual conventions; such as unity, balance, line and the elements and principals of design.

	Brief Description	Assessment Requirements
Unit 1	Students will describe respectful approaches to responding to artworks by First Nation's artists, both traditional and contemporary. Students will also examine the history and the ideas behind selected art pieces which gives voice to the struggles faced by First Nation people in Australia. Students will select and manipulate visual conventions and mixed media processes to create an artwork that represent ideas by telling some of their own story. They will analyse how visual conventions, visual arts processes and materials are manipulated in an artwork they create. Students will select and manipulate visual conventions and ceramic and painting that represents ideas.	Project – Folio of work and summative artwork.

Associated Costs	There are no additional consumable fees for financial members of the Student Resource Scheme.
Required Materials	Please see SRS and stationery booklet for further details.

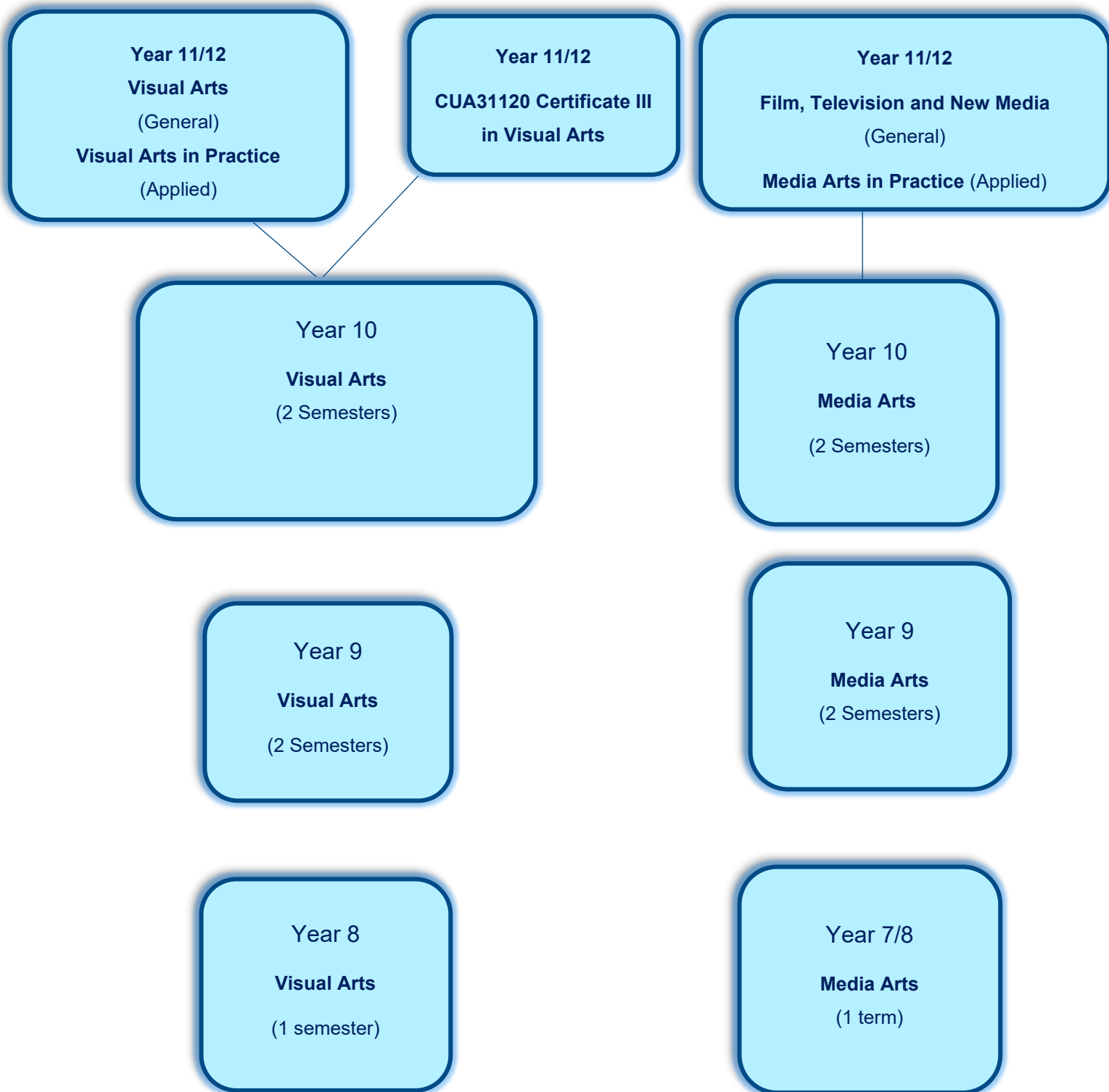


Performing Arts Pathways





Performing Arts Pathways



Note: Different combinations are possible upon meeting pre-requisites. Individual circumstances will be considered.