

*A strong Community, creating opportunities for  
personal excellence*



# LOWER SCHOOL CURRICULUM



# 2024

**ESPERANCE SENIOR HIGH SCHOOL**

# LOWER SCHOOL CURRICULUM

## CONTENTS

Contact Details	24
Esperance Farm Training Centre	23
English	5 - 6
Health and Physical Education	15 - 17
Humanities and Social Sciences	12 - 14
Languages	18
Mathematics	7 - 8
Minimum Requirements	3 - 4
Science	8 - 11
Technologies	21 - 22
The Arts	19 - 20

## LEARNING AREAS

- **English**
- **Mathematics**
- **Science**
- **Humanities and Social Sciences**
- **Health and Physical Education**  
(*Outdoor Education, Physical Recreation, Specialised Physical Education*  
*e.g. Volleyball, Cadets*)
- **Languages**  
(*French, Aboriginal Culture*)
- **The Arts**  
(*Media, Drama, Art, Music, Jewellery, Photography, Dance*)
- **Technologies**  
(*Food, Personal Management, Childcare, Textiles, Gift Making, Agriculture, Technical Graphics,*  
*Woodwork, Metalwork, Mechanical Workshop, Business and Accounting, Computing*)

# LOWER SCHOOL CURRICULUM

## MINIMUM REQUIREMENTS

The Department of Education (DoE) guidelines require students to study in each of the eight learning areas in Year 7 and 8.

In the following table, a tick indicates a compulsory course.

LEARNING AREA	YEAR 7/8		YEAR 9		YEAR 10	
	1	2	1	2	1	2
English	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓	✓
Humanities and Social Sciences	✓	✓	✓	✓	✓	✓
Physical Education (PE)	✓	✓	✓	✓	✓	✓
Health Education (HE)	✓	✓	✓	✓	1 x Compulsory year length HE subject per year.	
Languages	✓	✓	Optional		Optional	
The Arts	Several term length Tasters studied over the year on a rotation.		1 x Semester length option of student choice to be studied each year. Additional options studied if chosen.		1 x Semester length option of student choice to be studied each year. Additional Arts options studied if chosen.	
Technologies	Several term length Tasters studied over the year on a rotation.		1 x Semester length option of student choice to be studied each year. Additional options studied if chosen.		1 x Semester length option of student choice to be studied each year. Additional options studied if chosen.	

## THE YEAR 7 AND 8 COURSE

The Year 7 and 8 course is designed to give students experience in all the main areas of study available in the school. This includes Arts Tasters such as Jewellery, Media, Drama and Art, and Technologies such as Computing, Food Technology, Agriculture and Woodwork. Students are allocated eight each year. Students cannot select or change these tasters in Year 7 and 8.

# LOWER SCHOOL CURRICULUM

## MINIMUM REQUIREMENTS (CONT.)

### YEAR 9

Students choose three options per semester, an options booklet is given to students early Term 3 of Year 8 to help students with their selections. Over the year, one Arts and one Technologies options must be studied. The other four choices can be from any of the other options offered.

### YEAR 10

Students choose three options per semester, an options booklet is given to students during Term 3 of Year 9 to help students with their selections. Over the year, one Arts, and one Technologies option must be studied. The other four choices can be from any of the other options offered.

### MUSIC - Class Music

As a result of Music being a year long course, if you choose to study Music, you will be allocated only four of the available eight taster options in Year 7 and 8.

*Students who have studied in the Year 6 Instrumental Music Program* - If you wish to study Music in Year 7 and 8 you will study Class Music and Instrumental/Ensemble Music all year. If you learn an instrument at school, you must do Class Music.

*Students who have not studied in the Year 6 Instrumental Music Program* - It is not necessary to have taken part in the Year 6 Instrumental Music Program in order to study Music in Year 7 and 8. Parents of students wanting to commence Music in Year 7 or Year 8 will need to contact the Teacher in Charge of Music before their child is enrolled in the course. It is possible for these students to study Class Music without doing Instrumental Music.

### Instrumental Music

Students who have learnt instruments in primary school are automatically given a place in the Instrumental Music Program in Year 7 and 8. Students who are enrolled in Class Music and are interested in learning an instrument will be assessed in Instrumental Music and allocated an instrument, dependant on availability.

Instrumental Music is studied as one 20/30 minute lesson per week and is scheduled during normal class time. It is the responsibility of the student to make up for any missed learning from their mainstream classes. It is also compulsory for Instrumental Music students to be involved in at least one ensemble or band outside of normal school hours.

### CHOOSING THE OPTIONS

Students, parents and teachers will select the options to be studied together in Year 9 and 10.

The school will SELECT the pathways in English, Mathematics, Science and Humanities and Social Sciences considered most suitable for you to study. The remainder of a student's course will be a combination of the compulsory courses and option choices as described previously. In choosing options, especially in Year 10, pathways which will lead most readily to studies in Year 11/12 should be considered.

All teachers will be available to help you make your choices. Always remember your needs, your interests and your abilities.

When you, your parents and school have agreed on the options you would like to study, we will try to fit these choices for you. **All choices are subject to the constraints of staffing, rooms, class sizes and timetabling. Classes with small numbers will not be offered and not every option is offered every year.**

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - ENGLISH

### RATIONALE

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

**AIMS** - the Australian Curriculum: English aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

### CONTENT STRUCTURE

The Australian Curriculum: Year 7 to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **LANGUAGE:** Knowing about the English language.
- **LITERATURE:** Understanding, appreciating, responding to, analysing and creating literature.
- **LITERACY:** Expanding the repertoire of English usage.

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills.

The sub-strands are:

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

### PATHWAYS

Students in Year 7 and 8 study English in mixed ability classes.

In Year 9 and 10, students complete one of two pathways. The English course requires successful completion of work relating to each of the three interrelated strands. The pace of the course and complexity of texts and concepts covered are determined by the pathway.

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - ENGLISH (CONT.)

	YEAR 10	YEAR 11
PATHWAY 1	Pre ATAR	ATAR English - Unit 1 and 2 ATAR Literature - Unit 1 and 2 ( <i>if offered</i> )
PATHWAY 2	Pre VET/General	General English - Unit 1 and 2

Students are selected for each pathway on the basis of their performance, ability and engagement.

**Pathway 1** - Students demonstrating very good to excellent ability.

**Pathway 2** - Students demonstrating average to good ability.

Additional literacy support is provided for students who require it.

### YEAR 11 UNITS

UNIT	LEVEL REQUIRED TO ENTER UNIT
Literature ATAR - Unit 1 and 2 ( <i>if offered</i> )	Year 10 grade - A or B
English ATAR - Unit 1 and 2	Year 10 grade - A or B
English General - Unit 1 and 2	Year 10 grade - C or D

### LINKS TO YEAR 11

Students can select to complete either the ATAR English Course or Literature Course if there are sufficient numbers. Both courses enable students to sit their external examination for university entrance. Student selections must be supported by their Year 10 English teacher and the English Head of Department. Students who are not wishing to pursue a university course of study should select the General course.

### RISE PROGRAM

As part of ESHS's Whole School Literacy Initiative, we have developed Rise as an additional Literacy Intervention Programme to provide a short-term and intensive focus on reading and writing, with the aim to support student learning across all curriculum areas. The programme uses an evidence-based Direct Explicit Instruction method and focuses on Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension and essential Writing skills. Each Rise class will have a staff team of one teacher and an education assistant. Class sizes will be capped at approximately 12 students, allowing for a higher level of individual focus and support.

Rise students will be allocated four periods per week within their timetable. In Year 7 this will be offset by substituting two periods of Science and two periods of Languages. In Year 8, two periods of Humanities and Social Sciences and two periods of Languages will be substituted.

An education plan will be devised for Rise students. Specific targets will be created for small groups and students will be assessed regularly throughout the year to monitor their progress. Parents/guardians will receive feedback regarding their child's progress as well as a formal report at the end of each semester, indicating their achievement against semester targets.

Rise classes will be conducted with a focus on positive classroom culture and behaviour, and this will be supported through a variety of positive incentive strategies and celebration of student progress and achievement. Rise students are expected to strictly adhere to the Esperance Senior High School Code of Conduct and Learning Guidelines at all times, otherwise this may result in being removed from the programme.

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - MATHEMATICS

### INTRODUCTION

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

**AIMS** - the Australian Curriculum: Mathematics aims to ensure that students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

### MATHEMATICS CONTENT STRANDS

#### NUMBER AND ALGEBRA

Students use numbers and operations and the relationships between them efficiently and flexibly. Students use algebraic symbols, diagrams and graphs to understand, to describe and to reason.

#### MEASUREMENT AND GEOMETRY

Students use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct. Students describe and analyse mathematically the spatial features of objects, environments and movements.

#### STATISTICS AND PROBABILITY

Students use their knowledge of chance and data handling processes in dealing with data and with situations in which uncertainty is involved.



### PATHWAY MAP AND COURSE STRUCTURE

#### YEAR 7 AND 8

Students studying Mathematics in Year 7 and 8 will complete a common course covering the three content strands Number and Algebra, Measurement and Geometry, and Statistics and Probability. The depth of application and difficulty level vary depending upon student ability and past achievement. These classes are designed to allow for differing abilities and to enhance the educational outcomes of all students. All students will experience new mathematical concepts as well as consolidating and developing previous learning and understanding. Year 8 students will be placed in a stronger or general pathway, while still doing the same course.

#### NUMERACY SUPPORT CLASSES

A small number of Year 7 and 8 students will participate in additional mathematics classes each week to assist them to meet required standards. These students will usually do additional mathematics instead of a language class. The school will decide who participates in these classes.

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - MATHEMATICS (CONT.)

### YEAR 9

Students studying Mathematics in Year 9 cover all three content strands throughout the year. The classes are streamed into two levels or pathways. Students are placed in the relevant pathways depending on the levels of achievement in the previous year. The depth of application and the difficulty level will vary depending upon student ability and achievement. These classes are designed for differing abilities and to enhance the educational outcomes of all students.

<b>Extension</b>	Students who have had high levels of achievement in Year 8.
<b>General</b>	Students who have satisfactory to limited achievement in Year 8.

### YEAR 10

Students studying Mathematics in Year 10 cover all three content strands throughout the year. The classes are streamed into two levels or pathways. Students are placed in the relevant pathways depending on the levels of achievement in the previous year. The depth of application and difficulty level will vary depending upon student ability and achievement. These classes are designed to allow for differing abilities and to enhance the educational outcomes of all students.

<b>Extension Pre ATAR</b>	Students who have had high levels of achievement in Year 9 Pathway 1. Leads to Mathematics Methods, Mathematics Specialist, and Mathematics Applications
<b>General Pre VET</b>	Students who have satisfactory to limited achievement in Year 9.

## LEARNING AREA - SCIENCE

### WHY STUDY SCIENCE?

Science is a way of learning that involves:

- First hand experience
- Enquiry
- Investigating
- Interpretation and communication of findings
- The encouragement of attitudes which help this way of working.

With science knowledge a student will:

- Become a more effective citizen in society
- Show greater responsibility and independence
- Show greater ability to make appropriate decisions.

The science units covered provide knowledge and understanding in chemical, physical, biological and earth sciences and their impact on society and technology.

We live in a modern world that depends so much upon science and technology that modern people need a general and relevant science background.

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - SCIENCE (CONT.)

### SCIENCE OUTCOMES

#### INQUIRY SKILLS

Students investigate to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; to collect, process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.

#### BIOLOGICAL SCIENCES

Students understand their own biology and that of other things, and recognize the interdependence of life.

#### CHEMICAL SCIENCES

Students understand that the structure of materials determines their properties and that the processing of raw materials results in new materials with different properties and uses.

#### PHYSICAL SCIENCES

Students understand the scientific concept of energy and explain that energy is vital to our existence and to our quality of life.

#### EARTH AND SPACE SCIENCES

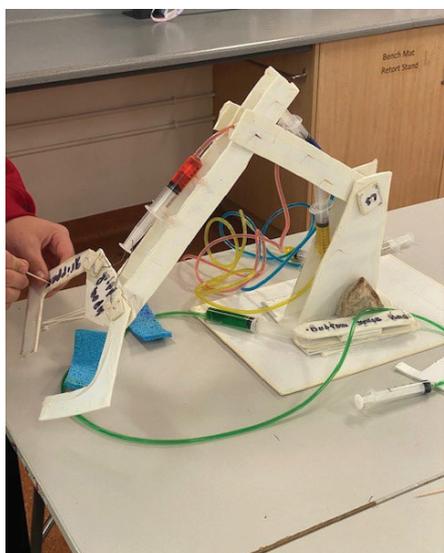
Students understand how the physical environment on earth and its position in the universe impact on the way we live.

### COURSE STRUCTURE

In Year 7, 8 and 9, all students complete a common course in Science. This course is constructed to cater for the students' needs and interests.

In Year 10 there are 2 pathways. A student's pathway is determined by their performance in the common Year 9 course. The Year 10 Pathway determines what subjects a student can select in Year 11 and 12.

Year 10	PATHWAY 1	PATHWAY 2
<b>Year 11 and 12 Subjects</b>	Chemistry, Physics, Human Biology and Biology	Human Biology, Biology and Integrated Science



# LOWER SCHOOL CURRICULUM

## LEARNING AREA - SCIENCE (CONT.)

### YEAR 7

STRAND	TOPIC
Science Understanding	<b>BIOLOGICAL SCIENCES</b> 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.
	<b>CHEMICAL SCIENCES</b> Students study mixtures, including solutions, which contain a combination of pure substances that can be separated using a range of techniques.
	<b>EARTH AND SPACE SCIENCES</b> Students explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They also investigate relationships in the earth, sun and moon system and use models to predict and explain events.
	<b>PHYSICAL SCIENCES</b> Students consider the interaction between multiple forces when explaining changes in an object's motion.
Science Inquiry Skills	Students are introduced to the Science laboratory, safety skills and the process of Science investigations, including planning, conducting, analysing and evaluating.
Science as a Human Endeavour	Students understand that scientific knowledge changes as new evidence become available, and some scientific discoveries have significantly changed people's understanding of the world.

### YEAR 8

STRAND	TOPIC
Science Understanding	<b>BIOLOGICAL SCIENCES</b> Students study cells, the basic unit of living things, and their structures and functions. They also study multi-cellular organisms which contains systems of organs.
	<b>CHEMICAL SCIENCES</b> Students study matter and how it is composed, its phases, structures and changes.
	<b>EARTH AND SPACE SCIENCES</b> Students study the different types of rocks and minerals and the processes that occur within Earth.
	<b>PHYSICAL SCIENCES</b> Students study different forms of energy and how it causes change within systems.
Science Inquiry Skills	Students identify questions, make predictions and work collaboratively and individually to conduct an investigation. They use graphs, keys and models to represent and analyse patterns, including using digital technologies. They also evaluate the quality of the data collected, and identify improvements to the method.
Science as a Human Endeavour	Students understand that scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world.

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - SCIENCE (CONT.)

### YEAR 9

STRAND	TOPIC
Science Understanding	<b>BIOLOGICAL SCIENCES</b> Students study the main body systems of the human body and the ecosystem.
	<b>CHEMICAL SCIENCES</b> Students study atoms and what it is made off and relate that to radioactivity. Students also study chemical reactions including combustion and the reaction of acids which involve energy transfer.
	<b>EARTH AND SPACE SCIENCES</b> Students study the theory of plate tectonics which explains global patterns of geological activity and continental movement.
	<b>PHYSICAL SCIENCES</b> Students study energy transfer through different mediums that can be explained using wave and particle models.
Science Inquiry Skills	Students hypothesise, plan and conduct investigations during which they process and analyse data and information. They evaluate their conclusions and describe ways to improve the quality of the data.
Science as a Human Endeavour	Students understand that scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world.

### YEAR 10

STRAND	TOPIC
Science Understanding	<b>BIOLOGICAL SCIENCES</b> Students study the transmission of heritable characteristics from one generation to the next which involves DNA and genes. They also study the theory of evolution by natural selection.
	<b>CHEMICAL SCIENCES</b> Students study the atomic structure and properties of elements which are used to organise them in the Periodic Table. They also study different type of chemical reactions which are used to produce a range of products and can occur at different rates.
	<b>EARTH AND SPACE SCIENCES</b> Students study features in the universe including galaxies, stars and solar systems. They also study global systems, including the carbon cycle, which rely on interactions involving the biosphere, lithosphere and atmosphere.
	<b>PHYSICAL SCIENCES</b> Students study energy conservation in a system and how it can be explained by describing energy transfer and transformations. They also study the motion of objects using the laws of physics.
Science Inquiry Skills	Students hypothesise, plan and conduct investigations during which they process and analyse data and information. They evaluate their conclusions and describe ways to improve the quality of the data.
Science as a Human Endeavour	Students understand that scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world.

### LINKS TO YEARS 11 AND 12 (OPTIONS)

The Science Courses a student can select for Years 11 and 12, are determined by their Year 10 Pathway and their performance in that pathway. Students may also select from the following options:

YEAR 9		YEAR 10	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
STEM Environmental	STEM Environmental	STEM Bright Lights	STEM Bright Lights

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - HUMANITIES AND SOCIAL SCIENCES (HASS)

### INTRODUCTION

The HASS learning area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability. Humanities and Social Sciences develops in students, the 21st century learning skills of critical thinking, creativity, collaboration and communication, which are essential for the modern world.

### LEARNING AREA

In this learning area, students explore relationships between people and their environment and they learn how to improve the physical and cultural world around them now and in the future. Students do this by exploring local, regional, national and global examples relevant to them. They explore the values of the democratic process, social justice and ecological sustainability shared by most Australians. Through the inquiry process, they build an understanding of the world around them in terms of places, cultures, use of resources, and natural and social systems in the past, present and future. This will allow students to make decisions necessary to be active citizens and to act in a socially and environmentally responsible manner.

### COURSE STRUCTURE

All students in HASS classes will be participating in common courses during Year 7, 8, 9 and 10. Students will have opportunities to follow particular areas of interest to meet their needs within the common outline.

The areas studied in each year may be studied in any order. Topics are being constantly modified and teachers may choose different case studies based on student needs and availability of resources.

#### YEAR 7 COURSE - TOPICS

##### **HISTORY**

A study of the period of history from the time of the earliest human communities to the end of the ancient period. From the Mediterranean world section we study Ancient Rome.

##### **GEOGRAPHY**

Water in the World unit is studied concentrating on areas such as water scarcity, water hazards and Australia's water resources. The second unit of the course, Place and Liveability considers the environmental quality of places and strategies used to enhance the liveability of places.

##### **ECONOMICS**

A study of the way in which producers and consumers interact and how specialization and entrepreneurs influence business. The world of work and work futures is introduced.

##### **CIVICS AND CITIZENSHIP**

Students look at the key features of Australia's political and legal systems, focusing on the importance of the Australian Constitution.

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - HUMANITIES AND SOCIAL SCIENCES (HASS) (CONT.)

YEAR 8 COURSE - TOPICS
<b>HISTORY</b> A study of the period of history when major civilisations around the world came into contact with each other. Students investigate Medieval Europe and the impact of the Black Death in Asia, Europe and Africa.
<b>GEOGRAPHY</b> Students will complete the unit Landforms and Landscapes, which considers aesthetic, cultural and spiritual value of land along with human effects on landscapes. The second unit of Changing Nations focuses on migration within and to Australia and compares patterns and the impact of population movements in the USA and China.
<b>ECONOMICS</b> The economics concepts of choice, resource allocation and the rights and responsibilities of consumers and businesses are studied.
<b>CIVICS AND CITIZENSHIP</b> Students learn about how they can actively participate in their democratic society. The process of law making and the types of laws that exist in Australia is examined.
YEAR 9 COURSE - TOPICS <i>(rotated, taught by subject specialist teachers if possible)</i>
<b>HISTORY</b> A study of a period of rapid change between 1750 and 1918. Changes studied include the Industrial Revolution and its impact, and concludes with a focus on World War I.
<b>GEOGRAPHY</b> Biomes and Food Security is the first unit studied. Students will consider challenges to food production and the capacity of the world's environments to sustainably feed future populations. The second unit, Geographies of Interconnections looks at how trade, communications and transport interconnect people.
<b>ECONOMICS</b> A study of how Australia engages in the global economy, and its interdependence with other countries. Students will also learn about their personal risks and rewards as consumers.
<b>CIVICS AND CITIZENSHIP</b> Students learn about their democratic rights and how social media influences our understanding of issues. The principles of justice in Australia's law system is also explored.
<b>ECONOMICS</b> A study of how Australia engages in the global economy, and its interdependence with other countries. Students will also learn about their personal risks and rewards as consumers.
<b>CIVICS AND CITIZENSHIP</b> Students learn about their democratic rights and how social media influences our understanding of issues. The principles of justice in Australia's law system is also explored.



# LOWER SCHOOL CURRICULUM

## LEARNING AREA - HUMANITIES AND SOCIAL SCIENCES (HASS) (CONT.)

### YEAR 10 COURSE

Students will rotate each term, being taught by a subject specialist teacher. In Year 10, there are two pathways, determined by student performance in Year 9. Pathway 1 class prepares students to study Economics, Geography and Modern History in Year 11. On occasion Pathway 2 students, after consultation with their HASS teacher, may also study these subjects in Year 11.

#### HUMANITIES AND SOCIAL SCIENCE OPTIONS - TOPICS

##### GEOGRAPHY

The focus will be Environmental Change and Management, considering different viewpoints on the environment. The second unit studied is Geographies of Human Wellbeing, which looks at different ways of mapping wellbeing, reasons for variations across countries and the role of national and international governments.

##### HISTORY

This unit covers 1918 to present day with an emphasis on Australia in its global context. Australia in World War II, immigration to Australia and civil rights in the USA and Australia will be studied.

##### ECONOMICS

Students consider the performance of the Australian economy compared to other economies.

##### CIVICS AND CITIZENSHIP

Students will develop an understanding of how Australia maintains a civil society both within Australia and internationally.

### FINANCIAL MANAGEMENT

This course aims to improve chances of success by developing skills, knowledge and understanding of the important role of financial management in everyday life. Topics such as financial goal setting, budgeting, tax, banking, insurance and scams are covered in this course.

YEAR 9		YEAR 10	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
-	-	Financial Management	Financial Management

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - HEALTH AND PHYSICAL EDUCATION (HPE)

### INTRODUCTION

The Health and Physical Education Learning Area aims to develop students' understanding of health issues as well as the skills and attitudes needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity to promote their own health and well being, now and in the future.

### LEARNING AREA

In this learning area students learn about the physical, mental, emotional and social development of themselves and others. Through the knowledge, understandings, attitudes, values and skills developed in the Learning Area, students are able to maximise their opportunities and potential to lead healthy, active lifestyles. They do this by critically evaluating the opportunities and challenges associated with living in modern society, and can take action to avoid or reduce threats to their health and well being. Students participate in various physical activities and analyse the contribution that participation plays in healthy lifestyles.



All students in Year 7, 8, 9 and 10 participate in Health Education and Physical Education for the whole year. Students have opportunities to follow particular areas of interest in the options available in Year 9 and 10.

Students are encouraged to participate in all activities to the best of their ability as they are being assessed at all times, in all lessons. In Physical Education, students must change into the school's PE uniform. Students are encouraged to wear hats and bring their own named water bottle to class.

If students are ill or injured and parents wish them to be excused for a lesson, then a note dated with the reason outlined for non participation and signed by the parent, should be forwarded to the teacher concerned. Where students have to miss Physical Education for an extended length of time, a medical certificate should be lodged with a Deputy Principal.

YEAR 7 and 8		YEAR 9		YEAR 10	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
<b>COMPULSORY</b> Health Education		<b>COMPULSORY</b> Health Education		<b>COMPULSORY</b> Health Education	
<b>COMPULSORY</b> Physical Education		<b>COMPULSORY</b> Physical Education		<b>COMPULSORY</b> Physical Education	

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - HEALTH AND PHYSICAL EDUCATION (HPE) (CONT.)

### YEAR 7

In Year 7, the content expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, movement and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.

Students continue to develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. They have opportunities to analyse their own and others' performance using feedback to improve body control and coordination. They learn about health-related and skill-related components of fitness and the types of activities that improve individual aspects of fitness. The application of fair play and ethical behavior continues to be a focus for students as they consider modified rules, scoring systems and equipment, which allows participants to enjoy physical activities and experience success. They begin to link activities and processes to the improvement of health and fitness.

### YEAR 8

In Year 8, the content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes.

Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

### YEAR 9

In Year 9, the content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships with a focus on relationship skills that promote positive interactions, and manage conflict.

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. They explore ways to evaluate their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success.

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - HEALTH AND PHYSICAL EDUCATION (HPE) (CONT.)

Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts. The HPE curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

### YEAR 10

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts.

In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles. The HPE curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

OPTIONS - YEAR 9		OPTIONS - YEAR 10	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
<b>PHYSICAL RECREATION</b> Archery, Golf, Table Tennis, Squash, Lawn Bowls, Water Polo	<b>PHYSICAL RECREATION</b> Archery, Golf, Table Tennis, Squash, Lawn Bowls, Water Polo	<b>PHYSICAL RECREATION</b> Archery, Golf, Table Tennis, Squash, Lawn Bowls, Water Polo	<b>PHYSICAL RECREATION</b> Archery, Golf, Table Tennis, Squash, Lawn Bowls, Water Polo
OUTDOOR EDUCATION	OUTDOOR EDUCATION	OUTDOOR EDUCATION	OUTDOOR EDUCATION
SPECIALISED VOLLEYBALL	SPECIALISED VOLLEYBALL	SPECIALISED VOLLEYBALL	SPECIALISED VOLLEYBALL
SPECIALISED FOOTBALL/ BASKETBALL	SPECIALISED FOOTBALL/ BASKETBALL	SPECIALISED FOOTBALL/ BASKETBALL	SPECIALISED FOOTBALL/ BASKETBALL
BUSH RANGERS	BUSH RANGERS	GIRLS PHYSICAL EDUCATION	GIRLS PHYSICAL EDUCATION
		SPORTS SCIENCE	SPORTS SCIENCE
		BUSH RANGERS	BUSH RANGERS

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - LANGUAGES

### INTRODUCTION

Students' participation in Languages will not only help to develop a further understanding of another language, but will also make students aware, understand and be able to interact with some of the many different cultures and ways of life in which people live in Australia and throughout the world.

The ability to interact with other cultures is becoming more and more important with a multicultural Australian society, as well as with the increase of international trade agreements.

In Year 7 and 8, students may study either Aboriginal culture or French, while in Year 9 and 10 students can choose to study French.

### WHY STUDY A LANGUAGE OTHER THAN ENGLISH?

- Increase understanding of how English and other languages work.
- Improve literacy and numeracy skills, including spelling.
- Develop a greater respect and understanding of our own cultures and traditions.
- Develop knowledge of other cultures, history and ways of life.
- Become a more involved and informed citizen of Australia and a multicultural world.
- Develop a valuable asset due to the need for speakers of other languages in business, travel industry and government.
- Enrich your vocabulary.
- Ease the learning of subsequent languages.
- Increase problem solving skills, memory and self-discipline skills.
- Possibility of participating in a cultural exchange with students from other countries.

Students are expected to study their chosen language for the whole year.

YEAR 7	YEAR 8	YEAR 9	YEAR 10
French for Beginners	French for Beginners	French Option	French Option
Continuing French	Continuing French		
Aboriginal Culture	Aboriginal Culture		



# LOWER SCHOOL CURRICULUM

## LEARNING AREA - THE ARTS

### DEPARTMENT

The Arts learning area comprises three subjects: Drama, Music and Visual Arts.



### INTRODUCTION

The Arts subjects provide opportunities for students to learn how to create, design, represent, communicate and share their ideas, emotions, observations and experiences, as they discover and interpret the world. At this stage Visual Art provides an ATAR pathway through upper school to assist in entry into university or post-secondary study; while Music in Upper School is completed via Certificate II or III in Music which provides students with WACE points towards graduation as well as a National Certification which could lead to university or other post-secondary study.

### LEARNING AREA

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals. Learning in the Arts is based on response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

### STUDENT OUTCOMES

There are two learning area outcomes in The Arts. These contain specific aspects to ensure the maximising of student learning. These are as follows:

#### *MAKING*

Students develop knowledge and skills to plan, produce, present, design and perform in each arts subject independently and collaboratively. Students work from an idea, an intention, particular resources, an imaginative impulse, or an external stimulus. Part of making involves students considering their work in the Arts from a range of points of view, including that of the audience. Students reflect on the development and completion of making in the Arts.

#### *RESPONDING*

Responding in each Arts subject involves students reflecting, analysing, interpreting and evaluating in the Arts. Students learn to appreciate and investigate the Arts through contextual study. Students learn by studying theoretical concepts, reflecting on their practical work and responding to the work of others. Students consider the Arts' relationships with audiences. They reflect on their own experiences as audience members and begin to understand how the Arts represent ideas through expression, symbolic communication and cultural traditions and rituals.

### MUSIC SPECIALIST

The Instrumental Music and Specialist Music programmes expose students to a wide range of experiences. The course is centred on the concepts found in Western Art (Classical) as well as more contemporary styles of music, to provide students with the skills to enter ATAR music in upper school. Each year, the Music course builds upon skills and content covered in the previous years of study. Students who have completed Year 7 and 8 Specialist Music or the equivalent in private music lessons, will be better equipped to successfully complete the Year 9 and 10 Specialist Music courses which are linked to complete a Certificate II in Music. However, those students with a strong desire and ability to commit to learn the craft of music making will be able to join Cert II in Year 9.

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - THE ARTS (CONT.)

Students who study Instrumental Music must also be enrolled in the Specialist Music course. Specialist Music may be studied without learning an instrument or by learning an instrument privately. An appropriate instrument that is studied with a private music tutor may be used for upper school studies if the standard reached by the end of Year 10 is of the required level.

### PERFORMING ARTS

YEAR 7 & 8	YEAR 9		YEAR 10	
TASTERS	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
Performing Arts	Drama Play Building	Scripted Drama	Characterisation and Movement	Theatre Skills

### VISUAL AND PRACTICAL ARTS

YEAR 7	YEAR 8	YEAR 9		YEAR 10	
TASTERS	TASTERS	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
-	Discovering Art	Art 3	Art 4	Art 5	Art 6
-	Photography	Photography 3	Photography 4	Photography 5	Photography 6
Jewellery	-	Jewellery 3	Jewellery 4	Jewellery 5	Jewellery 6
-	Technical Graphics	Technical Graphics 3	Technical Graphics 4	Technical Graphics 5	Technical Graphics 6
Media	-	Media 3	Media 4	Media 5	Media 6

### MUSIC

The music program exposes students to a wide range of music in a practical and theoretical way. The course is centered on both classical and contemporary music as this provides the required foundation for upper school studies, and a wide range of music is used throughout the course.

YEAR 7	YEAR 8	YEAR 9		YEAR 10	
-	-	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
Class Music	Class Music	Certificate II Class Music 3	Certificate II Class Music 4	Certificate Class Music 5	Certificate Class Music 6

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - TECHNOLOGIES

### DEPARTMENTS

The Technologies learning area comprises of several different departments: Business Information Technology, Home Economics, Agriculture, Computing, and Design and Technology.

### TECHNOLOGY LEARNING OUTCOMES

#### KNOWLEDGE AND UNDERSTANDING

DESIGN AND TECHNOLOGIES	DIGITAL TECHNOLOGIES
<p><b>Technologies and Society</b></p> <ul style="list-style-type: none"> <li>the use, development and impact of technologies in people's lives.</li> </ul> <p><b>Technologies Contexts</b></p> <ul style="list-style-type: none"> <li>Engineering principles and systems</li> <li>Food and fibre production</li> <li>Food specialisations</li> <li>Material and technologies specialisations</li> </ul>	<p><b>Digital Systems</b></p> <ul style="list-style-type: none"> <li>the components of digital systems, hardware, software and networks and their use.</li> </ul> <p><b>Representation of Data</b></p> <ul style="list-style-type: none"> <li>how data is represented and structured symbolically.</li> </ul>

#### PROCESS AND PRODUCTION SKILLS

DESIGN AND TECHNOLOGIES	DIGITAL TECHNOLOGIES
<p><b>Creating Solutions by:</b></p> <ul style="list-style-type: none"> <li>investigating and defining</li> <li>designing</li> <li>producing and implementing</li> <li>evaluating</li> <li>collaborating and managing</li> </ul>	<p><b>Collecting, Managing and Analysing Data</b></p> <ul style="list-style-type: none"> <li>the nature and properties of data, how they are collected and interpreted.</li> </ul> <p><b>Digital Implementation</b></p> <ul style="list-style-type: none"> <li>the process of implementing digital solutions.</li> </ul> <p><b>Creating Solutions by:</b></p> <ul style="list-style-type: none"> <li>investigating and defining</li> <li>designing</li> <li>producing and implementing</li> <li>evaluating</li> <li>collaborating and managing.</li> </ul>

### HOME ECONOMICS

Home Economics provides students with a variety of practical skills for fulfilling a holistic and balanced lifestyle. The practical nature of the modules allows students to try new experiences, improve their skills and create products that appeal to them.

YEAR 7	YEAR 8	YEAR 9		YEAR 10	
TASTERS	TASTERS	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
Food	Food	Food for Us	Food For Us	Café Cuisine 1	Café Cuisine 2
Toy Craft	Designing with Textiles	Textile Creativity 1	Textile Creativity 2	Fashion 1	Fashion 2
		Naturally You	Naturally You	Childcare 1	Childcare 2
Gift Making		Gift Making 1	Gift Making 2	Gift Making 3	Gift Making 4

# LOWER SCHOOL CURRICULUM

## LEARNING AREA - TECHNOLOGIES (CONT.)

### AGRICULTURE DEPARTMENT

YEAR 7	YEAR 8	YEAR 9		YEAR 10	
TASTERS	TASTERS	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
Farming Skills	-	Rural Enterprise 3	Rural Enterprise 4	Rural Enterprise 5	Rural Enterprise 6

### COMPUTING DEPARTMENT

Computing courses are entirely practical. Students may enter and exit at any level. Students develop skills using current software and hardware with an emphasis on multimedia e.g. web page design. Students need computing skills for their future lives.

YEAR 7	YEAR 8	YEAR 9		YEAR 10	
TASTERS	TASTERS	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
Computing	Graphic Design	Computing 3	Computing 4	Computing 5	Computing 6

### DESIGN AND TECHNOLOGY DEPARTMENT

#### SUBJECT MODULES

In the area of Design and Technology, students apply knowledge, skills and resources to the development of technological solutions to problems. Students are encouraged to become innovative, adaptable and reflective as they select and use appropriate materials, systems and processes to create solutions and products. The options offered below progress in stages of increasing difficulty.

YEAR 7	YEAR 8	YEAR 9		YEAR 10	
TASTERS	TASTERS	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
-	Technical Graphics	Technical* Graphics 3	Technical* Graphics 4	Technical* Graphics 5	Technical* Graphics 6
Woodwork	-	Woodwork 3	Woodwork 4	Woodwork 5	Woodwork 6
-	Metalwork	Metalwork 3	Metalwork 4	Metalwork 5	Metalwork 6
-	Photography*	Photography 3*	Photography 4*	Photography 5*	Photography 6*
Jewellery*	-	Jewellery 3*	Jewellery 4*	Jewellery 5*	Jewellery 6*
-	-	Mechanical Workshop 3	Mechanical Workshop 4	Mechanical Workshop 5	Mechanical Workshop 6
Media*	-	Media*	Media*	Media*	Media*
-	-	-	-	Construction 1	Construction 2

*\*Photography, Jewellery, Technical Graphics and Media are assessed using the Art outcomes.*

# LOWER SCHOOL CURRICULUM

## ESPERANCE FARM TRAINING CENTRE (EFTC)

### YEAR 10 AGRICULTURE - RURAL SKILLS (VET PRE-REQUISITE COURSE)

Year 10 Agriculture Program at EFTC incorporates on-farm agricultural practical skills with Work Place Learning to upskill students who are interested in pursuing further education in Agricultural Studies. This is a ONE year FULL-TIME course for Year 10 students. Students use the Esperance Farm Training Centre as their main campus.

Students undertake practical skills in the areas of safe livestock handling skills, cattle handling and care, sheep handling and care, undertake stock checks, develop skills in livestock feed regimes, identify weeds, basic fencing skills, maintain safe work practices and communicate effectively in the workplace.

This course provides hands on, practical skills balanced with numeracy and literacy to enable students to improve their options for Year 11 or the workforce, especially in Traineeships and Apprenticeships. Places in this course are competitive and are offered to students in Term 3 (Year 9) or students can nominate themselves. Students are required to wear a prescribed uniform.

Subjects Studied:

- English, Mathematics, Humanities and Social Sciences, and Science (in an Agricultural context).
- Workplace Learning
- Workshop
- State Emergency Services Cadets
- Practical Farm Skills

### Places are strictly limited!

Register your interest with the Lower School Deputy Principal on the Year 10 Subject Selection form, contact Jazmin Parker for more information regarding the course..

**Jazmin Parker**

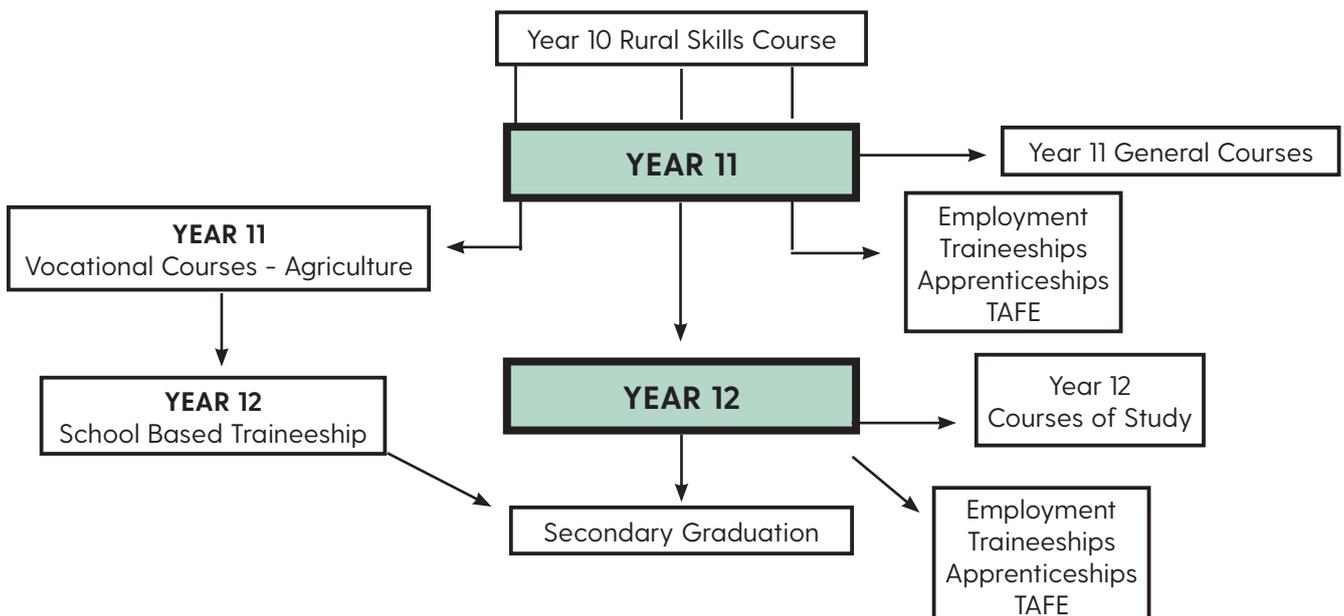
**Program Coordinator - Agriculture**

Esperance Farm Training Centre

Loc 233 Neridup, ESPERANCE WA 6450

T (08) 9078 2064 M 0459 147 299

### PATHWAYS - Where could this course take me?



# LOWER SCHOOL CURRICULUM

# 2024

This handbook belongs to:

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## Contact Information

Postal Address	PO Box 465, ESPERANCE WA 6450
Telephone	(08) 9071 9555
Email	esperance.shs.admin@education.wa.edu.au
Website	www.esperanceshs.wa.edu.au
Education Support Centre	(08) 9071 9560
School Canteen	(08) 9071 9516
Residential College	(08) 9071 9666

## Term Dates

### Semester 1

<b>Term 1</b>	<b>Wednesday 31st January - Thursday 28th March</b>
Break	Friday 29th March - Sunday 14th April
<b>Term 2</b>	<b>Monday 15th April - Friday 28th June</b>
Break	Saturday 29th June - Sunday 14th July

### Semester 2

<b>Term 3</b>	<b>Monday 15th July - Friday 20th September</b>
Break	Saturday 21st September - Sunday 6th October
<b>Term 4</b>	<b>Monday 7th October - Thursday 12th December</b>
Break	Friday 13th December - Tuesday 4th February 2025