

# JAMISON HIGH SCHOOL



**Year 7 2021**

## **SUBJECT INFORMATION BOOKLET**

## YEARLY CONTRIBUTIONS

Music Yearly Contribution	\$10
Technology Yearly Contribution	\$40
Visual Arts Yearly Contribution	\$25

## HOMEWORK ADVICE

### Tips to help your child

	AT SCHOOL	AT HOME
<b>BE PREPARED</b>	<ul style="list-style-type: none"> <li>• <b>Bring</b> your equipment to every lesson</li> <li>• <b>Bring</b> your diary to record homework and assessment tasks</li> <li>• <b>Arrive</b> at class ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Have a <b>copy of timetable</b> displayed and pack your bag for class the night before</li> <li>• <b>Check</b> your diary for homework and assessment tasks</li> <li>• Have a <b>calendar</b> displayed to write when tasks are due for better time management</li> </ul>
<b>BE A LEARNER</b>	<ul style="list-style-type: none"> <li>• Actively <b>participate</b> in all lessons</li> <li>• Do your <b>best work</b> at all times</li> <li>• Seek to <b>improve</b> your skills every lesson</li> <li>• <b>Submit all homework</b> and assessment tasks on time and to a good standard</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review your work</b> every night - make sure everything is up to date and completed</li> <li>• <b>Discuss</b> aspects of your learning at home to reinforce your ideas</li> <li>• <b>Read</b> about the topics we are studying</li> <li>• <b>Watch</b> relevant programs to get a greater insight to the topics</li> </ul>
<b>BE AN ADVOCATE</b>	<ul style="list-style-type: none"> <li>• <b>Discuss problems</b> with your teacher as they arise</li> <li>• <b>Clarify</b> your understanding of what is expected in assessment tasks and assignments</li> <li>• <b>Keep informed</b> - use school website for electronic copies of assessment tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seek clarification</b> if there is a concern about any of the work covered</li> <li>• <b>Proof-read</b> assessment tasks to ensure they meet the assessment task requirements</li> <li>• Use thumb drive/email if you run out of ink</li> <li>• <b>Notify</b> staff if there is a problem completing assessment tasks and assignments on time</li> </ul>

### **Assessment and homework advice:**

It is expected that students complete homework when it is given. This will generally involve completing work from class or undertaking further investigation of an event or person. Students are recommended to keep track of their assessments and homework by utilising their school diary.

# CREATIVE & PERFORMING ARTS

## Overview

The Creative Arts Faculty encompasses a wide variety of creative interests and subject areas including Music, Visual Arts, Dance and Drama.

In Year 7, all students are required to study the mandatory Music and Visual Arts courses. Interested students are also able to audition for the Vocal Group, the Concert Band and Years 7 & 8 Dance Ensemble and participate in the KWN Video Competition team and the School Musical.

Excellence in the Creative Arts is showcased at the OPUS Concerts and the School Musical and various assemblies throughout the year. These are major events in the school calendar year and we encourage students to participate in, or support our many talented students.

## MUSIC

### Overview

The Stage 4 Music course in Year 7 is designed to be an enjoyable and 'hands on' experience where students learn to play the guitar, sing and experiment with a variety of performing media regularly in class. They develop an understanding of the concepts of music through performing, listening and composing. The units of work studied are:

- Introducing Music
- Music Rocks
- Keep Calm and Play Guitar
- Feel The Rhythm

### Additional Information

Students who have some experience playing instruments such as flute, clarinet, oboe, saxophone, trumpet, trombone, horn, tuba, violin, viola or cello are strongly encouraged to join the school band, where they can enjoy performing music in a friendly and encouraging atmosphere.

Vocal Group rehearse once a week at a time designated by the co-ordinator. They frequently perform at school events, showcase evenings and in the wider community.

The School Musical and Opera Express are excellent opportunities for students to experience music and drama in a fun and rewarding manner.

# VISUAL ARTS

There is more to art than having fun, feeling good and working hard, Visual Arts assists students to develop their individuality and to discover their world.

The skills students gain through the study of Visuals – creating, problem solving and communicating ideas – will be invaluable throughout their lives, as well as improve their understanding of the world.

## The benefits of a good art education

The skills learned in Visual Arts are valuable to many occupations, even occupations not directly related to art e.g. landscape design, interior decorating, hairdressing and drafting. This course does follow on to RoSA and HSC Visual Arts and may lead on to tertiary study. A list of related careers is available from the Art Staff.

The lifestyle advantages are many

- From the positive effects on one's self esteem
- To creating a pleasing environment in which to live – your choice of clothes / car / house (e.g. how you use colour etc. to decorate your immediate environment)
- To the creative activities you can use to enhance your future leisure time,
- The ability to both express one's ideas visually as well as understand this increasingly visual media oriented world.

### Course Components:

**Year 7 Visual Arts is made up of 70% art making and 30% critical and historical studies. Written work, all drawing and planning will be completed in their Visual Arts Process Diary (supplied).**

**In an attempt to increase the quality of materials used in class a contribution fee is requested for all students and pool materials will be shared, which is why payment by Term 1 Week 2 is essential**

# ENGLISH

## Overview

In Year 7, English students are taught to question the world they live in. Skills in speaking, listening, reading, writing, viewing and representing are developed as students become critical thinkers. Throughout Year 7, students will engage in a range of texts including: non-fiction, fiction, film, drama, picture books and multimodal texts. The skills taught in Years 7, 8, 9 and 10 underpin the requirements of the Higher School Certificate.

## ENGLISH - SEMESTER ONE:

<b>TERM ONE - IDENTITY</b>	<p>This introductory unit allows students to read and view a range of texts to ensure they can recognise how composers position the audience. Students will be involved in reading, writing, viewing and representing tasks that demonstrate deep knowledge of point of view and perspective as these concepts can be used to critically discuss any text type. Students will learn that:</p> <ul style="list-style-type: none"><li>• Argument is the logical development of supported thesis with the purpose of bringing audiences to a new intellectual or emotional understanding.</li><li>• Characters are constructs that function differently in different types of texts and media.</li><li>• Narrative shapes and is shaped by one's view of the world.</li><li>• Language shapes our perspective of people, events, groups and ideas.</li><li>• Choice of point of view shapes the meanings, the values and the effect of the text.</li><li>• Theme reflects or challenges values.</li></ul>
<b>TERM TWO - VOICE IN VERSE</b>	<p>Students investigate the power of persuasive features and devices to shape meaning and influence others to understand and accept a particular point of view. Argument is the evidence of the development of logical thinking. Over the years, students move from the statement of personal likes and dislikes to the expression of a supported opinion and a reasoned consideration of other positions and a reasoned consideration of others' position. In this unit, they understand how arguments are made in poetry. Students will learn that:</p> <ul style="list-style-type: none"><li>• Meaning changes with culture, time and technology.</li><li>• Intertextual references require knowledge of culturally significant texts.</li><li>• Texts draw on cultural knowledge and promote particular values.</li><li>• Representations are not natural reflections of the world.</li><li>• Style is a way of conveying individuality, specialised knowledge and values.</li><li>• Theme reflects or challenges values.</li></ul>

## ENGLISH- SEMESTER TWO:

<b>TERM THREE: AUSTRALIA IN ASIA</b>	<p>Students will learn cultural perspective including the values that the responder and composer bring to a text. In a text these values are expressed and/or implied through the composer's language and structure that may position the responder to accept them. By adopting different perspectives, a responder can bring to light underlying values in the text and construct meanings. Students will learn that:</p> <ul style="list-style-type: none"> <li>• Arguments, despite claims of objectivity come from a particular perspective.</li> <li>• Particular language structures add a sense of authority to a text.</li> <li>• Social practices, technology and mode determine appropriate codes and conventions.</li> <li>• Culture is inscribed in texts through choice of language, forms, modes, media and other features of texts.</li> <li>• Intertextual references require knowledge of culturally significant texts.</li> <li>• Different types of texts are valued differently.</li> <li>• Conventions of narrative are adapted to different modes and media to achieve these effects.</li> <li>• They need a range of styles for their personal, social and academic contexts.</li> <li>• Themes are statements about the ideas, explicit or implied, in a text.</li> </ul>
<b>TERM FOUR: REPRESENTATIONS OF OUR WORLD</b>	<p>Students learn that representation is the depiction of a thing, person or idea. They learn representation may aim to reflect the natural world as realistically as possible or may aim to convey the essence of people, objects, experiences and ideas in a more abstract way. Students will learn that:</p> <ul style="list-style-type: none"> <li>• Authority of a text may be questioned through comparison with other texts offering different perspectives.</li> <li>• Character constructs may draw on such devices as stereotype and generic convention to reflect values.</li> <li>• The expectations of a genre shape composition of and response to texts.</li> <li>• Texts that raise questions about or open new ways of thinking about life and living are significant.</li> <li>• Choice of point of view shapes the meanings, the values and the effect of the text.</li> <li>• Representations are not natural reflections of the world.</li> <li>• Theme reflects or challenges values.</li> </ul>

### Students will achieve these ideas by:

**CONNECTING:** Through responding and composing students make connections between information, ideas and texts. They compare texts to understand the effects of different choices of language, form, mode and medium for various audiences and purposes.

**ENGAGING CRITICALLY:** Through responding and composing students explore the different ways texts can be interpreted. They identify ways in which composers position the audience to accept particular views and perspectives and make judgements about these.

**ENGAGING PERSONALLY:** Students respond to and compose texts reflecting their widening world. They identify ways in which their own experiences, perspectives and contexts influence their responses.

**EXPERIMENTING:** Students use, adapt or subvert particular textual conventions across modes and media to experiment with a range of meanings and textual concepts.

**REFLECTING:** Students begin to personalise their metacognitive processes, identifying their own pleasures and difficulties in responding, composing and learning. They are able to plan and monitor their work, articulate their own learning processes and begin to assess which learning processes may suit them and will suit particular tasks and why.

**UNDERSTANDING:** Students analyse texts and in their responding and composing explain information and ideas for particular audiences and purposes. They use their knowledge of texts to make generalisations about how texts work.

# GEOGRAPHY

## Overview

Geography is a rich and complex discipline involving two key dimensions:

- the spatial dimension - where things are and why they are there
- the ecological dimension - how humans interact with environments

A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments.

It develops a wide range of skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork.

The study of Geography enables students to critically assess the ideas and opinions of others and to form and express their own ideas and arguments.

## Course Overview

Year 7 students will study either History or Geography in Semester 1 (Terms 1 and 2) and then swap over in Semester 2 (Terms 3 and 4). It is most likely classes will keep the same teacher for both Semester 1 and 2.

The following units are studied in Geography:

Year 7	Geography (5 periods per cycle for one semester)
<b>Topic 1:</b> Term 1 or 3	<b>Landscapes and landforms</b> Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of landscape degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.
<b>Topic 2:</b> Term 2 or 4	<b>Place and Liveability</b> Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of place in Australia.

# HISTORY

## Overview

History is about perspectives. The study of History asks students to understand and question events in our past, interpret information and to draw conclusions about the decisions that have impacted upon our society today. It is by understanding our past that we can make sense of our future.

History is studied by all students from Year 7 through to Year 10. Year 7 focuses on Archaeology and the Ancient civilisations, Year 8 on the Medieval and Aztec World and Years 9 and 10 on the Modern World.

## Additional Information

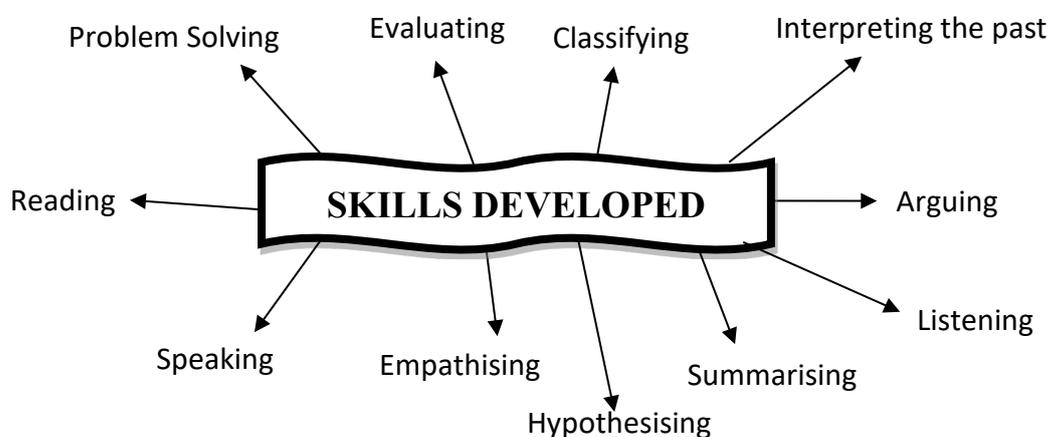
### Investigating History:

Students will learn about the skills, techniques and methods of recording History such as timelines, chronological order and key terms and definitions. Students will also consider the question: What is History? The assessment task for this area is to research a History Mystery and an ancient personality.

### Ancient Societies:

Students will investigate two ancient societies such as Egypt, Greece, Rome or China and explore the geographic features, daily routines and societal structures that made that society unique as well as the historiographical issues surrounding our interpretation of that time period. Students will develop their skills to critically interpret and analyse primary and secondary sources.

We aim to develop the following skills within our History courses:



## LANGUAGES OTHER THAN ENGLISH (LOTE)

<p><b>COURSE DESCRIPTION:</b></p> <p><i>An introduction to basic Japanese with a focus on everyday language.</i></p>	
<p><b>COURSE REQUIREMENTS:</b></p> <ul style="list-style-type: none"> <li>• A4 display folder</li> <li>• 96 page exercise book</li> <li>• Pens, pencils and coloured pencils/textas, eraser, ruler ,scissors, glue</li> </ul>	
<p><b>REPORT OUTCOMES:</b></p> <p>Students are assessed on the following outcomes throughout the two semesters:</p> <p><b>Semester 1</b></p> <p>LJA4-1C      Uses Japanese to interact with others.</p> <p>LJA4-2C      Identifies main ideas and obtains information from texts.</p> <p>LJA4-3C      Organises and responds to information from texts.</p> <p>LJA4-4C      Applies a range of linguistic structures to compose texts.</p> <p>LJA4-9U      Identifies that language use reflects cultural ideas, values and beliefs.</p> <p><b>Semester 2</b></p> <p>LJA4-1C      Uses Japanese to interact with others.</p> <p>LJA4-2C      Identifies main ideas and obtains information from texts.</p> <p>LJA4-3C      Organises and responds to information from texts.</p> <p>LJA4-4C      Applies a range of linguistic structures to compose texts.</p> <p>LJA4-9U      Identifies that language use reflects cultural ideas, values and beliefs.</p>	
<p><b>AREAS OF ASSESSMENT:</b></p> <p>Students are assessed in the following areas through the topics listed above throughout the year:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Culture</li> </ul>	<p><b>WEIGHTING:</b></p> <p>The value placed on each area of assessment is :</p> <ul style="list-style-type: none"> <li>• 20%</li> <li>• 20%</li> <li>• 20%</li> <li>• 20%</li> <li>• 20%</li> </ul>

## Japanese Course Outline : Year 7 Scope and Sequence

A guide for parents and students. This outline is linked to the Course Assessment Schedule.

LSRW refers to the skills of Listening, Speaking, Reading and Writing.

Term	Week	Learning Outcomes	Assessment
1	1	<u>Karate Kid focus unit</u>	Unit test LSRW Culture research task Homework page Booklet completion Kids Web Japan research Unit test LSRW Homework page Booklet completion Karate Kid Treasure Hunt
	2	<u>Unit 1: Pleased to meet you: Hajimemashite</u>	
	3	<ul style="list-style-type: none"> <li>Greetings &amp; Introducing yourself</li> </ul>	
	4	<ul style="list-style-type: none"> <li>Basic classroom instructions</li> </ul>	
	5		
	6	<u>Unit 2: In the Classroom:Kyoushitsu de</u>	
	7	<ul style="list-style-type: none"> <li>Classroom objects</li> </ul>	
	8	<ul style="list-style-type: none"> <li>Discussing ownership</li> </ul>	
	9	<ul style="list-style-type: none"> <li>More classroom instructions</li> </ul>	
	10		
2	1	<u>Paper Planes Focus Unit</u>	Unit test LR Homework page Character profile Booklet completion  Bento comp research task Booklet completion
	2	<u>Unit 3: Where do you live?:Doko ni sunde imasu ka</u>	
	3	<ul style="list-style-type: none"> <li>Japanese cities</li> </ul>	
	4	<ul style="list-style-type: none"> <li>Talking about where you live</li> </ul>	
	5	<ul style="list-style-type: none"> <li>Nationalities</li> </ul>	
	6	<ul style="list-style-type: none"> <li>City living vs country living</li> </ul>	
	7		
	8	<u>Unit 4: My Friends: Watashi no Tomodachi</u>	
	9	<ul style="list-style-type: none"> <li>Oriental zodiac</li> </ul>	
	10	<ul style="list-style-type: none"> <li>Numbers: ages, phone numbers</li> </ul>	
3	1	<u>Totoro Focus Unit</u>	Unit test LRW Booklet completion Anime Yourself  Cloze activity Unit test SL Character profiles Homework page Booklet writing mark  Booklet writing mark
	2	<u>Unit 5: Karada: My Body</u>	
	3	<ul style="list-style-type: none"> <li>Naming body parts</li> </ul>	
	4	<ul style="list-style-type: none"> <li>Adjectives- describing people &amp; colours</li> </ul>	
	5	<ul style="list-style-type: none"> <li>Japanese ghosts</li> </ul>	
	6	<ul style="list-style-type: none"> <li>Anime</li> </ul>	
	7		
	8	<u>Unit 6: Kazoku:Family</u>	
	9	<ul style="list-style-type: none"> <li>Family members</li> </ul>	
	10	<ul style="list-style-type: none"> <li>Counting people</li> </ul>	
4	1	<u>Hachiko Focus Unit</u>	Unit test LSRW Homework page Pet profile task Booklet completion  Booklet completion
	2	<u>Unit 7: Doubutsu:Animals</u>	
	3	<ul style="list-style-type: none"> <li>Pets in Japan</li> </ul>	
	4	<ul style="list-style-type: none"> <li>Discussing pet ownership</li> </ul>	
	5	<ul style="list-style-type: none"> <li>Counting animals</li> </ul>	
	6	<ul style="list-style-type: none"> <li>Animals as symbols</li> </ul>	
	7	<ul style="list-style-type: none"> <li>The story of Hachiko</li> </ul>	
	8		
	9	<u>Unit 8: Christmas and New Years</u>	
	10	<ul style="list-style-type: none"> <li>End of year celebrations</li> </ul>	

# MATHEMATICS

## Overview

“Mathematics affects all aspects of our lives. Those who study it and draw upon its creativity and beauty, will find it useful, challenging and rewarding.”

This quotation by the famous Pythagoras, is the fundamental reason why students young and old, study Mathematics and its applications around the world.

Students will discover links from the classroom to the world in which they live as at Jamison High School we use an integrative approach to STEM and the school is transitioning to STEAM for 2020. The disciplines of Science, Technology, Engineering, Art and mathematics align their Scope & Sequence for year 7 & 7 for 2020.

The concepts and skills are integrated so that the students are intentionally taught content and practices of Science and Mathematics Education through the content and practices of Technology/Engineering/Art education. Integrative STEAM Education is equally applicable at the natural intersections of learning within the continuum of content areas, educational environments, and academic levels.

The Mathematics faculty offers a wide range of courses to cater for the needs of all students as they learn elements of **Number & Algebra, Measurement & Geometry and Probability & Statistics** through their progression from Year 7 to Year 12

## The First Week of the School Year

It is recognised that students entering Year 7 are from different primary schools and would have experienced a range of teaching styles, have different learning styles and have achieved a range of outcomes throughout their study of Mathematics K-6.

The Mathematics faculty has written a Year 7 program which aims to ensure all students gain practical experiences which will complement their learning from previous years and in the other STEAM subjects. Wherever possible, students will benefit from learning outside the classroom such as lessons in the school library, agricultural area, computer rooms and the playground.

During the first school week, all students entering Year 7 will be given a task to complete which will allow teachers to assess their basic knowledge and level of skill development of a range of outcomes from the K-6 syllabus. Students will then be placed into a Mathematics class based on their results and where all students are of similar skill development.

## Additional Information

The program written for Year 7 students caters for all levels of skill development from K-6 and incorporates the following aims:

- To create effective and diverse teaching strategies which accommodate the needs of all students
- To provide opportunities for students to study Mathematics at advanced levels
- To develop confidence and competence in students throughout their learning
- To develop in students the ability to communicate their knowledge orally, and in correct written Mathematical form
- To provide students the opportunity to participate in dynamic learning opportunities in order to appreciate the value of Mathematics to themselves, and in the real world, and in the other STEAM subjects.

### **Tips to help your child**

To facilitate all students' skill development and assist them in communicating their knowledge in assessment tasks:

- Mathematics teachers will also teach their classes how to produce study notes and
- Provide their classes with a weekly homework sheet to provide the opportunity for the constant review of their learning

Your assistance and contribution to this process is always welcome and we look forward to working with your child and you throughout the coming years.

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts.

## **This course;**

- Is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.
- Provides students with the opportunity to enhance and develop resilience and connectedness as they learn to interact respectfully with others.
- Reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It addresses health and physical activity concepts of importance to students and highlights the influences that personal values, attitudes and behaviours have on health and wellbeing.
- Provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

The PDHPE course provides students with the opportunity to develop strategies and skills to enhance their health and wellbeing. Students will investigate health practices, behaviours, resources and propose actions to promote health, safety and wellbeing for themselves and others. Students will study topics including 'A Unique Me' - changes and challenges of high school; Mental Health - helping ourselves and others, and 'A Healthier Me' - being responsible for our own health.

The practical components are integrated into both practical and theoretical classes. Practical components are developed across a range of challenging contexts including fundamental movement concepts, invasion games, initiatives and challenges and tactical game awareness. These concepts are taught through a variety of group and individual activities such as Volleyball, Netball, Basketball, football codes, Swimming and Athletics. These are taught in both competitive and non-competitive activities. At the end of Year 7, students will participate in an aquatics program designed to develop swimming safety and first aid skills.

There are opportunities within PDHPE to participate in a variety of whole year group activities including the swimming, athletics, and cross country carnivals and the annual Nepean Zone Gala Day.

## **Uniform**

For all practical classes students are required to change into their PE uniform in their allocated period to enable them to participate. This uniform can be purchased from the school uniform shop. As part of the school uniform students have the opportunity to purchase a school hat (which is highly recommended).



# SCIENCE

## Overview

Science is a mandatory course that is studied every year from Year 7 to Year 10. It is a subject that draws on our experiences from all aspects of our lives. At Jamison High we strive to make the study of Science interesting, rewarding and fun.

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, chemical, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and as part of the community.

Through their study of Science, students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists, including Australian scientists, to scientific research. They examine the impact on their lives of scientific knowledge and its applications to their communities and surroundings.

## Course Overview

### Topics studied in Year 7:

- Welcome to Science
- Living Things
- Enough Water Fit for Drinking
- Energy
- Blue Planet in Space

### Practical Experiences:

These will occupy a minimum of 50% of allocated class time. Practical experiences will include

- Undertaking laboratory investigations
- Undertaking fieldwork
- Using a range of data collection technologies like data loggers
- Researching by using the library or the internet
- Using models
- Using or reorganising second-hand data including those in spreadsheets and databases
- Extracting information and reorganising information in the form of flow charts, tables, graphs, diagrams, prose, keys, spreadsheets and databases
- Using computer animations and simulations, video and film resources to capture and analyse information

Students will apply and communicate their findings, understanding and viewpoints in a scientifically literate way when making informed decisions about the environment, natural and technological world.

### Vocabulary:

Each topic studied will have 10-15 key vocabulary words specific to each topic. Students will need to learn how to spell and learn the definitions for each of these words.

During experimental work, the two main vocabulary words that students will need to develop an understanding about are:

DEPENDENT VARIABLE - what you COUNT, MEASURE or TIME in an experiment

INDEPENDENT VARIABLE - in an experiment, this is the thing that you change on purpose.

# TECHNOLOGY

## Overview

Technology draws together the distinct but related subjects of Design and Technologies and Digital Technologies. It will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. In creating solutions, as well as responding to the designed world, students will contribute to sustainable patterns of living for themselves and others.

Technology involves students working on design projects. For each design project students will develop a design folio as a document that provides ongoing evidence of the design processes used and the specific technologies used in this process.

There are three focus areas that students are required to study throughout Years 7 and 8. They include:

- Digital Technologies
- Material Technologies
- Engineered Systems
- Design and Production
- Agriculture and Food Technologies

## Footwear:

Due to the practical nature of Technology, students are required to wear **fully enclosed black leather lace-up shoes** (as per Jamison High School uniform policy and DEC Safe Working Policy). **The school is therefore unable to allow any student to participate in any practical lessons unless they are wearing appropriate footwear (i.e. fully enclosed leather footwear).** When a student is withdrawn they are unable to participate in learning activities. Please ensure that your son/daughter has the correct footwear at all times.

Thus, when purchasing shoes, in addition to being black the shoes need to be enclosed with laces.



## Uniform:

When students participate in Technology they will be required to wear protective uniform and equipment e.g. aprons, protective eyewear, hats and hair nets, during practical activities. These cater for the safety and hygiene needs of all students. Please ensure your son/daughter is aware of and prepared with the necessary uniform and equipment at all times.

## Course Overview

Students at Jamison High School experience Technology in two faculty areas. For one semester they experience Technology in the Design & Digital Technology Faculty where they work on producing Products in the areas of Agriculture/ Food Design and Textiles Technology. For the other semester, they experience Technology in Industrial Arts where they work on Product development in the area of Industrial Design.

SEMESTER	SEMESTER
<p><b>Faculty Area: Design and Digital Technology</b></p> <p><b>Secret Stash</b> Overview: Students apply the design process to plan, manage and evaluate the production of design solutions in the construction of a zippered bag with a secret pocket, using recycled materials.</p> <p><b>Herbalicious</b> Overview: Students plan, manage and evaluate the production of design solutions in the construction of a herb planter using recycled materials. Students investigate where food comes from and how it is stored and cooked. Students learn to select and use a range of equipment safely.</p>	<p><b>Faculty Area: Industrial Arts</b></p> <p><b>Drone Division</b> Overview: Drones are fast becoming a staple in many industries due to their functional flexibility and cost effectiveness, and with new legislation emphasising safety precautions, drones have great aptitude for educating future innovators on technical modernisation, digital literacies, and ethical considerations. Over the course of this unit students will engage in the design and production of challenges, obstacle courses and interactive digital solutions through the use of drones.</p> <p><b>Phone Safe</b> Overview: Students investigate, select, justify and safely use a range of tools, materials, components, equipment and processes to develop, test and communicate design ideas using appropriate technical terms and technologies. Students plan, manage and evaluate the production of design solutions in the construction of a Phone Safe.</p>

## LIBRARY INFORMATION

Library facilities are available between 8.20am and 3.00pm. Junior students require teacher permission to access the Library during class time. The Library Enquiry Terminal (OLIVER) can be accessed remotely via a student's DEC Portal. OLIVER provides web links to a variety of useful websites and we encourage you to explore each of the links offered. The Library Link App can be downloaded onto Android and Apple devices.

The Library is well stocked with current and wide ranging resources including:

1. Non-Fiction to assist with assessment and exam preparation
  - Senior Reference section and study area
  - Diverse range of Teen Fiction, Graphic Novels, Premier's Reading Challenge, Picture Books, Australian Authors, Belonging and English texts and Subscriptions to a variety of magazines
  - Catalogued web links, computers (24), B&W printer (school work only) and plastic sleeves (5c each)

A student ID card is issued after school photographs and assists with expedient borrowing and will be required. Recess and Lunch break activities include: Card and Board games, Chess, Sketching and Colouring, Movies (G & PG only). The library opens each break except when exams, events or functions prevent access.