WONGAN HILLS
DISTRICT HIGH SCHOOL

TERM OUTLINES

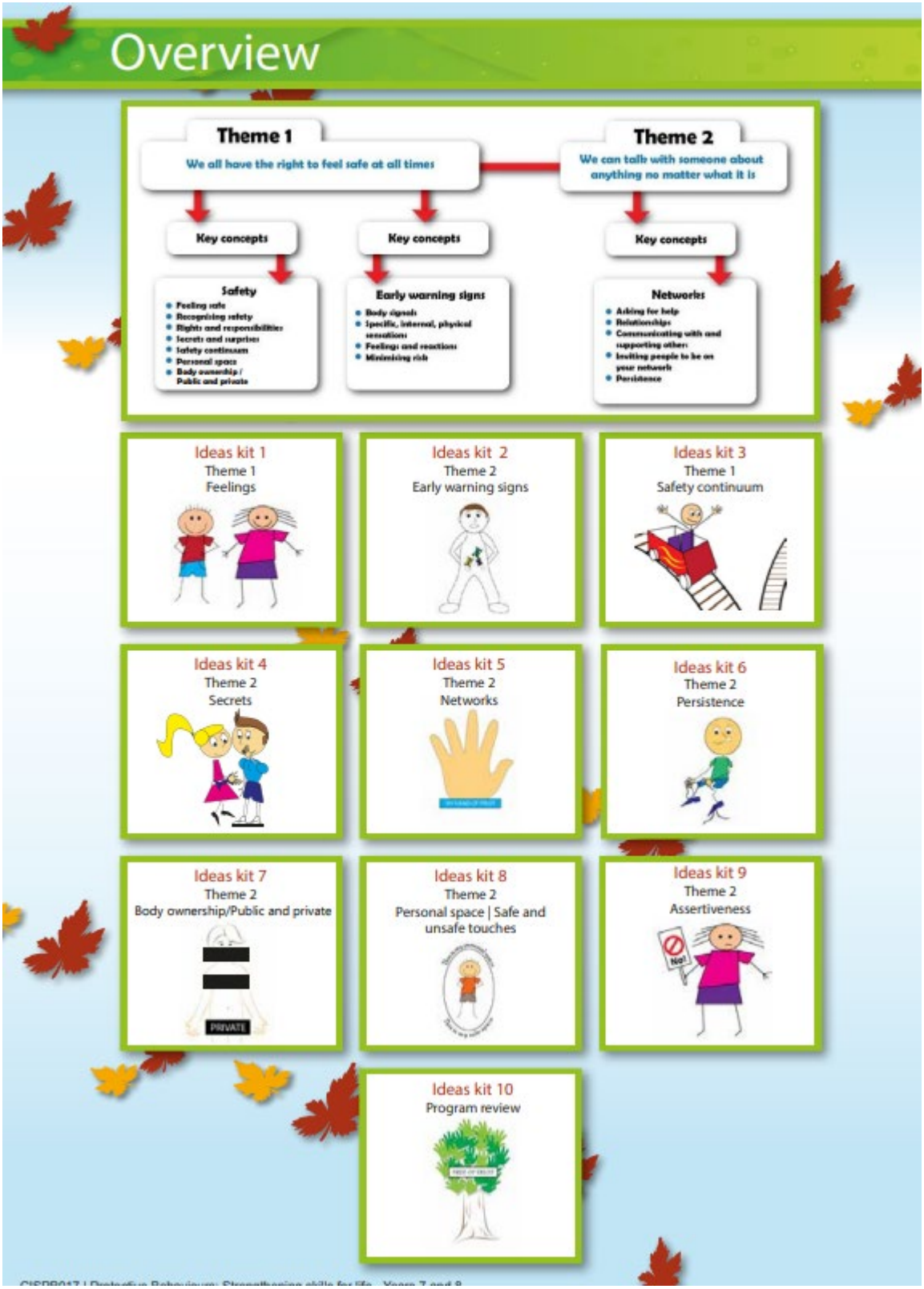
Semester 2 2025

YEAR 7

Wongan Hills District High School

Cultivate

Year 7-8
Health Education
Term 4



Students will be working through the Department of Education Protective Behaviours unit. This has ongoing assessment tasks that students will be completing throughout the term.

Wongan Hills District High School

Year 7 HASS GEOGRAPHY

Week	Content/Teaching Points	Assessment
1 - 2	What is Geography? • Physical and Human • Environments/Types of environments • Natural resources Maps and Mapping • Types of maps, elements of maps, reading maps, topographic maps, latitude and longitude	
3 - 4	• Resources • Renewable/non renewable • Precipitation • Water – a renewable resource • The water cycle • Rivers • Groundwater • Access to clean water	**ASSESSMENT:** Map drawing and reading
5 -7	• Weather and Climate • Factors affecting climate • Precipitation • Australia's rainfall • Seasons • Types of rainfall • Rainfall in Wongan Hills • Water in Australia • Water scarcity	**ASSESSMENT:** Water problems in Perth and North Africa – management strategies
8	• Deciding and choosing where to live • Sense of place • Attachment to country • Perceptions of liveability • Liveability of places and how do we measure it?	**ASSESSMENT:** How Liveable is Your Town?
9	• Most and least liveable places	
10	**DHS COUNTRY WEEK**	

Wongan Hills District High School

Cultivate

Year 7 HASS
ECONOMICS AND BUSINESS

Week	Content/Teaching Points	Assessment
1-2	• Deciding and choosing where to live • Sense of place • Attachment to country • Perceptions of liveability • Liveability of places and how do we measure it?	**ASSESSMENT :** How Liveable Is Your Town ?

3-5	• Needs and Wants
	  ○ Difference between needs and wants
	  ○ Difference between goods and services
	  ○ Barter and trade – Kingdom of Mocha
	  ○ Factors of Production – land, labour, capital and enterprise
	  ○ Economic Problem
		ASSESSMENT:
		Economic Problem Quiz

6-8	• Supply and Demand
	  ○ Current consumer trends
	  ○ How do producers set prices?
	  ○ Entrepreneurs
		ASSESSMENT:
		Poster contribution to class display.

9	**CADET CAMP**	
10	• Future careers exploration – individual pathway plans, exploration of the myfutures website, potential workplace learning placements.	

Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities.

Wongan Hills District High School

Cultivate

Year 7
HOME ECONOMICS
SEMESTER 2

Wk	Content/Teaching Points	Assessment
1	PROJECT DESIGN – Individual Projects	
2	BASIC SKILLS REVISION/LEARNERS PERMIT FOR SEWING MACHINE USE Individual Projects – negotiations and project limitations	
3	INDIVIDUAL PROJECTS • Investigate • Design/Plan • Produce	Design Plan Submitted
4	INDIVIDUAL PROJECTS • Design/Plan • Produce	
5	INDIVIDUAL PROJECTS • Produce	
6	INDIVIDUAL PROJECT • Produce	
7	INDIVIDUAL PROJECT • Produce • Evaluation/Feedback	
8	INDIVIDUAL PROJECT • Produce • Evaluation/Feedback	**ASSESSMENT:** Design process, evaluating, revision, etc
9	REVISION OF SKILLS • Evaluating	**ASSESSMENT:** Self-Management Mark
10	DHS COUNTRY WEEK	

Wongan Hills District High School

Cultivate

Year 7
HOME ECONOMICS
SEMESTER 2

Week	Content/Teaching Points	Assessment
1	Rules and responsibilities Safety rules *Singapore Noodles*	
2	Food temperatures and safety *Easy baked bean cottage pie*	
3	Revision of measuring terminology and equivalences Cooking terminology *Jam Macaroons*	
4	Healthier choices *Savoury mince*	
5	Budget Meal Design *Creamy chicken and vegetable bake*	
6	Budget Meal Design *Mini Cinnamon Tea cakes*	**ASSESSMENT:** Self-Management Mark (Food Production skills and working safely)
7	Budget Meal Design *Creation of Budget Meal*	
8	Completion of Budget Meal task (written component) *Mini pavlovas*	**ASSESSMENT:** Budget Meal Design – after exploring various budget meals, students will be designing and creating their own budget dish with set limitations.
9	**CADET CAMP**	
10	CHRISTMAS COOKING	

Wongan Hills District High School

Cultivate

Year 7 Science
Term 3 2025

Biological Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	**Biological Classification** • Why do we classify things and how does classification make things easier • Classifying things as living or non-living • What is a classification key and how do we use classification keys? **The Five Kingdoms** • Review the basic features of the members of: - The Animal Kingdom - The Plant Kingdom - The Fungi Kingdom - The Protist Kingdom - The Monera Kingdom • Practice classifying living things under these kingdoms. • Extend the classification system beyond kingdoms to define phylums, class, order, family, genus and species **The Animal Kingdom** • Discuss these sub-categories in the context of the Animal Kingdom. • Group a variety of organisms on the basis of similarities and differences in particular features. **The Plant Kingdom** • Use a plant classification key to distinguish between mosses, conifers, ferns and flowering plants. • Use a magnifying glass to examine examples of spores and seeds. •	Test 1
5-8	**Food Chains** • Derive the fact that al the energy in the food we eat comes from plants and therefore ultimately from the Sun. • Identify food chains in a variety of ecosystems. • Define the terms herbivore, carnivore and omnivore in terms of their place on the food chain. **Food Webs** • Extend the concept of food chains to food webs. • Define the terms producers and consumers. What are 1st and 2nd order consumers? • Look at the role of scavengers and parasites and discus their place in the food web. **Decomposers** • Explain what decomposers are and relate them back to the kingdoms discuss previously. • How do decomposers fin into the food web and what is their role in the “circle of life”. **Imbalances in the Ecosystem** • What is an ecosystem and how do food webs fit in to the ecosystem.	Test 2
9-10	Research Investigation Week	Research Assessment

Homework:
There is no set homework for the Year 7 students this term, however, it is recommended that students aiming for an ATAR pathway consolidate their learning at home.
Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities.
Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level are met.

Wongan Hills District High School

Cultivate

High School Physical Education
Term 3 2024

Term 3 Week	Key Concepts	Assessment
1 Understanding movement	**Jumps** • Long Jump • Triple Jump	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
2 Understanding movement	**Team Games/Individual** • Team Flags • Team Games • Individual Flag Race	**Practical Assessment** - Participation - Sportsmanship
3 Understanding movement	**Throws:** Discuss • **Lesson 1: Explicit Teaching of the Skill** • **Lesson 2: Interhouse Athletics Discuss event**	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
4 Understanding movement	**Throws:** Shot Put • **Lesson 1: Explicit Teaching of the Skill** • **Lesson 2: Interhouse Athletics Shotput event**	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
5 Understanding movement	**Running Events** • 100,200,400m/Relays **Team Games** • Team Flags • Team Games Interhouse Athletics Carnival: August 25th	**Practical Assessment** - Movement Skill - Participation - Sportsmanship
6 Learning through movement	**Country Week Sport Option: Basketball**	Practical Assessment
7 Learning through movement	**Country Week Sport Option: Basketball**	Practical Assessment
8 Learning through movement	**Country Week Sport Option: Basketball** **Lesson 1: Hockey** **Lesson 2: Designing a modified game for Week 9**	Practical Assessment
9 Learning through movement	**Modified Game**	Practical assessment on effective leadership, including teamwork and motivation. The students will be delivering a modified game to another class based on the sports played during Weeks 6-8.
10	**Country Week**	

Wongan Hills District High School

Cultivate

Year 7 Mathematics
Semester 2 2025

Wk	Learning Intentions	Success Criteria
1	Construct sample spaces for single-step experiments with equally likely outcomes (ACMSP167) Assign probabilities to the outcomes of events and determine probabilities for events (ACMSP168)	Discussing the meaning of probability terminology (for example probability, sample space, favourable outcomes, trial, events and experiments). Distinguishing between equally likely outcomes and outcomes that are not equally likely. Expressing probabilities as decimals, fractions and percentages.
2	Describe translations, reflections in an axis and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries (ACMMG181)	Describing patterns and investigating different ways to produce the same transformation such as using two successive reflections to provide the same result as a translation.
3	Investigation: Probability and Translations	
4	Classify triangles according to their side and angle properties and describe quadrilaterals (ACMMG165)	Identifying side and angle properties of scalene, isosceles, right-angled and obtuse-angled triangles. Describing squares, rectangles, rhombuses, parallelograms, kites and trapeziums.
5	Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral (ACMMG166).	Using concrete materials and digital technologies to investigate the angle sum of a triangle and quadrilateral.
6	Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal (ACMMG163)	Defining and classifying pairs of angles as complementary, supplementary, adjacent and vertically opposite. Defining and identifying the relationships between alternate, corresponding and co-interior angles for a pair of parallel lines cut by a transversal.
7	Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning (ACMMG164) Test: Lines and Shapes	Constructing parallel and perpendicular lines using their properties, a pair of compasses and a ruler, and dynamic geometry software.
8	Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving (ACMMG159)	Building on the understanding of the area of rectangles to develop formulas for the area of triangles. Establishing that the area of a triangle is half the area of an appropriate rectangle. Using area formulas for rectangles and triangles to solve problems involving areas of surfaces.
9	Draw different views of prisms and solids formed from combinations of prisms (ACMMG161) Calculate volumes of rectangular prisms (ACMMG160)	Using aerial views of buildings and other 3-D structures to visualise the structure of the building or prism. Investigating volumes of cubes and rectangular prisms and establishing and using the formula $V = l \times b \times h$. Understanding and using cubic units when interpreting and finding volumes of cubes and rectangular prisms.
10	Test: Measurement	

Wongan Hills District High School

Cultivate

Wk	Learning Intentions	Success Criteria
11	Introduce the concept of variables as a way of representing numbers using letters (ACMNA175)	Understanding that arithmetic laws are powerful ways of describing and simplifying calculations and that using these laws leads to the generality of algebra.
12	Create algebraic expressions and evaluate them by substituting a given value for each variable (ACMNA176) Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177)	Using authentic formulas to perform substitutions. Identifying order of operations in contextualised problems, preserving the order by inserting brackets in numerical expressions, then recognising how order is preserved by convention. Moving fluently between algebraic and word representations as descriptions of the same situation.
13	Solve simple linear equations (ACMNA179)	Solving equations using concrete materials, such as the balance model, and explain the need to do the same thing to each side of the equation using substitution to check solutions. Investigating a range of strategies to solve equations.
14	ACMNA179 Cont. Test: Algebra	
15	Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169)	Obtaining secondary data from newspapers, the Internet and the Australian Bureau of Statistics. Investigating secondary data relating to the distribution and use of non-renewable resources around the world.
16	Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data (ACMSP171)	Understanding that summarising data by calculating measures of centre and spread can help make sense of the data.
17	Construct and compare a range of data displays including stem and-leaf plots and dot plots (ACMSP170)	Understanding that some data representations are more appropriate than others for particular data sets, and answering questions about those data sets. Using ordered stem-and-leaf plots to record and display numerical data collected in a class investigation, such as constructing a class plot of height in centimetres on a shared stem-and-leaf plot for which the stems 12, 13, 14, 15, 16 and 17 have been produced.
18	Describe and interpret data displays using median, mean and range (ACMSP172) Investigation: Statistics	Using mean and median to compare data sets and explaining how outliers may affect the comparison. Locating mean, median and range on graphs and connecting them to real life.
19	Investigate and use square roots of perfect square numbers (ACMNA150)	Investigating square numbers such as 25 and 36 and developing square-root notation. Investigating between which two whole numbers a square root lies.
20		

Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.
Please note that the information above is a guide only. The course content and assessment dates may change over the term. Work will also be differentiated to account for individual student needs and stages of learning.

Year 7 - Careers & Life Skills (Thursday Period 5)

In this course, students will continue to develop the skills they need to be successful in their school and post-school pathways. There are 3 areas of focus over Term 3 and 4:

Guest Speakers - Career & Vocations
Students will have the opportunity to hear from and talk to people working in a variety of workplaces, from police officers, to mechanics and those who started their own business.

Student Guest Speakers
Year 7 students will also have the opportunity to hear from students who are currently completing their schooling in Year 10/11/12 or have recently graduated. They will hear firsthand about pursuing ATAR or General Studies, learn about Uni-Ready and TAFE and find out what Workplace Learning is all about. They will also hear from ex-SIDE students who are studying at Uni.

Skills for Life
Students will learn how to develop study skills, organisation skills, time management skills and more! They will learn about how to keep a healthy mind and body, how much sleep they really need and how to manage screen time. They will also learn how to reply correctly to a formal email, and how to answer a phone call...essential workplace skills!

Wongan Hills District High School

Year 7 Visual Arts
Semester 2 2025

"A Place in Time or Space" Diorama Project

Wk	Learning Intentions	Success Criteria
1-3	**Introduction to Dioramas & Visual Storytelling** • Explore the concept of place in time and space through artistic interpretation. • Understand the visual elements of dioramas: depth, scale, perspective, and layout. • Begin thumbnail sketches and mood boards using recycled imagery and brainstorming.	• Students can identify and describe a concept for their place in time or space. • Students can generate 2–3 detailed design plans or thumbnail sketches. • Students can explain how their design links to personal, historical or imagined meaning.
4-8	**Construction from Recycled Materials** • Learn construction techniques using recycled cardboard, foam, plastic, and natural materials. • Apply structural design to support stability and form within a limited footprint. • Build the diorama base, background, and primary structure.	• Students can apply basic building techniques using sustainable materials. • Students can demonstrate sound structure and layout within A4 space. • Students show progress toward creating recognisable forms in their diorama.
9-11	**Detail, Painting & Surface Texture Simulation** • Explore texture techniques using paint, glue, sand, sponges, and drybrushing. • Simulate real-world materials (wood, metal, stone, earth, water, sky). • Apply colour theory and mood through painted and mixed media surfaces.	• Students can simulate 3+ natural textures using paint or mixed media. • Students can apply colour harmonies and contrasts to create visual interest. • Students demonstrate care and attention to fine detail in their surface treatment.
12-13	**Final Assembly & Figurative Elements** • Add human or animal figures, objects, or icons to suggest narrative. • Use composition to focus viewer attention and balance visual weight. • Prepare diorama for critique and display.	• Students can integrate a narrative element or subject to complete their visual story. • Students can refine detail and make deliberate compositional choices. • Diorama is complete, structurally sound, and visually coherent.
14-15	**Reflection, Evaluation & Critique** • Reflect on the design and construction process. • Write an artist statement that explains intent, materials, and artistic decisions. • Participate in constructive critique sessions using visual arts vocabulary. • Prepare diorama and statement for exhibition. • Evaluate work against the judging standards for Year 7 Visual Arts.	• . Students can explain their artistic choices in writing and orally. • Students can reflect meaningfully on their strengths and improvements. • Students can use visual arts language to give and receive peer feedback. • Students can display their work with professionalism and pride. • Students demonstrate growth through self-evaluation and goal setting.

	• Celebrate and document learning journey through photos or video.	• Students meet relevant judging standard descriptors for Year 7.
16-18	**Negotiated tasks** Some students will require this time to finish their projects while others will have the opportunity to capitalize on their time and extend their creative skills and knowledge through a negotiated task.	

Assessment Overview

- Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.

Formative Assessments:

- Concept sketches, mood boards, and design planning in sketchbooks
- Construction technique trials and material experimentation
- Ongoing peer critiques and teacher feedback
- Self-assessment reflections during project stages

Summative Assessment:

- Completed diorama using recycled materials (structure, detail, storytelling, surface techniques)
- Artist statement outlining concept, material choices, and artistic decisions
- Final peer critique and presentation

Final Grade:

- Based on **Western Australian Curriculum Judging Standards** for Year 7 Visual Arts, including:
  - Development and refinement of ideas and techniques
  - Use of materials and processes
  - Communication of meaning through visual conventions
  - Reflection on own and others' artworks

Note: The course content and assessment dates may change. Work will be differentiated to meet individual student needs and learning stages. Students are encouraged to use AI-generated artworks from their prompts as a reference to extend their creativity and conceptual development.

Please note that the information above is a guide only.

Wongan Hills District High School

Year 7 Digital Technologies
Semester 2 2025

"Design It, Print It, Play It!"

Wk	Learning Intentions	Success Criteria
1-4	**Discover and Define** I understand how 3D printing works and how it connects to digital design. I can navigate and use Tinkercad to create simple 3D models. I can identify key features of 3D shapes and scale within a model.	I can explain what 3D printing is and describe its applications. I can create and export a simple model using Tinkercad. I can apply X, Y, Z axis concepts and combine shapes accurately.
5-6	**Ideate and Plan** I can analyse and choose a theme for my game pieces. I can plan my design ideas through sketching and annotations. I understand how design choices relate to purpose and user needs.	I can describe the theme of my set and explain design decisions. I can produce annotated sketches that show purpose and function. I can use planning tools to prepare for digital modelling.
7-9	**Design and Develop** I can model my first game piece using design software. I understand how to prepare and slice files for 3D printing. I can use feedback to analyse the success of my prototype.	I can use 3D modelling tools to build a functional model. I can export an STL file and prepare it using slicing software. I can identify print quality issues and areas for improvement.
10-12	**Evaluate and Iterate** I can use feedback to improve my 3D model. I can model additional pieces that are consistent in design and function. I can make my designs more efficient and suitable for printing.	I can use evaluation tools and peer feedback effectively. I can model a consistent and themed set of game pieces. I can make modifications to reduce support material and increase efficiency.
13-15	**Produce and Promote** I can prepare multiple designs for group or individual printing. I can evaluate my design and modelling process. I can create visual presentations or packaging that support my product.	I can correctly batch export, slice, and print STL files. I can reflect on challenges and improvements in my design. I can use digital tools to design packaging or branding for my game.
16	**Present and Reflect** I can present my final designs and explain the design process. I can compile a portfolio that documents my learning and progress.	I can explain my design choices using visual and written evidence. I can create a portfolio using screenshots, photos, and reflections. I can demonstrate an understanding of digital and design technologies.

Assessment Overview

- Assessments completed in Term 3 will be combined with assessments from Term 4 to determine a grade for the Semester.

Formative Assessments:

- Annotated concept sketches, design themes, and planning entries in student design journals
- Hands-on trials with 3D modelling software (Tinkercad), including basic shapes and object manipulation
- Ongoing peer critiques and structured teacher feedback during design development stages
- Self-assessment checklists and reflections after prototype printing and revision activities

---

Summative Assessment:

- Completed 3D-printed game piece set (individual or collaborative), demonstrating design consistency, printability, and theme integration
- Digital design portfolio including screenshots of models, evidence of planning, and reflections on the design process
- Final presentation showcasing the design journey, including visual explanation and peer review

---

Final Grade:

Assessed using the **Western Australian Curriculum Judging Standards** for Year 7–8 Design and Digital Technologies, focusing on:

- Generation and communication of ideas through digital and visual design tools
- Use of digital and physical processes to create functional solutions
- Evaluation of processes, effectiveness, and sustainability of design choices
- Reflection on own work and feedback from peers to improve outcomes

---

Note: Project timelines and assessment tasks may be adjusted to support class progress. Work will be differentiated to meet individual learning needs and stages. Students are encouraged to use AI-generated visual concepts or digital references to extend creativity and refine their modelling skills.

Please note that the information above is a guide only.

Wongan Hills District High School

Cultivate

Year 7 English
Semester Two 2025

TERM THREE		
Wk	**Content/Teaching Points**	**Formal Assessment**
2 – 9	**Novel Study – Skeleton Creek** • Reading comprehension strategies • Characterisation – direct vs indirect • Plot profile – exposition, rising action, climax, falling action, resolution • Point of view • Genres • Literary Conflict types • Mood vs tone • Figurative language • Theme • Multimedia texts Daily development of vocabulary, grammar, spelling and language conventions / literary devices Weekly library borrowing	**1.Reader Response Journal – ongoing** **2. Write an alternative ending**
10	Country Week	
TERM FOUR		
1 - 4	**Poetry of Place** • Identify and analyse literary devices in poems • Descriptive language	**Poetry writing**
5 - 10	**Persuasive Tests** • Persuasive language techniques • Compare features of written and spoken persuasive techniques Daily development of vocabulary, grammar, spelling and language conventions / literary devices Weekly library borrowing	**Persuasive Oral Presentation**

Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities. Students will be graded based on all independent tasks which are not limited to the formal assessment task. Although the key concepts across

the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level, as well as ability levels amongst students, are met.

Homework:
Students may have independent homework tasks that support their learning. These tasks could be one of the following:

1. **Reading reflection -** To reinforce your child's reading and comprehension skills, they will be working towards reflecting on texts read in class or at home. Reflection activities should not take more than ten minutes.
2. **Learning preparation. -** At times, your child will be asked to investigate a text or resource outside of class. This may require them to use a computer for research or read a text from the class. It may also include writing, especially if there is drafting to be done for publishing some writing. None of these activities should take more than 30 minutes.