

YEAR 7 CURRICULUM

The Year 7 curriculum is designed to provide a strong foundation for future learning.

In the first semester, care is taken to ensure that each student makes a smooth transition from primary to secondary schooling. A significant aspect of our comprehensive Orientation Program is the Year 7 camp. Led by the Year 7 Wellbeing Leader and attended by all mentors and/or Year 7 teachers, this camp includes a range of outdoor activities. The challenges inherent in these activities and the sharing of new experiences enable students to learn about themselves and each other. Later in the year, Year 7 students are given another opportunity to experience the outdoors.

Early in the year, a series of aptitude tests and other activities are conducted to give teachers information about individual students which will inform their teaching.

A key goal of the curriculum at this level is to create learning experiences which students will enjoy. The focus in curriculum design and assessment is upon skill development and knowledge acquisition. The curriculum will provide opportunities for inquiry and experiential learning, problem solving, independent and collaborative learning, recognising that many students have a background in the International Baccalaureate, Primary Years Programme.

Year 7 is a year of Discovery. Students are introduced to the concept of different learning styles and preferences. This understanding helps students to acknowledge their own and others' strengths and recognise new ways of approaching learning. Digital literacy skills are taught so that students become informed, aware, safe and respectful users of technologies.

The use of mobile learning devices will continue to enrich teaching and learning in Year 7. A targeted range of cloud-based applications, immediate internet access and innovative ways of organising and presenting their ideas will offer new challenges and opportunities for Year 7 students.

At Year 7, teachers ensure that the curriculum and the manner of its delivery, acknowledge, encourage and value all expectations, strengths and preferences. Regular meetings of the Year 7 Wellbeing Leader, with the teachers of English, Mathematics, Humanities and Science enable the team to respond quickly and appropriately to the needs of individuals and the group.

The Director of Curriculum, the Year 7 Wellbeing Leader and Mentors monitor the progress of each student carefully and will work with individual students to encourage the development of independence, responsible behaviour and good time management and study habits.

Year 7 Curriculum

DIGILEARN

ENGLISH

ENGLISH LANGUAGE STUDIES*

ENGLISH AS AN ADDITIONAL LANGUAGE*

* By recommendation of the Department of Differentiated Education

GEOGRAPHY

HISTORY

MATHEMATICS

SCIENCE

LANGUAGES

Choose any two to study for two years

CHINESE

FRENCH

GERMAN

DRAMA

(one semester)

MUSIC

(one semester)

VISUAL ARTS

PERSONAL DEVELOPMENT

PHYSICAL EDUCATION

RELIGIOUS EDUCATION

Core curriculum

ENGLISH

The English curriculum at Year 7 is responsive to the objectives of the Australian National Curriculum for this level and is built around the three interrelated strands of Language, Literacy and Literature. Together the strands focus upon developing students' knowledge, understanding and skills in speaking, listening, reading, viewing, writing and creating.

Students are introduced to a range of texts and complete tasks which require analysis and comparison of text structures and language features. They examine how these are used by writers to shape meaning and influence readers. They explore the representation of events, characters, settings and ideas in texts and express their own responses to these representations, in a variety of ways including analytical and creative responses.

Students synthesise information, ideas and views from a variety of texts, draw reasoned conclusions and create well-constructed, spoken, written and multi-modal texts for a range of purposes and audiences. They interact with others to exchange and debate ideas. In expressing their ideas and opinions, students are encouraged to select appropriate vocabulary to show meaning, engage readers and elicit the desired response from the audience. They are taught to use a variety of sentence structures and grammatical conventions to sustain meaning and develop a coherent text.

Critical and creative thinking are encouraged. Students use print and digital media resources to read and create texts, communicate their ideas and work collaboratively.

At this level, a significant aim is to encourage a love of reading. Students are encouraged to borrow regularly from the School Resource Centre and all participate in a digital reading program.

ASSESSMENT is based upon performance in designated common tasks and a variety of written, digital and oral tasks.

The course content at all year levels is constantly being reviewed in response to developments in this field of study and the changing needs and skills of the current group of students.

ENGLISH LANGUAGE STUDIES

By recommendation of the Department of Differentiated Education.

For some students who have specific learning needs the subject English Language Studies provides extra support. Students identified as being in need of support will be assessed and the appropriate recommendations made. The students deemed eligible to participate in this program choose only one LOTE subject and English Language Studies (ELS) which then takes the place of a second LOTE. The ELS program caters as much as possible for the individual learning styles of the participants by teaching the students a range of appropriate learning strategies and enhancing their skills and self esteem so that they are more able to participate in mainstream class discussions and activities.

ENGLISH AS AN ADDITIONAL LANGUAGE

By recommendation of the Department of Differentiated Education.

Students whose first language is not English can elect to participate in EAL classes in lieu of a second LOTE class. Students are deemed eligible for EAL classes through assessment by the Department of Differentiated Education on recommendation from teachers or request from parents or guardians.

English as an Additional Language classes provide the opportunity for students to improve their general language proficiency of our shared cultural contact and thus develop the skills and confidence to participate in mainstream classes. The small classes provide students with a supportive environment where they can feel secure in asking questions and actively using language.

Students are involved in language activities that expand vocabulary, enhance listening and reading comprehension, improve grammatical accuracy, and develop better understanding of tasks and academic expectations of our School. Time is also allocated to support the content and texts studied in mainstream subject areas, as well as developing cultural literacy about living in Australia.

MATHEMATICS

Year 7 Mathematics follows The Australian Curriculum: Mathematics. This provides students with the 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 and work life and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands describe what is to be taught and learnt. These strands are: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiency strands describe how the content is explored and developed, that is, the thinking and doing of mathematics. These strands are: Understanding, Fluency, Problem Solving and Reasoning.

Classes are structured to enable each student to work at a level and a pace which is suited to her ability. Extension is provided and support is given to those students requiring additional assistance.

Critical thinking is developed by teaching students a range of strategies and mathematical skills which enables them to solve unfamiliar problems. Students are encouraged to participate in a variety of mathematical activities to support this and other facets of the Mathematics.

AREAS OF SPECIFIC STUDY WITHIN THE AUSTRALIAN CURRICULUM

Number and Algebra

- number and place value
- real numbers
- money and financial mathematics
- patterns and algebra
- linear and non-linear relationships

Measurement and Geometry

- using units of measurement
- shape
- location and transformation

Statistics and Probability

- data representation and interpretation

Emphasis is placed on the mastering and application of basic skills, thereby establishing a firm basis for future mathematical learning. The routine practice of basic number skills is incorporated into every lesson.

Computers and calculators are used as tools in order to broaden the experience of the students and to enhance their skills in mathematical modelling.

ASSESSMENT

Student performance is assessed against the Achievement Standards of the Australian Curriculum for Year 7.

This is completed for each topic area within the content strands and also globally at the end of each semester.

The assessment will be made by analysing general class work and the level of achievement on a task (or tasks) which will be designed to allow students to demonstrate one or more of the proficiency strands. The task (or tasks) may be in the form of a topic test, application task, assignment, rich task, learning journal, personal learning pathway or collaborative work.

SCIENCE

In Year 7 students begin a four-year program that introduces them to the various scientific disciplines and correct use of scientific equipment whilst working safely in a laboratory. They explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to describe changes within systems. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Whilst developing their Science Inquiry Skills, students identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge. They work collaboratively to plan and conduct a range of investigations.

The year begins with activities that introduce the basic skills and knowledge required to perform laboratory work and write practical reports. These skills are developed throughout the year as the students complete different units of work:

- Investigating science - working scientifically
- Properties of substances
- Mixtures
- Habitats and interactions
- Classification
- Forces
- Earth in space

Each topic is taught with an emphasis on learning through practical activities.

Students will access their textbook and online resources associated with their textbook. They will create presentations, undertake independent research and are encouraged to analyse resources and their own observations critically.

Students are given the opportunity to enter the Science Talent Search after completing a project related to the relevant theme for the year. All students are invited to participate in the University of New South Wales Science Competition and the Australian National Chemistry Quiz.

ASSESSMENT is based upon written and practical tasks, keeping an accurate record of class work, using equipment correctly, conducting practical investigations, written tasks and research assignments.

HUMANITIES (HISTORY/GEOGRAPHY)

In the subject Humanities, students study one semester of History and one semester of Geography. The History and Geography courses are framed by the National Curriculum.

The study of History develops particular historical understanding as well as historical reasoning and interpretation. The curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period (approximately 60,000 BCE – c.650 CE). There are a number of Depth Studies and an Overview. The Overview focuses on the theory that people moved out of Africa and migrated to other parts of the world, including Australia. The Depth Studies investigate the ancient past and include studies of Ancient Egypt and Ancient China. By looking at these different ancient civilizations, students learn to sequence historical events and periods. Students identify a range of questions about the past and identify and locate relevant sources to investigate these problems.

In Geography, students study physical and human environments. Students develop knowledge about the earth and the skills to analyse and explain environments from a spatial perspective. The knowledge that students acquire focuses on the regions of Australia and its immediate surrounds. To understand the processes forming these environments students learn geospatial skills which enable them to read and interpret maps and other visual media. The two units explored in a geographical context are water and liveable cities. Fieldwork is an important component of the course.

ASSESSMENT is based upon written exercises, activities based on digital technologies, individual and group activities, fieldwork reports, tests and class participation.

DIGILEARN

Technology has transformed the way we live, work, play, create and learn. It is embedded and essential to EVERY subject and all students need education in being responsible digital citizens. The Year 7 Technology subject encourages independent learning by discovery, exploration and creation while, at the same time, learning to be respectful to others in their use of technological products. Digital literacy is as important in education as 'core subjects' such as English literacy and Mathematical concepts; it is the students' way of life. Technology knowledge will equip students with competencies and skills that are transferable and applicable to all subject disciplines throughout their school life and in the wider world.

Students will use a variety of digital media for communication and completion of assessment tasks.

They will develop their abilities in creativity, problem solving, exploration, teamwork, initiative and independent learning while acknowledging and taking into account the dignity and self-respect of their peers.

ASSESSMENT tasks are varied and may include collaborative tasks, completion of computer programming projects, photography tasks, class tests and individual written assignments.

LANGUAGES

At Year 7, students study two languages. They select two from Chinese, French and German. Students will continue the study of these two languages in Year 8.

CHINESE

All learners will benefit from having access to Chinese language and as a consequence, access to Chinese cultures and perspectives. Students will develop skills of listening, speaking, reading, viewing, writing, and the use of body language, visual cues and signs. The intercultural knowledge and language awareness dimension develops students' knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. The understandings are universal and are gained by comparing languages, including English.

Students will begin to develop basic listening and speaking skills, as well as reading and writing from Chinese characters.

The Chinese culture introduction will be integrated into language teaching.

Everyday topics including greeting, talking about oneself, numbers, family, food, school life, will be introduced through a variety of media, including animated lesson stories, songs, computer games, flash cards, Chinese characters and written exercises. Students will have the opportunity to use the internet and the learning management system (Firefly) for some assignments and other activities. iPads will be used as a learning tool during the lesson and beyond.

ASSESSMENT is based on a variety of oral, aural, reading and written tasks.

FRENCH

At this introductory level, the main emphasis is on the acquisition and development of basic receptive and productive skills: listening to and understanding the spoken word, pronunciation and communication in French about everyday topics such as greetings, talking about oneself, one's family, likes and dislikes, daily routine, classroom objects, numbers, the alphabet, days of the week, months of the year, animals, birthdays, festivals and presents.

Activities include role play, songs and vocabulary games. Students also participate in the annual Alliance Française poetry recitation competition. Basic grammatical structures are introduced and reinforced through written exercises. Students will also discover aspects of French culture and lifestyle through their language study and through cultural activities such as the Languages breakfast.

ASSESSMENT is based on a variety of oral, aural, reading and writing tasks.

GERMAN

As a cousin language to English, students will quickly discover how much German they can understand in the first weeks of Year 7. They will draw some comparisons between Germany and Australia and begin to learn about one of the great European cultures.

The students will develop basic listening and speaking skills and will practise these in a variety of ways including the use of applications, online resources, workbooks, songs, games and activities which combine visual, text-based and aural input. All girls will learn a poem for recitation and finalists may attend the AGTV Poetry Competition regional final. Grammatical structures will be introduced and students will be encouraged to explore how they learn most effectively. The German assistant will support girls whenever possible.

Topics will include: introductions and greetings, describing people, numbers, school, sport, family, clothes and food. Girls learn about German Christmas traditions and decorate gingerbread hearts.

ASSESSMENT is based on a variety of oral, aural, reading and written tasks

LANGUAGE EVENTS

Students will be invited to the Year 7 Languages Breakfast in Term 1. They will also be able to participate in Languages Week as well as other interesting cultural activities throughout the year.

DRAMA

Year 7 Drama is fun, practical and energetic. All students in Year 7 participate in Drama classes for one semester. With the emphasis on building their understanding of themselves, building relationships with other students, artistic process, and awareness of their personal contribution to activities, Drama enables students as individuals and groups, to explore, shape and represent ideas, feelings and their consequences.

AREAS OF STUDY

- Learning through Drama Games
- Improvisation
- Physical Expression and Exploration
- Collaboration and sharing ideas
- Performing

ASSESSMENT

With emphasis on their practical experiences:

- Workshops, rehearsals – ongoing throughout semester
- Skill development – expressive, performance, collaborative
- Creativity – making original plays
- Performance Outcomes – specifically in the following areas:
 - Mime
 - Scripting – interpreting and writing
 - Physical theatre

MUSIC

The Music curriculum focuses on musicianship, composition, and performance, and aims to broaden and enrich students' music experience, to assist students to develop personal awareness of the expressive qualities of music, and to encourage a life-long engagement with Music. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way.

Students are given the opportunity to compose, notate and perform their own music as well as simple music from scores. Students develop competency in reading and writing music, developing an understanding of basic musical structures and textures, as well as the basic fundamentals of rhythm and pitch.

Assignment work is project based, with students working both individually and as part of small ensembles. They develop the skills necessary to be able to express their own musical thoughts through performing in front of their peers.

Areas of Study:

- Music Language including theory and aural skills
- Composing and performing
- Listening and Analysis
- Music Technology

Assessment is based on a variety of tasks such as musicianship tasks, creative work and composing and performing.

VISUAL ARTS

The Year 7 Visual Arts program provides students with the basis for future studies within the areas of Art, Studio Arts and Visual Communication and Design.

The course aims to assist students to:

- develop a range of technical skills communicate their ideas, beliefs and feelings in a visual form
- learn to use technical tools and equipment
- engage in appreciation of art works with emphasis on active and practical involvement.

The course consists of two parts, Art and Visual Communication and Design, each one semester in length.

ART

Students will have the opportunity to express themselves creatively via a range of media and techniques. They will become familiar with the elements and principles of art as applied to their own work and in commentary on the work of others.

VISUAL COMMUNICATION & DESIGN

This subject focuses on the design process. Students will learn basic skills in technical drawing using the drawing equipment. By generating ideas to produce their own designs, they will learn to apply the design process. They will be introduced to skills in computer design and desktop publishing.

ASSESSMENT is based on both practical and theoretical work.

OUTDOOR EDUCATION

An integral part of your daughter's transition to Senior School is her participation in the Year 7 Discovery Camp. This exciting program will provide your daughter with valuable opportunities to meet new friends and staff by participating in a variety of outdoor activities in a safe and enjoyable manner. In class groups, the girls will participate in a range of activities including surfing, body boarding, a 'high ropes' course and Stand Up Paddle Boarding. All activities are facilitated and supported by your daughter's mentor and subject teachers. Your daughter will spend two nights staying in cabin accommodation at Camp Burnside as well as an introductory experience of two nights camping in tents at Camp Eumeralla. The 'Camp Out' will include camp cooking and some short bushwalks. The program will be conducted out of Anglesea, along the Great Ocean Road in Victoria.

The next stage in the sequential Outdoor Education Program is the 'Discovery Hike' in Term 4. In conjunction with Bindaree Outdoors, a specialist Outdoor Education provider, the program will help consolidate the introductory skills taught earlier in the year and introduce a range of outdoor skills that will allow students to live and travel in a safe and enjoyable way. The program will be conducted along the Great Ocean Walk on Victoria's 'Shipwreck Coast'. Students will be camping in tents and will 'journey' from one campsite to another. The girls will have some gear transported so their hiking bags are at a suitable size and weight.

The Outdoor Education Program is an integral and compulsory component of Year 7 and each program must be completed in its entirety. This program will satisfy the Exploration component of the Compass Award.

2019 Dates:

Surf: 4-8 Feb

Hike: 6-8 Nov (to be confirmed)

PERSONAL DEVELOPMENT

The theme for Personal Development in Year 7 is Self in Transition.

This course will support girls in the various transitions and changes in their lives at this stage of their development

Activities and discussion will focus on:

- The transition to secondary school
- Physical, emotional and mental changes in themselves and their peers
- Anti-bullying strategies
- Introduction to drug education, with a particular focus on smoking tobacco
- Study skills and general organisational skills
- Respectful relationships
- Puberty

ASSESSMENT is based on participation in class discussions and effective use of their journal.

PHYSICAL EDUCATION

Participation in Physical Education at Year 7 provides opportunities for the acquisition and improvement of motor skills. They will experience this through games and sport activities including orienteering, water safety, athletics, gymnastics, striking and fielding games and invasion games.

The experience of physical activity provides the opportunity for challenge, personal growth and enjoyment. Students develop an understanding for good sporting behaviour, including self control, discipline, cooperation, tolerance and respect for others.

Through involvement in physical activity, an understanding of the importance of health, fitness and lifelong participation in physical activity is fostered.

ASSESSMENT is based on class participation and the ability to apply the skills to practical situations.

RELIGIOUS EDUCATION

As Students move through secondary schooling, it is appropriate that they are given the opportunity to develop a more mature understanding of themselves and their spirituality. The Year 7 course endeavours to initiate this process.

Students are given an overview of the history and traditions of the major world religions and then in keeping with our Anglican identity students study the basic Christian teachings. Particular emphasis is given to the life and death of Jesus; his role as teacher and Saviour and the reactions of his contemporaries. They also look at the continuing impact of Jesus' life that has continued to inspire people to love and care for others.

Prayer as an expression of our spirituality is investigated. Students look at the nature of prayer; how to pray and models of prayer that can be used including the Lord's Prayer. Students also explore the theme of forgiveness, looking at a number of personal stories of people who have chosen to forgive others as well as the Christian understanding of forgiveness.

ASSESSMENT will include individual and group assignments, written responses, class participation and presentation of research topics using multimedia.