

## **YEAR 7 2020 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 Discovery Surf Program. Led by the Outdoor Education Department and supported by the Year 7 Wellbeing Leader and all mentors and/or Year 7 teachers, this program includes a range of outdoor activities designed to be engaging and facilitate the forming of new relationships. Later in the year, the students are given another opportunity to experience the outdoors on the Discovery Hike Program. This is designed to build on their skills and confidence in unfamiliar environments.

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

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DIGITECH

ENGLISH

ENGLISH LANGUAGE STUDIES\*

ENGLISH AS AN ADDITIONAL LANGUAGE\*

FOOD STUDIES

HUMANITIES

MATHEMATICS

SCIENCE

LANGUAGES

Choose any one to study for two years

CHINESE

FRENCH

GERMAN

DRAMA

(one semester)

MUSIC

(one semester)

VISUAL ARTS

OUTDOOR EDUCATION

PERSONAL DEVELOPMENT

PHYSICAL EDUCATION

RELIGIOUS EDUCATION

\* By recommendation of the Department for Individual Learning

# Core Curriculum

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## **DIGITECH**

New in 2020, DigitTech is a year long subject that will enable students to develop appropriate 21st century skill in the learning area of Digital Technologies.

### **AREAS OF STUDY**

Through the process of setting up the devices that they are using, students will touch on the concepts of networks, which will be wireless, wired and mobile. They will reflect on efficient ways of transferring files from either their own devices, or peers' devices. Students will collaboratively look at safety and social contexts in their projects, demonstrating their knowledge of how different types of data and information can be represented and secured in different types of digital systems.

Students will work independently and collaboratively to design and develop different digital solutions. They will use different types of digital systems, such as Lego EV3 Robots, Minecraft and App UI design.

They will use different aspects of the 'define, design, create and evaluate' in each of these projects, so that in later years levels the use of all parts together is seamlessly combined appropriately.

Sustainability and innovation will be the theme of these digital solutions.

Students will also use skills in programming, developing the appropriate knowledge of branching, iteration and functions. They will either use a 'general-purpose' programming language or for those students who have not experienced coding a 'block-based' language.

### **ASSESSMENT**

Students will be assessed across the year through classwork, observation and real-world project-based tasks that will require the application and knowledge and the skills developed throughout the year.

Assessment topics include:

- File management and digital citizenship
- Programming using the EV3 Lego systems
- Sustainability designs in the Minecraft world
- App UI design and prototyping

## **ENGLISH**

The English curriculum at Year 7 is responsive to the objectives of the Victorian Curriculum for this level and is built around the three interrelated strands of Language, Literacy and Literature.

### **AREAS OF STUDY**

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 for Individual Learning.**

For 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 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 for Individual Learning.**

Students whose first language is not English, participate in EAL support classes as recommended by the Department for Individual Learning. Students are deemed eligible for EAL support classes through assessment by the Department for Individual Learning 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. 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.

## **FOOD STUDIES**

In this subject, Year 7 students will have the opportunity to apply theoretical knowledge to practical classes and develop food preparation skills in a collaborative learning environment.

## **AREAS OF STUDY**

The Year 7 Food Studies unit will provide students the opportunity to investigate kitchen and food safety principles and apply these principles and those of sensory evaluation during the practical component of the course. Students will also explore what is meant by healthy eating and the implications of consuming various nutrients for health and wellbeing.

Students will be introduced to the design process and analyse the impact of design options.

Students will regularly participate in food production activities demonstrating the skills and knowledge they have learnt. As well as evaluating food items produced, students will self-assess and reflect on success criteria.

## **ASSESSMENT**

Is based upon class work, assessment tasks and practical work throughout each semester.

## **MATHEMATICS**

Year 7 Mathematics follows The Victorian 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 Victorian 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 STUDY**

#### **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 Victorian 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.

### AREAS OF STUDY

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 a selection of national science competitions.

## ASSESSMENT

May include written and practical tests, practical investigations, analysis tasks, research assignments and experimental investigations.

## **HUMANITIES (HISTORY/GEOGRAPHY/CIVICS AND CITIZENSHIP)**

In the subject Humanities, over the course of the year students will study History, Geography and Civics and Citizenship. The Humanities course is framed around the Victorian Curriculum.

### **AREAS OF STUDY**

#### **1. History**

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.

#### **2. Geography**

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
- liveable cities

Fieldwork is an important component of the course.

#### **3. Civics and Citizenship**

This unit in Civics and Citizenship emphasises investigating contemporary issues and developing points of views that encourage and enable students to participate in, and contribute to Australian society as active and informed citizens. In Year 7, students will investigate Australian values and identity, including Indigenous perspectives on national identity, with a particular focus on the 'Change the Date' debate. They will also focus on Government and Democracy through learning about Australia's political system and the different ways in which political change can be achieved. Students will research a political issue that interests them and explore different methods to achieve change in their chosen field.

#### **ASSESSMENT**

Is based on a range of tasks ranging from extended writing to independent research.

## LANGUAGES

**At Year 7, students study ONE language. They select ONE from Chinese, French and German.**

**Students will continue the study of this language in Year 8.**

### CHINESE

All learners will benefit from having access to Chinese language and as a consequence, access to Chinese cultures and perspectives.

At this introductory level, students will begin to develop basic listening and speaking skills, as well as reading and writing Chinese characters.

An introduction to Chinese culture will be integrated into language teaching.

### AREAS OF STUDY

Everyday topics such as:

- greetings
- talking about oneself
- numbers
- family
- food
- school life

will be introduced.

### ASSESSMENT

Is based on a variety of oral, aural, reading and written tasks. There will be a major assessment task at the end of the year.

### 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.

### AREAS OF STUDY

Everyday topics such as:

- greetings
- talking about oneself, one's family, likes and dislikes
- 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.

### ASSESSMENT

Is based on a variety of oral, aural, reading and writing tasks. There will be a major assessment task at the end of the year.

## 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 using a variety of resources which combine visual, text-based and aural input.

### AREAS OF STUDY

Topics will include:

- introductions and greetings
- describing people
- numbers
- school subjects
- sport and hobbies
- family
- clothes
- food

All girls will learn a poem for recitation and finalists may participate in the AGTV Poetry Competition. Grammatical structures will be introduced and students will be encouraged to explore how they learn most effectively. Girls learn about German Christmas traditions and decorate gingerbread hearts. A German assistant may support students when possible.

### ASSESSMENT

Is based on a variety of oral, aural, reading and written tasks. There will be a major assessment task at the end of the year.

### LANGUAGE EVENTS

Students will 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.

## AREAS OF STUDY

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

### 1. 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.

### 2. 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.

## AREAS OF STUDY

### 1. Discovery Surf

In class groups, the girls will participate in a range of activities including:

- surfing
- body boarding
- 'high ropes'
- stand up paddle boarding
- dance

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.

### 2. Discovery Hike

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 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.

### 2020 Dates:

Surf: 3 - 7 February

Hike: 4 - 6 November

## 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

### AREAS OF STUDY

Activities and discussion will focus on:

- The transition to secondary school
- Physical, emotional and mental changes
- Introduction to drug education
- Study skills and organisational skills
- Respectful relationships
- Puberty
- Positive Coping and Help Seeking
- Emotional Literacy and Personal Strengths
- Mindfulness and Meditation

### 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.

### AREAS OF STUDY

They will experience this through games and sport activities including:

- orienteering
- water safety
- net/wall sports
- fundamental movement skill development
- athletics
- gymnastics
- striking and fielding games
- 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

Religion is an essential characteristic of many societies and religious knowledge is fundamental to an understanding of self, others, the world and God. Religious Education promotes an understanding of story, ethics, ritual and symbol that have shaped humanity from the earliest times. It helps students appreciate the role of prayer, beliefs, sacraments and sacred texts in the lives of others and the possibility of incorporation into their own belief and values system.

Religious Education invites students to appreciate the value of faith and to respect the other faiths and world views that permeate Australia's diverse society. This knowledge and understanding are essential for a rich spiritual life and for informed and committed participation in a society and working for the common good.

Firbank draws students from a wide range of backgrounds and traditions so the Religious Education program endeavours to:

- develop self-awareness and religious literacy in each student
- introduce students to the richness of Anglican Tradition
- promote an understanding and appreciation of the nature of religion, with focus on the Christian religion
- explore how religion contributes to a sense of identity and community
- develop skill in conversing respectfully and eloquently on faith and religion

Whilst the Religious Education program sits firmly within the Anglican Tradition, respect for all religious traditions is an important value underpinning the program.

### AREAS OF STUDY

The Year 7 curriculum covers four content areas

- Bible
- Church and community
- Tradition of place
- Values

Some units of study will cover one content area but most will cover more than one.

The units of study include:

- Stories and the Old Testament
- Stories of a man called Jesus
- Christian Worship & Anglican Identity
- A festival of Christian Festivals

### ASSESSMENT

Feedback will be provided to students on their participation in the activities conducted in class. This will include completion of written tasks and quizzes, individual research tasks and participation in group presentations.