

# **YEAR 7 COURSE OUTLINES 2010**

- **ENGLISH**
- **MATHEMATICS**
- **SCIENCE**
- **FRENCH OR GERMAN**
- **HISTORY AND GEOGRAPHY**
- **PHYSICAL EDUCATION, SPORT & HEALTH**
- **MUSIC**
- **ART AND TECHNOLOGY**

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>ENGLISH</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>7</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## **DIMENSIONS**

- Reading
- Writing
- Speaking and Listening

## **CONTENT**

The set texts form the basis for significant work on myths, legends and fantasy. Other fiction texts from the class set collection may be used to extend this work. Class sets of plays, poetry and short stories are also used. All these texts are the basis of a wide range of creative writing exercises. Oral communication is encouraged through discussions, talks, play readings, debates and presentations. All students will participate in the Year 7 Public Speaking Competition. Wide reading is encouraged and monitored in sessions timetabled in the library. Word processing and related activities are part of the writing program.

Note that text selection may vary slightly from year to year.

## **ASSESSMENT**

Assessment is focused on the three dimensions: **Reading, Writing and Speaking/Listening**. The following are assessed:

- Creative writing exercises. Please note that students are encouraged to critically reread their work, and to redraft where necessary, and that their ability to do this is assessed.
- Flexible assignments connected to the set reading material.
- Written exercises designed to extend vocabulary and clarify grammatical problems.
- Wide reading. Students' ability to use the library and be venturesome in reading are assessed.
- Oral communication: the ability to speak clearly and usefully, and to listen and process information.

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>ENGLISH AS A SECOND LANGUAGE</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>NOT APPLICABLE</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>S1-S4</b>

## **DIMENSIONS**

The dimensions are best explained in their relationships to learning outcomes. In listening and speaking, students are expected to use their skills to communicate to others in a wide variety of situations. In reading, students are expected to read a variety of texts and gain an understanding of the organisational and language features. In writing, students are taught to improve their written expression and expand their repertoire of writing styles.

## **CONTENT**

This course aims to develop the students' comprehension of written and spoken English. Students learn to use correct intonation, stress, pronunciation in reading poems, plays, simple novels and short stories. Grammar is taught via thematic units which relate to students' needs and the topics that they study in other domains. Wide reading is also part of the course.

## **ASSESSMENT**

- Creative writing exercises: Students are encouraged to critically reread and redraft their work and their ability to do this is assessed.
- Flexible assignments: connected to the set reading material and unit work.
- Written exercises designed to extend vocabulary and improve written expression.
- Oral communication: Students are taught to speak clearly and purposefully in a variety of situations, and to listen actively. Students are expected to be able to express themselves orally in a variety of settings e.g. plays, impromptu speeches, discussion of topical events and set texts.

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>MATHEMATICS</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>7</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

**DIMENSIONS**

- Number
- Space
- Measurement, Chance and Data
- Structure
- Working mathematically

**CONTENT**

The course focuses upon active learning in both formal and informal mathematical activities, as well as on the practical application of theory in meaningful “real-life” situations. Mental Arithmetic, estimation and investigative skills are emphasised.

- Number** : Basic generations on whole numbers, fractions and decimals; multiples; factors; prime numbers; number patterns; simple percentages.
- Space** : Angles, polygons, representation of 2D and 3D figures; nets of Solids, symmetry; transformations.
- Measurement, Chance and Data** : Metric system of units; perimeter, area and volume of simple figures; measuring lengths and angles; use of scales; money; time.  
: Interpretation of graphical information; collection, organisation and representation of data; histograms
- Structure** : Algebraic notation and pronumerals; use of symbols to represent rules; index notation; substitution; simple equations and inequations.
- Working mathematically** : Developing the use of calculators and computers; developing communication processes through use of algebraic symbols and notation; developing problem-solving activities.

**ASSESSMENT is focused on the dimensions. The following are assessed.**

- Skills and Applications.
- Analysis
- Projects/Use of Technology

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>SCIENCE</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>7</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## DIMENSIONS

- Science knowledge and understanding
- Science at work

These dimensions are drawn from the traditional areas of chemistry, physics, earth science and biology and include all major concepts such as heat and energy. Knowledge about the processes and procedures of science are incorporated into the dimensions. As students progress through the levels the content becomes more sophisticated, with more complex explanations and models, more involved investigations and an increase in quantitative work.

## CONTENT

The Year 7 Science course begins with an Introduction unit in which students are introduced to many of the scientific procedures and processes they will use in their study of science. Throughout the year topics are studied from each of the four disciplines of Science. The order in which the topics are completed will vary from class to class.

<b>Discipline</b>	<b>Topic</b>
Chemical Science	: Separating mixtures; Solids, liquids, gases
Physical Science	: Forces in action, Lego technic (simple machines)
Earth and Space Science	: The solar system
Biological Science	: Classification; Cells; Plants

## ASSESSMENT

Student achievement of the dimensions for this level is assessed by a variety of strategies throughout the year. This assessment program will allow students to demonstrate:

- Scientific knowledge
- Application of scientific knowledge
- Process skills
- Scientific attitudes
- Scientific communication

The graded work on the semester report represents only **some** of the assessment tasks used.

As part of the assessment of student achievement, the following tasks are graded in each of the four disciplines:

- Topic tests
- Assignments
- Science processes and procedures

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>LOTE (FRENCH)</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>7 ELECTIVE</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## **DIMENSIONS**

- Communicating in a LOTE
- Intercultural knowledge and language awareness

## **CONTENT**

Skills pertaining to listening, speaking, reading, writing and cultural awareness are developed through the study of the themes below. By the end of Year 7, students should be able to use the language necessary to communicate in these situations:

- Greetings
- Talk about oneself and others: name, nationality, place of residence, languages spoken, age
- Give opinions
- Talk about day, date, time, address, phone number
- Count to 100
- Spell words in French

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Unit tests in all skill areas
- Assignments in all skill areas
- End of year exam

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>LOTE (GERMAN)</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>7 ELECTIVE</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

**DIMENSIONS**

- Communicating in a LOTE
- Intercultural knowledge and language awareness

**CONTENT**

Skills pertaining to listening, speaking, reading, writing and cultural awareness are developed through the study of the themes below. By the end of Year 7, students should be able to use the language necessary to communicate within the range of these topics:

- Greetings
- Describing self/others
- Playing sport
- Celebrations
- Family/Home/Pets
- School
- Music
- Time
- German Short Stories & Readers

**ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Unit tests in all skill areas
- Assignments in all skill areas
- Cultural work

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>HUMANITIES (GEOGRAPHY &amp; HISTORY)</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>7</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## **DIMENSIONS**

- Geographic knowledge and understanding
- Geospatial skills
- Historical knowledge and understanding
- Historical reasoning and interpretation

## **CONTENT**

- Introduction to History and Geography
- North Melbourne – local area study
- Three Ancient civilisations: Egypt, Greece and Rome
- Hot deserts
- Endangered species
- Pacific Regional Studies

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Projects including field trip reports
- Data interpretation and historical source analysis
- Workbook
- Tests

<b>STRAND</b>	<b>:</b>	<b>PHYSICAL, PERSONAL AND SOCIAL LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>PHYSICAL EDUCATION, SPORT &amp; HEALTH</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>7</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

**DIMENSIONS**

- Movement and physical activity
- Health knowledge and promotion
- Interpersonal development

**CONTENT**

<b>Swimming:</b>	<ul style="list-style-type: none"> <li>• Stroke technique</li> <li>• Survival skills</li> </ul>	<b>Athletics:</b>	<ul style="list-style-type: none"> <li>• Track events</li> <li>• High jump, long jump triple jump</li> <li>• Javelin, shot put, discus</li> </ul>		
<b>Gymnastics:</b>	<ul style="list-style-type: none"> <li>• Core Stability</li> <li>• Balance</li> <li>• Rotations</li> <li>• Swing</li> <li>• Spring</li> <li>• Flexibility</li> </ul>			<b>Sport Education:</b>	<ul style="list-style-type: none"> <li>• Volleyball, cricket, softball, baseball, tennis</li> <li>• Netball, soccer, football, badminton</li> <li>• Basketball, hockey,</li> <li>• Table tennis, squash</li> </ul>
<b>Fitness:</b>	<ul style="list-style-type: none"> <li>• Fitness Tests</li> <li>• Fitness activities</li> </ul>				
<b>Motor skills:</b>	<ul style="list-style-type: none"> <li>• Throwing activities</li> <li>• Striking activities</li> <li>• Minor Games</li> </ul>				
<b>Theory:</b>	<ul style="list-style-type: none"> <li>• Definitions of Health</li> <li>• Nutrition</li> <li>• Systems of the body</li> <li>• Growth and development</li> <li>• Smoking</li> <li>• Personal identity</li> <li>• Puberty</li> <li>• Relationships</li> <li>• Sun and water safety</li> </ul>				

**ASSESSMENT**

Assessment is focused on the dimensions. Participation is the key part of practical assessment, as well as

<b>Swimming:</b>	<ul style="list-style-type: none"> <li>• Stroke technique</li> <li>• Survival skills</li> </ul>	<b>Fitness:</b>	<ul style="list-style-type: none"> <li>• Fitness Test</li> <li>• Improvement in fitness</li> </ul>
<b>Gymnastics:</b>	<ul style="list-style-type: none"> <li>• Routines</li> <li>• Skills tests</li> </ul>	<b>Motor skills:</b>	<ul style="list-style-type: none"> <li>• Skills testing</li> <li>• Tactics</li> <li>• Team work</li> </ul>
		<b>Athletics:</b>	<ul style="list-style-type: none"> <li>• Skills testing</li> </ul>
		<b>Health:</b>	<ul style="list-style-type: none"> <li>• Workbook</li> <li>• Assignments</li> <li>• Group Work</li> </ul>

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>THE ARTS : MUSIC</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>7</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

**DIMENSIONS**

- Creating and making
- Exploring and responding

**CONTENT**

Students undertake a variety of musical activities. These include:

- Theory : Grade One theoretical work which enables students to play and write music in a range of styles
- Composition : Create works based on melody and rhythm, some of which are notated, recorded, performed and/or published. These will either be handwritten or produced using music software.
- Performance : Students learn to play keyboards and extend their ability by playing a variety of pieces which are performed as solos or small classroom ensembles.
- Listening and Responding : Students listen to a range of music in different styles and make critical responses using a variety of media. Students become aware of the socio-cultural background of these works.

**ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Theory
- Composition
- Performance
- Listening and responding

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>THE ARTS : INSTRUMENTAL MUSIC</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>7 - 9</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5 &amp; 6</b>

## **DIMENSIONS**

- Creating and making
- Exploring and responding

## **CONTENT**

Students have the option to undertake Instrumental Music as an extra subject. Learning corresponds with one of three stages depending on experience and aptitude: elementary, developing, advanced.

Students learn to play a chosen musical instrument by:

- preparing technical work, as appropriate to their level of experience and expertise
- learning musical language, for example reading exercises, discussion, memorising signs (symbols) and terms, learning and memorising repertoire, and performing in solo and ensemble settings
- listening to formal and informal performances by peers, teachers, professional musicians in concert and recordings. Students respond to listening experiences through the use of appropriate descriptive language
- applying theoretical knowledge to the learning of musical works, for example key structures, scale patterns, form, harmony and rhythmic and melodic composition devices
- developing knowledge through learning a range of repertoire and understanding the socio-cultural influences reflected in these musical works
- developing listening skills through ensemble and solo performances

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- performance of solo works
- performance of set technical work
- music reading skills
- performance of ensemble works
- ensemble attendance

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>THE ARTS</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>7 VISUAL ARTS</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## **DIMENSIONS**

- Creating and making
- Exploring and responding

## **CONTENT**

### **Creating and making**

The practical course will use a range of starting points, such as observation, imagination, personal experience and research, to creatively express ideas. Two and three-dimensional units of study, using traditional and non-traditional techniques and processes will be selected from a range of different art forms. These will include drawing, painting, mixed media, computer – generated art, sculpture, collage and printmaking. The formal elements and principles of design will be introduced and organized in the structure of art works across different mediums.

### **Exploring and responding**

Skills in art criticism and aesthetics will be introduced concurrently with practical tasks. Students will research, discuss and write about their own and others' art works. They will identify and analyse selected styles, historical contexts and media, using appropriate terminology.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Exploration and development of ideas.
- Skills and techniques.
- Analysis of art works.

<b>STRAND</b>	<b>:</b>	<b>INTERDISCIPLINARY LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>DESIGN, CREATIVITY AND TECHNOLOGY</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>7</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>5</b>

## **DIMENSIONS**

- Investigating and designing
- Producing
- Analysing and evaluating

## **CONTENT**

Design, creativity and technology gives students the knowledge and skills to produce quality products that meet human and environmental needs. Students manipulate materials including wood, fibres or fabrics, metals, plastics to make innovative and original products. In choosing materials students think carefully about technical, social, economic, legal, environmental and ecological considerations. Students use workshop classrooms that have been specifically designed to provide a healthy and safe working environment. They experience a wide range of tools and equipment in the making of their products and a variety of joining techniques are investigated and applied. In Technology studies students are also introduced to a range of computer – aided design skills and processes, product design rendering, marketing and engineering drawing.

In the systems strand students learn about a large range of systems – electronic and mechanical (including pneumatic and hydraulic). Students may work with computer controlled devices using commercial kits, where they make parts to achieve an electronically controlled outcome. Also, they may use a variety of energy sources for powering systems, and consider concepts such as load, effort, force, speed and motion. In systems a range of methods, appropriate technical language and symbols are used to communicate ideas. Students use block diagrams, the software package Crocodile Clips to build electronic systems, CAD packages as well as procedural and work plans.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Technology workbook (investigation, design and evaluation)
- Practical tasks (production)
- Safe and appropriate use of equipment and resources