



## **2021 Year 7 Acceleration Program Course Outline**

The course outlines for 2021 Year 7 subjects have been developed in accordance with the Victorian Curriculum F-10. Further information can be found at <http://victoriancurriculum.vcaa.vic.edu.au/> and [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

During year 7, the acceleration program students do nine compulsory year-long subjects, totalling 30 sessions per week. The subjects cover the eight Victorian Curriculum learning areas, and include the capabilities. Year 7 students complete all of the subjects with their homegroup. Here is a summary of the subjects (and session) breakdown:

<b>Subject</b>	<b>No. sessions</b>
English or EAL (English as an Additional Language)	4
Mathematics	4
Science	4
History and Geography	3
Language - French or German	3
Language - Latin	3
Physical Education & Health	3
Visual Art / Technology	3
Music	3
<b>TOTAL</b>	<b>30 Sessions</b>

<b>Compulsory Subject</b>	<b>English or EAL (English as and Additional Language)</b>
<b>Number of Sessions</b>	4 sessions
<b>Domain</b>	English / EAL
<b>Duration</b>	Year-long subject

All Year 7 acceleration program students will do either English or EAL (English as an Additional Subject). The school determines whether the student does English or EAL.

## ENGLISH

### VICTORIAN CURRICULUM

#### English Language Modes:

- Reading
- Writing
- Speaking and Listening

#### Critical and Creative Thinking Capability Strands:

- Questions and Possibilities, Reasoning and Meta-cognition

### COURSE OUTLINE

The set texts include the play, 'A Midsummer Night's Dream', novels, a variety of short stories and a film study. Students are introduced to the complexities of themes and styles of writing; to go beyond plot analysis. Students should maintain an up-to-date list of wide reading, which includes written and oral assignments. Journal work, creative writing and formal expression exercises will be scheduled regularly throughout the year. The course also develops verbal communication skills with role playing, impromptu talks, rehearsed and researched presentations. Note that text selection may vary slightly from year to year.

### ASSESSMENT

Assessment is focused on the three language modes: **Reading, Writing, Speaking and Listening**, with the **Critical and Creative Thinking** capability being a component of each one. The following are assessed:

- Creative writing exercises. Students are encouraged to re-read their work critically and to redraft where necessary.
- Flexible assignments connected to the set reading material.
- Written exercises designed to extend vocabulary and to develop grammar skills.
- Wide reading - students' abilities to use the library and to be adventurous in reading.
- Oral communication - the ability to speak clearly and usefully, and to listen to and process information.
- Common Assessment Tasks occur in Year 7 AP English classes

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

## VICTORIAN CURRICULUM

### **EAL Pathways – Language Modes:**

- Reading
- Writing
- Speaking and Listening

### **Critical and Creative Thinking Capability Strands:**

- Questions and Possibilities, Reasoning and Meta-cognition

## COURSE OUTLINE

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

- Secondary EAL learners are assessed against the SL, S1, S2, S3 and S4 stages of the EAL Developmental Continuum.
- Students focus on producing and responding to oral English texts used for social interaction and in the school context across the curriculum. Students will be assessed on their ability to identify how context is interpreted in the production of the English language in an Australian setting. There is also a focus on assessing the strategies students employ, at this stage, to speak in and learn English.
- Students focus on reading and responding to written English texts used for social and academic purposes. This involves an understanding of how and why written English texts are used in a variety of contexts and identification of how different contexts affect the way written English is used and interpreted. Students will be assessed on their control over the structures and features of written English.
- Students focus on communicating in written English for social and academic purposes and produce written English texts which are used in a variety of contexts. They will be assessed on their understanding of the relationship between text and context, audience and purpose. Control over the structures and features of written English is an ongoing development across the EAL continuum.

<b>Compulsory Subject</b>	<b>Mathematics</b>
<b>Number of Sessions</b>	4 sessions
<b>Domain</b>	Mathematics
<b>Duration</b>	Year-long subject

## VICTORIAN CURRICULUM

### Mathematics Strands:

- Number and Algebra,
- Measurement and Geometry and
- Statistics and Probability

### Critical and Creative Thinking Capability Strands:

- Questions and Possibilities, Reasoning and Meta-cognition

## COURSE OUTLINE

In Mathematics, the knowledge and skills that underpin numeracy are explicitly taught in the Mathematics strands Number and Algebra, Measurement and Geometry and Statistics and Probability and reinforced and further exemplified in and across other curriculum areas. Through this process, students recognise that mathematics is widely used both in and outside school and learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations.

Our course aims to engage students in activities which develop knowledge and understanding of mathematical concepts. This enables students to develop skills which allow them to solve routine and non-routine problems, carry out mathematical investigations and problem-solving activities, interpret and communicate mathematical ideas using mathematical language and notation, and to sensibly use calculators and computer graphing packages. Students are expected to participate in at least three of the Maths Extension Programme activities offered throughout the year.

<b>Number and Algebra</b>	Directed numbers; order of operations; ratio; percentages and applications; estimation and rounding off; perfect squares; roots; Algebraic expressions; distributive law; linear equations and inequations; index laws; generating tables and values from given rules; graphs of linear functions
<b>Measurement and Geometry</b>	Perimeter, area, surface area and volume of simple and composite figures; simple rates; distance; time; speed; interpreting timetables; Estimating length, area, mass, capacity; Angles and parallel lines; classification and properties of Polygons; visualization and transformations; co-ordinate number plane.
<b>Probability and Statistics</b>	Summarising data using mean, median, mode; stemplots; assigning probabilities in one-step experiments

## ASSESSMENT

Assessment is based on the Victorian Curriculum strands;

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

<b>Compulsory Subject</b>	<b>Science</b>
<b>Number of Sessions</b>	4 sessions
<b>Domain</b>	Science
<b>Duration</b>	Year-long subject

## VICTORIAN CURRICULUM

### Science Strands:

- Science Understanding
- Science Inquiry Skills

### Critical and Creative Thinking Capability Strands:

- Questions and Possibilities, Reasoning and Meta-cognition

## COURSE OUTLINE

These strands are drawn from the traditional areas of chemistry, physics, earth science and biology. Knowledge about the processes and procedures of science are incorporated into the strands. 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.

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	States of Matter, Elements, Compounds, Mixtures, Solubility and Separation, Acids and bases
Physical Science	Lego technic and Machines, Heat, Light and Sound, Using Energy
Earth and Space Science	Geology, Astronomy
Biological Science	Classification, Nutrition

## ASSESSMENT

Student achievement of the strands 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

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>Compulsory Subject</b>	<b>History and Geography</b>
<b>Number of Sessions</b>	3 sessions
<b>Domain</b>	Humanities
<b>Duration</b>	Year-long subject

## VICTORIAN CURRICULUM

### History Strands:

- Historical Concepts and Skills
- Historical Knowledge

### Geography Strands:

- Geographical Concepts and Skills
- Geographical Knowledge

### Intercultural Capability

### Critical and Creative Thinking Capability

## COURSE OUTLINE

### Historical Concepts and Skills

- Chronology
- Analysing historical sources as evidence
- Explaining patterns of continuity and change
- Analysing cause and effect
- Evaluating historical significance

### Geographical Concepts and Skills

- Analysing place, space and interconnection
- Analysing data and information, such as maps and other geographical data

### History Content

#### ● Civilisations

- Aboriginal and Torres Strait Islander Peoples and Cultures
- Ancient Rome
- Ancient China

#### ● Focus areas

- How physical features influenced the development of the civilisation
- Changes in society and the perspectives of key groups effected by change including the influence of law and religion
- Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs
- Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs
- The role and achievements of a significant individual in an ancient society
- The different methods and sources used by historians and archaeologists to investigate history
- The significance and importance of conserving the remains and heritage of the past

## **Geography Content**

- **Water in the world**
  - Classification of environmental resources and the forms that water takes as a resource
  - Ways that flows of water connect places as they move through the environment and the ways this affects places
  - The quantity and variability of Australia's water resources compared with those in other continents and how water balance can be used to explain these differences
  - Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa
  - The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places
  - Causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future
- **Place and liveability**
  - Factors that influence the decisions people make about where to live and their perceptions of the liveability of places
  - Influence of accessibility to services and facilities; and environmental quality, on the liveability of places
  - Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places
  - Influence of social connectedness and community identity on the liveability of places
  - Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe

## **ASSESSMENT**

All assessment relates to key concepts, skills and content.

- Field trips
- Research projects
- Source analysis
- Data interpretation
- Enquiry tasks
- Written responses
- Presentations
- Tests

●

<b>Compulsory Subject</b>	<b>Languages – French or German</b>
<b>Number of Sessions</b>	3 sessions
<b>Domain</b>	Languages (LOTE)
<b>Duration</b>	Year-long subject

## **FRENCH**

### **VICTORIAN CURRICULUM**

#### **French Strands**

- Communicating
- Understanding

#### **Intercultural Capability**

### **COURSE OUTLINE**

- Communicating in a language other than English
- Intercultural knowledge and language awareness

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

- introducing oneself and greeting others
- asking for and giving one's nationality and age
- describing others' appearance and personality
- using cardinal numbers 1-60 and the alphabet
- talking about family members and relationships
- reading and writing simple advertisements
- talking about school subjects, timetables and calendars
- asking for and giving the time and date
- asking and answering questions in the classroom

### **ASSESSMENT**

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

- Unit tests in all skill areas
- Assignment work in all skill areas
- Cultural Work



# **GERMAN**

## **VICTORIAN CURRICULUM**

### **German Strands**

- Communicating
- Understanding

### **Intercultural Capability**

## **COURSE OUTLINE**

- Communicating in a language other than English
- Intercultural knowledge and language awareness

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 acceleration program, students should be able to use the language necessary to communicate within the range of these topics:

- Greetings, numbers, countries, age
- Travel, family, more numbers
- Likes/dislikes, verb endings, text forms (letter, fairytale)
- School subjects, stationery, time, months, days, ordinal numbers
- Freetime, seasons, reading techniques, more likes/dislikes
- Birthday plans, party vocab, text types: invitation, postcard
- Shopping, buying & giving presents
- Christmas

## **ASSESSMENT**

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

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

<b>Compulsory Subject</b>	<b>Latin</b>
<b>Number of Sessions</b>	3 sessions
<b>Domain</b>	Languages (LOTE)
<b>Duration</b>	Whole Year

## VICTORIAN CURRICULUM

### Latin Strands

- Engaging with texts
- Understanding

### Intercultural Capability

## COURSE OUTLINE

Communicating in a language other than English and intercultural knowledge and language awareness

## CONTENT

- Nouns and adjectives of the first, second and third declension – all cases
- Verbs of the first, second, third, fourth and mixed conjugation
- Imperatives and infinitives
- Background information about Roman lifestyle, history and mythology
  - The life of Quintus (Quintus Horatius Flaccus)
  - Role of women
  - Slaves and freedmen
  - Venusia and Pompeii
  - Farming
  - Education
  - Homer and The Iliad
  - Virgil and The Aeneid
  - From Aeneas to Romulus
  - The Olympian Gods
  - Roman religion
  - Hannibal

## ASSESSMENT

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

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

<b>Compulsory Subject</b>	<b>Physical Education &amp; Health</b>
<b>Number of Sessions</b>	3 sessions
<b>Domain</b>	Health and Physical Education (HAPE)
<b>Duration</b>	Year-long subject

### VICTORIAN CURRICULUM

- Physical Education Strands
- Personal and Social Capability

### COURSE OUTLINE

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

Students participate in a double session of Physical Education and one session of Health Education per week. In addition to the course content students will participate in regular self-directed and immersive activities that link PE to health concepts.

<b>Physical Education</b>  →Topics	General focus	<ul style="list-style-type: none"> <li>● Basic skill performance</li> <li>● Introduction to teamwork</li> <li>● Basic tactics</li> <li>● Spatial awareness</li> <li>● Safety and Rules</li> <li>● Fundamental Motor Skill video analysis</li> </ul>
	Term 1	
	Term 2	Fitness testing, athletics, striking and volleyball
	Term 3	Netball and Soccer
	Term 4	Table tennis and basketball
		Water safety, fitness and gymnastics
<b>Health Education</b>  →Topics	Term 1	About the subject, goal setting, personal identity, values and Support networks
	Term 2	Lifespan, development, reproductive systems and puberty
	Term 3	Cybersafety, Drugs and Harm minimization
	Term 4	Why do I eat that? Nutrition

### ASSESSMENT

- Basic skill execution during skill acquisition activities
- Basic skill execution during game play
- Co-operation and Effort
- Understanding of safety and rules
- Demonstrating basic team concepts
- Completion of set work
- Two graded health tasks per term
- Participation in group work and discussion

<b>Compulsory Subject</b>	<b>Visual Art/ Technology</b>
<b>Number of Sessions</b>	3 sessions
<b>Domain</b>	Art, Design and Technology
<b>Duration</b>	Year-long subject

## VICTORIAN CURRICULUM

- Visual Arts Strads
- Digital Technologies Strands
- Critical and Creative Thinking Capability

## COURSE OUTLINE

### Visual Arts

- Creating and making
- Exploring and responding

#### **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 and printmaking. The formal elements and principles of design will be introduced and organized in the creation of art works across different media.

#### **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.

### Product Design and Technology

- Investigating and designing
- Producing
- Analysing and evaluating

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 new media skills, processes and product design rendering.

## ASSESSMENT

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

- Exploration and development of ideas.
- Skills and techniques.
- Analysis of art works.
- Technology workbook (investigation, design and evaluation)
- Practical tasks (production)
- Safe and appropriate use of equipment and resources in a workshop environment

<b>Compulsory Subject</b>	<b>Music</b>
<b>Number of Sessions</b>	3 sessions
<b>Domain</b>	Performing Arts
<b>Duration</b>	Year-long subject

## VICTORIAN CURRICULUM

### Music Strands:

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

### Critical and Creative Thinking Capability

## COURSE OUTLINE

### UNITS OF WORK

#### **Instruments of the Orchestra**

Students will learn about the different instrument families, characteristics of different instruments and how an orchestra works.

#### **Musical Theatre**

Students will learn about the history, features and significance of this musical form, including studying and watching a musical production. Students will devise the concept for a jukebox musical and will research and present about a musical of their choice.

#### **World Music**

Students will learn about the traditional music of Africa, looking at musical context, style and characteristics of the culture. Students will compose an African inspired 'proverb song' and research and present a poster on an African country.

#### **Music's Classic Hits**

Students will learn about the historical periods of Western Art Music, looking at the evolution of musical characteristics, forms and key composers. Students will write a research report about a chosen composer from one of the studied periods.

### KNOWLEDGE & SKILLS

- Explore instruments of the orchestra
- Develop composition skills using computer software
- Complete Grade 1 AMEB theory
- Develop Solfege and Aural skills
- Prepare individual performances on keyboard
- Explore a range of musical styles, including traditional African and Western Art music
- Develop group work and research skills

### ASSESSMENT

- Composition and listening tasks
- Performance tests on keyboard
- Musicianship tests
- Class presentations of research tasks
- Written work on topics covered, including: Workbooks, Tests and Evaluation Tasks

## List of Year 7 Acceleration Program subjects in 2021

During year 7, the acceleration program students do nine compulsory year-long subjects, totalling 30 sessions per week. The subjects cover the eight Victorian Curriculum learning areas, and include the capabilities. Year 7 students complete all of the subjects with their homegroup. Here is a summary of the subjects (and session) breakdown:

Subject	No. sessions
English or EAL (English as an Additional Language)	4
Mathematics	4
Science	4
History and Geography	3
Language - French or German	3
Language - Latin	3
Physical Education & Health	3
Visual Art / Technology	3
Music	3
<b>TOTAL</b>	<b>30 Sessions</b>

Literacy and numeracy assessments are conducted at the beginning of Year 7 to determine if a student would benefit from participation in a literacy and/or numeracy support program. Students and their parents/carers are informed if this is the case.

Year 7 students can also participate in the extra-curricular instrumental music program. This program is conducted during the school day, with students withdrawn from class to do their lesson (the lesson time changes each week, rotating through session 1 to 6 on the same day over a 6 week period).