



## 2021 YEAR 7 COURSE OUTLINES

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, students do eight 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) | 5                  |
| Mathematics  | 5                  |
| History / Geography                                | 4                  |
| Visual Art / Technology                            | 4                  |
| Science  | 3                  |
| Language - French or German                        | 3                  |
| Physical Education & Health                        | 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> | 5 sessions   |
| <b>Domain</b>             | English / EAL  |
| <b>Duration</b>           | Year-long subject  |

All Year 7 students will do either English or EAL (English as an Additional Subject). The school will determine 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 form the basis for significant work together with other fiction texts from the class set collection and film study. 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. ICT is incorporated into the teaching and learning program.

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. Please note that students are encouraged to critically re-read 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 adventurous in reading is monitored.
- Oral communication - the ability to speak clearly and with purpose, and to listen and process information.
- Common Assessment Tasks will occur in all Year 7 English classes from 2018 – one per semester.

# 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> | 5 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

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.

|                                   |  |
|-----------------------------------|--|
| <b>Number</b>                     | Dire Basic generations on whole numbers, fractions and decimals; multiples; factors; prime numbers; number patterns; simple percentages. |
| <b>Algebra</b>                    | Algebraic notation and pronumerals; use of symbols to represent rules; index notation; substitution; simple equations and inequations.   |
| <b>Geometry</b>                   | Angles, polygons, representation of 2D and 3D figures; nets of Solids, symmetry; transformations.  |
| <b>Measurement</b>                | Metric system of units; perimeter, area and volume of simple figures; measuring lengths and angles; use of scales; money; time.          |
| <b>Probability and Statistics</b> | Interpretation of graphical information; collection, organisation and representation of data; histograms                                 |

The course also has a focus on developing the following ‘Working mathematically’ skills: Developing the use of calculators and ICT; developing communication processes through use of algebraic symbols and notation; developing problem-solving activities.

## 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> | 3 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        | Solutions, Mixtures and Separation, States of Matter |
| Physical Science        | Forces, Simple machines – lego technic               |
| Earth and Space Science | Earth in space                                       |
| Biological Science      | Classification, Habitats and Interactions            |

## 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> | 4 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 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
- The Family
- Describing people and pets
- Count to 60
- Spell words in French

### **ASSESSMENT**

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

- Unit tests in all skill areas
- Assignment work
- End of year exam



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

- Greetings
- School
- Describing self/others
- Music
- Hobbies and Freetime
- Time
- Celebrations
- German Short Stories & Readers
- Family/Home/Pets

## **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
- Working in Teams

Students participate in a double session of Physical Education and one session of Health Education per week.

|                                      |               |   |
|--------------------------------------|---------------|---|
| <b>Physical Education</b><br>→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><br>→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> | 4 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

|                           |                   |
|---------------------------|-------------------|
| <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 SUBJECTS in 2021

During year 7, students do eight 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.

| Subject  | Sessions per week |
|--|-------------------|
| English or EAL (English as an Additional Language) | 5                 |
| Mathematics  | 5                 |
| History & Geography                                | 4                 |
| Visual Art & Technology                            | 4                 |
| Science  | 3                 |
| French or German                                   | 3                 |
| Physical Education & Health                        | 3                 |
| Music  | 3                 |

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).