



# 2016 Year 7 Curriculum

Recognising that Year 7 is an important year for transition all students are assigned to a Home Group providing a 'home base' for students and giving them the security of a special place that is their own. Students study English, Mathematics (and sometimes Science) and Society and Environment with the Home Group Teacher or Home Group Team Teachers in their own classroom. For other subjects, students move to specialist teachers and specialist areas of study.

Students all study the following:

- Art & Design
- Design & Technology
- English
- Home Economics
- Mathematics
- Mind Lab
- Music
- Physical Education & Health
- Science
- Society & Environment
- Wellbeing and Values Education

Students study either French and Japanese or Cross Curriculum Studies.

## Art & Design

**Learning Area:** Visual Art

**Course Category:** Core

**Course Length:** One term

**Assessment:**

Formative and summative criterion based assessment.

**Content:**

This course offers students opportunities to investigate a wide range of Visual Art media and techniques.

Students are expected to develop good planning and organisation skills through structured studio activities, which emphasise individual expression. Learning activities will encourage creativity and may include drawing, painting, graphics, mixed media, digital media, print making and sculpture.

Students will document their projects through the use of a visual folio and learn to process and evaluate information about the arts across time, place and culture. Specific arts terminology is introduced and used in discussions, demonstrations and written work.

The Art program is designed to provide a structure within which each student can develop their skills in using materials and creating art/design works. The

content is designed to encourage idea generation and experimental use of media both traditional and contemporary. Students will be encouraged to develop strategies for creative problem solving.

This subject aims to:

- develop students knowledge and skills in a variety of Art materials and techniques.
- develop an understanding of the need for safe work practices in the Art room.
- encourage a positive attitude when working as an individual or when collaborating with their peers on an artwork.

Students will be given the opportunity to acquire the following knowledge and skills:

- initiative in seeking out information;
- knowledge and understanding of some aspect(s) of contemporary art practice;
- skills developed through experimentation and practice
- the ability to interpret, and make a personal comment on, works of contemporary art practice.

## Cross Curriculum Studies

**Course Category:** Elective

**Course Length:** One year

**Subject Prerequisites:** Only selected after consultation with the Special Programs Coordinator.

### Assessment:

There is no formal assessment. However, students do receive an effort rating based on use of class time and support.

### Content:

The aims of the course are to assist students to develop literacy, numeracy, study and organisational skills within the context of their academic curriculum.

Specific skills that may be supported include: skimming and scanning, research techniques, assignment planning, writing structures (genres), proofreading, referencing, reading comprehension, test preparation and ICT skills.

Students also receive support with work from across the curriculum.

## Design & Technology

**Learning Area:** Visual & Applied Art

**Course Category:** Core

**Course Length:** One term

### Assessment:

Formative and summative criterion based assessment with a summative design folio.

### Content:

This course involves investigating, planning, creating and evaluating.

The students are given a design brief and then develop problem solving skills as they interpret the task and work towards a solution. Students may be exposed to a variety of materials including wood, metal and plastic.

Each student is expected to complete a design folio to document the design process.

## English

**Learning area:** English

**Course category:** Core

**Course length:** One year

### Assessment:

Formative and summative criterion based assessment.

### Content:

As part of the Australian Curriculum students engage with a variety of texts for enjoyment. They listen to,

read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

By the end of Year 7 students listen to, read and view a range of spoken, written and multimodal texts, analysing and comparing text structures and language features and vocabulary choices, to show how these shape meaning and influence readers. They create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation.

They interact with others in groups to exchange, debate and substantiate ideas and opinions. As individuals and in groups, they make oral presentations to share and promote points of view, supporting these presentations with selected evidence. Students prepare for the Year 7 NAPLAN test through revision of their reading, writing, spelling, punctuation and grammar skills, with reference to the minimum standards as described on the NAPLAN website.

## French

**Learning Area:** Languages

**Course Category:** Core

**Course Length:** One semester

### Assessment:

Formative and summative criterion based assessment including vocabulary, speaking, listening, reading and writing.

### Content:

This course uses the Australian Languages Curriculum; The strand being Communicating and Understanding. French is an introductory course which allows students the opportunity to experience many different aspects of French life and culture. The course aims to help students develop the ability to communicate in French in a fun and practical manner. Students use their creativity, ingenuity, deductive reasoning and initiative to develop their language skills by taking part in a variety of exciting activities.

Language development will be reinforced by the use of written works, songs, role-plays, projects, DVDs and films. The study of traditional French culture will also be an integral part of the program. Students will also be introduced to elements of French and world history through the exploration of Historical French characters.

## Home Economics

**Learning Area:** Visual & Applied Art

**Course Category:** Core

**Course Length:** One term

**Assessment:**

Formative and summative criterion based assessment including written and practical food assignments.

**Content:**

Students are introduced to basic food preparation, nutrition, safe and hygienic work practices.

Through the course students investigate, design, plan, create and evaluate a range of healthy basic dishes.

Topics covered include:

- Food and kitchen hygiene and safety
- Kitchen routines
- Weighing and measuring
- Knife skills
- Food groups.

## Japanese

**Learning Area:** Languages

**Course Category:** Core

**Course Length:** One semester

**Assessment:**

Formative and summative criterion based assessment including vocabulary, speaking, listening, reading and writing.

**Content:**

This course uses the Australian Languages Curriculum; The strand being Communicating and Understanding. Japanese is an introductory course which allows students the opportunity to experience many different aspects of Japanese life and culture. The course aims to help students develop the ability to communicate in Japanese in a fun and practical manner.

Language development will be reinforced by the use of written works, songs, role-plays, projects, DVDs and films.

The study of traditional Japanese culture will also be an integral part of the program.

## Innovation in teaching and learning in Year 7

- A broad and dynamic curriculum based on themes
- Mind Lab
- Wellbeing and Values Education
- Cultural Immersion Project (Camp Coorong)

## Mathematics

**Learning Area:** Mathematics

**Course Category:** Core

**Course Length:** One year

**Assessment:**

Formative and summative assessments including topic tests, assignments and investigations.

**Content:**

The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge. It aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations encountered. It develops the numeracy capabilities that all students need in their daily life, and provides the fundamentals required of mathematical specialists and professionals.

The content strands are:

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

Content Descriptions:

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, geometric reasoning.

Statistics and Probability:

Chance, data representation and interpretation.

## Mind Lab

**Course Category:** Core

**Course Length:** One year

**Assessment:**

Formative assessment and ongoing maintenance of learning blog, informal testing of strategy skill development and observation of transfer skills.

**Content:**

Through explicit teacher instruction in the playing of higher-order thinking board games the students will:

- Be encouraged to consolidate and expand thought
- Be assisted in the development of formal thought
- Develop hypothetical-deductive thinking
- Improve their processes of making conscious decisions
- Develop strategies to calmly deal with situations encountered
- Improve action strategies governed by the game rules and the moves played by the opponent in more complex situations
- Come to better understand the inter-relationships between tactical and strategic plans
- Learn to better cope with, develop and overcome issues related to the complex experiences of growing up (improve emotional intelligence)
- Reflect upon the conflicts between "personal" and "group" in human beings
- Come to a more complex appreciation of the necessity of grace, goodwill and fairness in their interactions with others.

These objectives will be achieved for each child to some degree over the period of the course.

## Music

**Learning Area:** Performing Arts

**Course Category:** Core

**Course Length:** One term

**Assessment:**

Formative and summative criterion based assessment.

**Content:**

The course aims to extend the various musical experiences and abilities of the students through active participation in an instrumental band program.

Instruments available include: clarinet, trumpet, trombone, percussion.

All students learn fundamental instrument skills, rhythm and pitch discrimination as well as develop their music literacy and ensemble skills. Students participate in small group instrumental lessons and a larger class band ensemble. Additional areas of study include: Asian music styles, ukulele, music technology,

percussion composition and singing.

Private tuition on an instrument is available during school hours and instruments are available on a hire scheme. Opportunities are provided for students to be involved in training and performance ensembles such as the Concert Choir, Concert Band and Pipe Band.

## Physical Education & Health

**Learning Area:** Physical Education & Health

**Course Category:** Core

**Course Length:** One year

**Assessment:**

There is ongoing assessment of the student's involvement in the course based on formative and summative criterion.

**Content:**

This course aims to develop the knowledge, understanding, and skills to ensure students:

- access, synthesize and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the life-span
- develop and use personal, interpersonal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyze how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

**Health Education:**

Topics covered include:

- Self Esteem
- Risk taking behaviours-drugs/smoking/skin cancer
- Sexuality – puberty & reproduction
- Physical Health/fitness/testing.

**Physical Education:**

In addition to the core activities of Swimming, Athletics and Cross Country, we offer:

Netball, Jump Rope, Cricket, Dance, Tennis AFL, European Handball and Softball.

## Science

**Learning Area:** Science

**Course Category:** Core

**Course Length:** One year

### Assessment:

Formative and summative criterion based assessment on practical design and implementation, research skills, group-work, knowledge and understanding, problem-solving and communication.

Types of assessment tasks include:

- Tests
- Practical investigations
- Research investigations

Assessment is conducted against the content strands of the Australian Curriculum Science:

- Science Understanding
- Science as a Human Endeavour,
- Science Inquiry Skills

### Content:

The Australian Curriculum Science contains the following content strands:

- Science Understanding
  - Biological sciences – Classification; Food chains and food webs
  - Chemical sciences – Mixtures and substances
  - Earth and Space sciences - Earth phenomena; seasons and eclipses, Earth's resources; renewable resources, Water cycle
  - Physical sciences – Forces and gravity
- Science as a Human Endeavour
  - Nature and development of science
  - Use and influence of science
- Science Inquiry Skills
  - Questioning and predicting
  - Planning and evaluating
  - Processing and analyzing data and information
  - Evaluating
  - Communicating

Science as a Human Endeavour and Science Inquiry Skills are addressed across all the topics. Science Understanding is assessed after each topic is completed.

## Society & Environment

**Learning Area:** Society & Environment

**Course Category:** Core

**Course Length:** One year

### Assessment:

Formative and summative criterion based assessment of written, oral and research skills.

### Content:

The following courses form part of the Australian Curriculum.

### Geography

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world

#### Theme: Water in the World

Our River Murray (this works in well with the Roonka and Camp Coorong program)

Our weather extremes: Droughts and flooding rains

#### Theme: Place and Liveability

Places are for living in.

How liveable is your neighbourhood and Adelaide?

### History

The History section of the course (consisting of one full semester) commences with an exploration of the "Out of Africa" migrations 200 000 years ago, traces the development of human civilizations and explorer pre-historic societies. The course then explores Ancient Greece and contrasts it with Ancient China. Throughout the course the emphasis is on deductions based upon primary evidence.

# Wellbeing and Values Education

**Course Category:** Core

**Course Length:** One year

**Assessment:**

Formative and summative criterion based assessment.

**Content:**

The Wellbeing program is aimed at educating students about mental fitness. The approach of social-emotional and psychological wellbeing education is designed to improve all students' ability to be problem-solvers and seek an optimistic explanation to unpredictable or uncontrollable situations.

This twelve session curriculum has been designed on Albert Ellis' model of cognitive-behavioural therapy and has shown that students are able to be more optimistic, hopeful, engaged in life and demonstrate pro-social behaviours once the programme has been delivered.

Students learn the concepts of:

- Resilience and Coping
- Mental agility
- Character Strengths
- Mindfulness
- Mental fitness
- Emotion regulation

The program is split into two distinct themes: Cognitive skills and Social skills.

