

**YEAR 7
CURRICULUM GUIDE**

2009

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INTRODUCTION

At Parkwood Secondary College, our structure and delivery of the curriculum addresses the learning needs of all our students. We expect each student to do his or her best and we provide a range of opportunities for each student to demonstrate his or her abilities.

OBJECTIVES OF YEAR 7

- to allow students to participate in challenging units of work which are suitable and relevant to their ability level, interest and maturity
- to allow students to explore and develop their interests across a broad range of subject areas
- to support student learning through an organisational structure that will see small teams of teachers responsible for the delivery of the curriculum to each particular class and which will minimise student movement around the College

Year 7 and Levels of Skill Development

Students are assessed against the Victorian Essential Learning Standards (VELS). The VELS are designed to support students to develop the ability to manage themselves and their relationships with others, make sense of the world in which they live and effectively participate in that world.

Students will be assessed against VELS in all areas of the curriculum and reports will reflect this.

There are three strands in the Victorian Essential Learning Standards:

- Physical, Personal and Social Learning which covers Personal Learning, Health & Physical Education; Interpersonal Development; and Civics & Citizenship
- Discipline-based Learning which covers The Arts, English, Humanities, LOTE, Mathematics and Science
- Interdisciplinary Learning which covers Communication; Design, Creativity & Technology; Information & Communications Technology; and Thinking Processes

Students will undertake Assessment Tasks to demonstrate the knowledge and skills gained from each of the subjects studied.

All students in Year 7 will be involved in the setting of goals for and the monitoring of their Personal Learning and will be required to contribute a statement on their achievement of these goals in the semester report.

COURSE STRUCTURE

THE KEY LEARNING AREAS

English	Mathematics	Science	Health & Physical Education
Humanities	The Arts	Languages Other Than English (LOTE)	Technology

STRUCTURAL ORGANIZATION OF THE COLLEGE

Years 11 and 12	Senior School
Year 9 and 10	Middle School
Years 7 and 8	Junior School

The Year 7 Challenge Program

Students in this program will undertake the same areas of study as all Year 7 students. The emphasis in the Challenge Program is on a more in-depth study of areas of the curriculum and on the development of higher order thinking skills.

Time Allocations

SUBJECT	NUMBER OF TEACHING PERIODS TAUGHT IN ONE 10 DAY CYCLE
English	9 periods per cycle
Mathematics	9 periods per cycle
Science	6 periods per cycle
History/Civics & Citizenship	4 periods per cycle
Geography/Economics	4 periods per cycle
PE/Sport	8 periods per cycle
Languages Other Than English	6 periods per cycle
Technology	4 periods per cycle
The Arts	4 periods per cycle
Information & Communications Technology	3 periods per cycle
Personal Development/Essential Questions	3 periods per cycle

Key Learning Area: The Arts – Visual and Performing

Unit Title:

The Arts

Unit Description

In Year 7, 'The Arts' is taught as a combined full year unit. The program covers both visual and performing arts. Students may work in integrated thematic studies that encompass both the visual and the performing arts, for example puppet making and performance; as well as single topics specific to the areas of Art, Visual Communication and Design, Drama and Music. The basis of this program is to present to the students a holistic view of the manner in which 'The Arts' is a combination of many varied expressions of creative activity.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

Visual Arts:

- Creating and Making
 - Exploring and Responding
1. Folio – including finished pieces
 2. Visual Analysis – of artworks relevant to tasks
 3. Evaluation – of own artwork and progress

Performing Arts:

- Creating and Making
 - Exploring and Responding
1. Performance
 2. Workbook
 3. Research Project

Key Learning Area: The Arts – Performing

Unit Title:

Instrumental Music

Unit Description

Instrumental Music is available at Parkwood Secondary College for those students who would like to learn to play an instrument. Students are given small group tuition in the instrument of their choice.

A range of instruments is offered and a small cost is involved.

Assessment Tasks To Demonstrate Learning Outcomes

1. Technique
2. Tone Production
3. Sight Reading
4. Musicality

Key Learning Area: English

Unit Title:

English

Unit Description

Students will work to further develop their skills of reading, writing, speaking and listening, as part of the assessment of the Victorian Essential Learning Standards. There will be an integrated approach to learning and thinking. Students will be encouraged to read widely, choosing a variety of different texts and genres and learning to appreciate different kinds of literature. A study of poetry forms will also be undertaken, in order to encourage them to write their own poems.

Students will be asked to experiment with a range of different writing styles, undertake specific exercises to improve the clarity of their written work and engage in both informal and planned oral communication. A variety of activities will be presented to students, to allow opportunities to further enhance their Learning Technologies skills and their knowledge and understanding of the Thinking Curriculum.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

- Reading
- Writing
- Speaking and Listening

Students will be working within a selected theme per term.

1. Language Tasks – including spelling
2. Writing Folio Tasks
 - paragraphing, writing styles (e.g. creative, imaginative, informative, personal/reflective)
3. Issues Response/Research Tasks
 - comprehension exercises from student text – ‘**World of English Book 1,**’ etc.
4. Oral Presentations
5. Text Response Tasks
 - Wide Reading Tasks (at least 2 per term) - related to the RIBIT program
 - Semester 1 – Fictional Text
 - Semester 2 – Film Text

Key Learning Area: Humanities

Unit Title:

Geography

Unit Description

Students will be involved in developing geographic knowledge and skills including the presentation, interpretation and analysis of geographical formats. Students will use fieldwork to investigate their own city of Melbourne (local scale), and extend their study to Victoria (regional scale), then to Australia (national scale).

In the economic component, students will describe the difference between needs and wants and their own roles as consumers and producers of goods and services.

Learning technologies are used to enhance understanding and provide an integrated approach towards research and application of learned skills.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

- Geographical knowledge and understanding
- Geospatial skills

- Economic knowledge and understanding
- Economic reasoning and interpretation

1. Tests
2. Practical Exercises
3. Research/Assignment Tasks

Key Learning Area: Humanities

Unit Title:

History

Unit Description

Students will study Ancient societies in History using technologies to enhance their understanding and provide an integrated approach towards research and the application of key skills. They will investigate the lives, government, values and beliefs, and culture in the ancient worlds of Egypt, Greece and Rome.

In Civics and Citizenship, students will explore the principles and values of democracy, such as equality, freedom of speech and representation. Students will be able to compare their society with that of the ancient civilizations.

Learning technologies are used to enhance understanding and provide an integrated approach towards research and application of learned skills.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

- Historical knowledge and understanding
- Historical reasoning and interpretation

- Civic knowledge and understanding
- Community engagement

1. Tests
2. Practical Exercises
3. Research/Assignment Tasks

Key Learning Area: LOTE

Unit Title:

Indonesian - *Beginners*

Unit Description

This unit consists of a broad introduction to both the language and culture of Indonesian in spoken and written form, through means of basic geographical orientation, correct pronunciation and the practice of simple conversational phrases in dialogues.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

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

1. Listening

Demonstrate comprehension of personal or factual information, opinions and instructions by contributing turns in role-play, making choices, creating captions, or making simple evaluative remarks – Topic Tests.

2. Speaking

Make simple statements, each conveying a single fact, or a list of facts in short exchanges, role-plays or presentations – Oral Tasks.

3. Reading

Identify main ideas, factual information and sequences of events in short, simple modified texts and use the information to make choices or decisions from options provided – Reading Tasks.

4. Writing

Write three or four linked sentences to convey personal or factual information in short letters, narratives or captions – Writing Tasks.

Key Learning Area: LOTE

Unit Title:

Indonesian - *Advanced*

Unit Description

This unit consists of a broad introduction to both the language and culture of Indonesian in spoken and written form, through means of basic geographical orientation, correct pronunciation and the practice of simple conversational phrases in dialogues. Included in this unit are: a geographical and cultural background, pronouncing the Indonesian alphabet, counting and using Indonesian numbers up to one thousand, expressing the correct time, asking and answering questions, offering greetings and knowing family members, terms and clothing.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

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

1. Listening

Demonstrate comprehension of personal or factual information, opinions and instructions by contributing turns in role-play, making choices, creating captions, or making simple evaluative remarks – Topic Tests.

2. Speaking

Make simple statements, each conveying a single fact, or a list of facts in short exchanges, role-plays or presentations – Oral Tasks.

3. Reading

Identify main ideas, factual information and sequences of events in short, simple modified texts and use the information to make choices or decisions from options provided – Reading Tasks.

4. Writing

Write three or four linked sentences to convey personal or factual information in short letters, narratives or captions – Writing Tasks.

Key Learning Area: LOTE

Unit Title:

Japanese - *Beginners*

Unit Description

This unit is aimed at students who basically have no experience with the Japanese language. Students will start learning spoken and written Japanese, including grammar. They will use everyday topics to practise their Japanese.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

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

The four skills of speaking, listening, reading and writing will be practised and assessed in the following ways:

1. Listening

Demonstrate comprehension of personal or factual information, opinions and instructions by contributing turns in role-play, making choices, creating captions, or making simple evaluative remarks – Topic Tests.

2. Speaking

Make simple statements, each conveying a single fact, or a list of facts in short exchanges, role-plays or presentations – Oral Tasks.

3. Reading

Identify main ideas, factual information and sequences of events in short, simple modified texts and use the information to make choices or decisions from options provided – Reading Tasks.

4. Writing

Write three or four linked sentences to convey personal or factual information in short letters, narratives or captions – Writing Tasks.

Key Learning Area: LOTE

Unit Title:

Japanese - *Advanced*

Unit Description

This unit assumes some basic knowledge of the Japanese language and students will continue to learn both spoken and written Japanese, including grammar. They will use everyday topics to practise their Japanese.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

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

The four skills of speaking, listening, reading and writing will be assessed in the following ways:

1. Listening

Demonstrate comprehension of personal or factual information, opinions and instructions by contributing turns in role-play, making choices, creating captions, or making simple evaluative remarks – Topic Tests.

2. Speaking

Make simple statements, each conveying a single fact, or a list of facts in short exchanges, role-plays or presentations – Oral Tasks.

3. Reading

Identify main ideas, factual information and sequences of events in short, simple modified texts and use the information to make choices or decisions from options provided – Reading Tasks.

4. Writing

Write three or four linked sentences to convey personal or factual information in short letters, narratives or captions – Writing Tasks.

Key Learning Area: Mathematics

Unit Title:

Mathematics

Unit Description

Year 7 Mathematics consolidates concepts learned at Primary Level and builds on these to develop increased mathematical understanding.

The use of technology is an integral part of the mathematics curriculum.

Problem solving and thinking strategies are incorporated, whenever appropriate, into the course.

The course includes the following areas: Whole numbers, Number patterns, Fractions, Decimals, Measurement, Angles, Algebra, Equations, Shapes and Chance and Data.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

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

1. Topic Tests
2. Assignments

Key Learning Area: PE/Health

Unit Title:

Personal Development/Essential Questions

Unit Description

Personal Development aims to offer support to students so that they can maximize their learning and enjoy their education. For learning to be enhanced, students must feel secure, valued and have a sense of being “connected” to family, community and school. Underlying the development of these skills is the formation of appropriate values so that the essential life skills of good self-esteem, “connectedness” and resiliency to the ups and downs of life can best be acquired.

Topics to be introduced to students include the attributes of a good friend, effective communication, the importance of values and identifying and respecting peoples’ feelings and effectively recognising and dealing with bullying.

The Essential Questions component of the course will investigate some of the major issues facing communities in the 21st century such as Water and Environmental Sustainability.

Assessment Tasks To Demonstrate Learning Outcomes

1. Satisfactory completion of Personal Development Workbook
2. Satisfactory participation in class activities and discussion
3. Assignments/Research

Key Learning Area: PE/Health

Unit Title:

Physical Education

Unit Description

The aim of this subject is to develop basic fundamental motor skills and begin applying them to a variety of team sports. These fundamental motor skills will be taught with an emphasis on participation, through a variety of minor games and modified sports. Students will also explore the theme of body movement where students learn gymnastics, dance and aerobic skills.

Later in the unit students will extend their skills by applying them in a structured sport competition (SEPEP – Sport Education in Physical Education Program). The focus of the SEPEP competition will be for students to both develop their sports skills, learn to demonstrate knowledge of sportsmanship, leadership, teamwork and communication. This is achieved with students all being required to take on extra ‘roles’ in the class such as coach, captain, statistician etc.

Students will also be required to complete a Physical Education Workbook and research assignments including the following topics: Skills in Sport, Teamwork, Safety, Body Image, Fitness and basic strategies.

It is a requirement of this learning area and of the College that students are in full PE uniform in order to participate successfully in the practical classes.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following area:

- Movement and physical activity
1. Workbook and Research Assignments
 2. Skill Development
 3. Participation in practical classes
 4. Participating in correct uniform in a minimum of 80% of classes

Key Learning Area: PE/Health

Unit Title:

Sport

Unit Description

The aim of School Sport is for students to gain a positive experience in sport whilst learning skills and attitudes that are transferable to their daily lives. These include:

- Concentration
- Teamwork
- Striving for Excellence
- Leadership
- Performing under pressure
- Respect for others

Students elect the sport in which they wish to represent the Parkwood Panthers and then spend time training with their team in preparation for inter school matches. It is expected that all students strive to achieve in all areas of sport, not only on the scoreboard but, more importantly, to excel in the skills and attitudes mentioned above. Students are also expected to improve basic skills of their chosen sport and develop team strategies before and during competition.

Assessment Tasks To Demonstrate Learning Outcomes

1. Uniform in 80% of classes
2. Satisfactory demonstration of skills in practice
3. Satisfactory demonstration of skills and attitudes listed above

Key Learning Area: Science

Unit Title:

Science

Unit Description

The topics outlined in this Year 7 Science core encompass the two Science Dimensions, namely Science Knowledge and Understanding, and Science at Work. Students will begin with some introductory topics including “Safety in Science”, “Science Skills” and “Working in a Laboratory”. The course then focuses on the following topics:

Science Knowledge and Understanding:

- **Everyday Reactions** – investigating chemical reactions
- **Seeing and Hearing** – investigating the interaction of light and sound with the sense of sight and hearing
- **Forces** – investigating forces, how we use them and how they impact on us, including friction and gravity
- **Using Magnets** – investigating the effects and forces of magnets, magnetic fields and electromagnets
- **The Living World** - identifying patterns of similarities and differences between living things and classifying these into the five kingdom system of classification
- **Earth in Space** - investigating the phases of the moon, night and day, the seasons, lunar and solar eclipses, and the tides.
- **How Things Work** – investigating simple machines, including pulleys and gears.
- **Living Things and Places** – investigating living things in their environments and the relationships between them
- **Rocks** – investigating how the Earth’s surface changes including the rock cycle.

Science at Work:

This dimension will be embedded into the topics that are taught above. Students will

- study and describe science concepts, using correct scientific vocabulary
- demonstrate safe, technical uses of a range of instruments and chemicals, and of procedures for preparation and separation. They will carry out and design investigations that include measurement, using standard laboratory instruments and equipment and methods to improve accuracy in recording.
- make systematic observations and interpret recorded data appropriately, according to the aims of the study. They will use appropriate diagrams and symbols when reporting on their investigations.
- make and use models and images from computer software to interpret and explain observations.
- work effectively in a group to use science ideas to make operating models of devices.
- identify, analyse and ask their own questions in relation to scientific ideas or issues of interest.
- investigate science-related occupations.

Assessment Tasks to Demonstrate Learning Outcomes

1. Assignments (eg research projects, models, posters, concept maps, computer-generated investigations and simulations)
2. Practical Reports
3. Tests

Key Learning Area: **Technology**

Unit Title:

Food Technology

Unit Description

This unit covers the principles of food technology as they relate to healthy eating choices. Students investigate the ‘Ten Dietary Guidelines’ and produce meals that fall into the various categories of these guidelines. In doing so, students will respond to the technology process and learn to investigate, design, produce and evaluate food products.

Students will increasingly work towards independence as the unit progresses. At this level students will be able to independently and accurately follow a recipe, making appropriate use of the time available. They will also be able to explain and demonstrate safe and hygienic methods of food preparation and storage. Students will participate in practical and theoretical activities to achieve the objectives described.

Assessment Tasks to Demonstrate Learning Outcomes

These cover the following areas:

- Investigating and Designing
 - Producing
 - Analysing and Evaluating
1. Workbook/Journal Activities
 2. Practical Work
 3. Research Tasks

Key Learning Area: Technology

Unit Title:

Information and Communications Technology

Unit Description

Students use computers in variety of setting both in the school environment and at home. This subject focuses on the development of ICT skills such as the use of digital still and video cameras, the use of Microsoft Office including Word, Excel and PowerPoint; the creation of a personal webpage; and the use of movie creating and editing software.

A second focus of this subject is the development of the correct keyboarding technique and the development of speed and accuracy so that students can efficiently and safely complete computer-generated tasks.

Assessment Tasks to Demonstrate Learning Outcomes

ICT

Successful completion of a folio of ICT Skills tasks.

Keyboarding

Students will receive a statement that identifies the level of skill attained in correct keyboarding technique and in speed and accuracy.

Key Learning Area: Technology

Unit Title:

Design and Technology

Unit Description

This unit introduces students to a range of materials such as plastics, wood, metal, fibre etc as functional and sculptural materials. It also develops students' skills in the use of hand tools, finishing techniques and safe working habits. Students will be involved in completing a variety of small projects during the unit.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

- Investigating and Designing
- Producing
- Analysing and Evaluating

1. Design Folio – design ideas and development
2. Production – practical folio including finished pieces
3. Evaluation – of student's own and designers' work

Key Learning Area: English

Unit Title:

Challenge English

Unit Description

This course is designed to allow students to work at a higher level in Year 7. Students will be expected to work at Level 5 of the Victorian Essential Learning Standards (equivalent to Year 7) in Semester One and Upper Level 5 (equivalent to Year 8) in Semester Two. Like students in the Year 7 Core English, they will continue to extend their skills and knowledge about reading, writing, speaking and listening. There will be an integrated approach to thinking and learning. Teaching and learning ideas such as Self-Paced Learning and a Negotiated Curriculum will be an essential part of this course, as well as the implementation of Socratic Seminars and the Classroom Community of Inquiry. Students will also be given increased opportunities to improve their information and communications technology skills and their understanding of the Thinking Curriculum.

Assessment Tasks To Demonstrate Learning Outcomes

These cover the following areas:

- **Reading**
 - **Writing**
 - **Speaking and Listening**
1. Language Tasks
 - review of parts of speech, punctuation, grammar, vocabulary, including spelling
 2. Writing Folio Tasks
 - paragraphing and sentence structure
 - planning and drafting
 - writing styles (e.g. creative, imaginative, informative/instructional, argumentative/persuasive, expository/analytical, personal/reflective)
 - purpose and audience
 - poetry analysis
 3. Oral Presentations – including debates and panel discussions
 4. Issues Response/Research Tasks
 - research
 - issues response, media skills and knowledge, persuasive language, analytical skills, development of a point of view
 - comprehension tasks from student text – **‘World of English Book 1**
 5. Text Response Tasks
 - Semester 1 – Fictional Text
 - Semester 2 – Choice of a negotiated Wide Reading Text with a negotiated assessment task – written text (Term 3)
Film Text (Term 4)