

Bayside P-12 College

Year 7

Course outlines

Hancock, Carrolyn M

Year Level: 7

SUBJECT: English Academic Achievers

Strand: Literature

Strand: Literacy

Strand: Language

CONTENT:

Students are encouraged to read widely and are a part of an independent reading program. To further develop understanding of reading we explicitly teach comprehension strategies such as visualisation, making connections and inference. Students study complex novels and poems and analyse setting, character, figurative language and plot.

They are taught to write in a number of genres including personal narrative, persuasive, comparative, poetry, review of books and films, in addition to course work. Through writing and specific activities students develop a deeper understanding of the correct use of grammar, spelling and punctuation.

Students are supported by teachers through regular individual reading and writing conferences which provide students with goals and timely feedback.

Students are encouraged through group work and class discussions to articulate their thoughts and opinions.

ASSESSMENT:

Typically in Year 7 (Academic Achievers) we use the following assessments:

- Personal Narrative
- Persuasive Essays
- Oral Presentations
- Comparative Essay
- Analytical Essay
- Reading and Writing Conferences
- Poetry Writing

Year Level: 7

SUBJECT: English

Strand: Literature

Strand: Literacy

Strand: Language

CONTENT:

Students are encouraged to read widely and are a part of an independent reading program. To further develop understanding of reading we explicitly teach comprehension strategies such as, visualisation, making connections and inference. Students study novels and poetry and analyse setting, character and plot.

They are taught to write in a number of genres including personal narrative, persuasive, comparative, poetry, and review of books, in addition to course work. Through writing and specific activities students develop an understanding of the correct use of grammar, spelling and punctuation.

Students are supported by teachers through regular individual reading and writing conferences which provide students with goals and timely feedback.

Students are encouraged through group work and class discussions to articulate their thoughts and opinions.

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Essays
- Text analysis
- Creative writing
- Oral presentations
- Language analysis
- Exam

Year Level: 7

SUBJECT: English as an Additional Language (EAL)

DOMAIN: English **Stages:** S1, S2

Standard: Speaking and Listening

Standard: Reading and Viewing

Standard: Writing

CONTENT:

Students work towards expanding their understanding and use of English in different social and academic contexts. Students are explicitly taught a range of genres such as personal recount, persuasive, narrative and report writing. Through modelling and scaffolding students learn how to structure their writing using a basic framework such as an introduction, a body and a conclusion.

As students study new texts and novels, they undertake a range of before, during and after reading activities focusing on specific aspects of texts. They begin to learn to read for different purposes such as to extract specific information or to identify a sequence of events. They practise reading aloud simple, known texts, and listen when others read. In responding to texts they explore some meanings beyond the literal level, for example, by discussing implied meanings, figurative language, characters and plot in a narrative.

They research and undertake short discussions or presentations on familiar and unfamiliar topics in small group contexts.

Students participate in activities that focus on grammar, vocabulary and spelling to further develop their writing skills.

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Essays written in different genres: imaginative, persuasive, personal narrative
- Oral presentation or conversation
- Spelling and grammar quizzes and tests
- Text Response on a novel studied in class
- End of semester exam

Year Level: 7

SUBJECT: Mathematics

Strand: Number and Algebra

Strand: Measurement and Geometry

Strand: Statistics and Probability

CONTENT:

Students interpret integers in real world contexts. They make connections between whole numbers and index notation. They move flexibly between representations of fractions, decimals and percentages. Students generalise using variables, solve simple linear equations and identify points on the Cartesian plane. They compare costs of items to make financial decisions. Students investigate questions involving the collection of a range of data. They calculate mean, mode, median and range for sets of data and describe the relationship between median and mode in data displays. Students classify triangles and quadrilaterals and establish the formulas for the area and perimeter of rectangles. They calculate the volume of rectangular prisms and draw and build three dimensional objects. They identify angles formed by a transversal through parallel lines and describe transformations on the Cartesian plane.

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Tests
- Assignments
- Bookwork

Year Level: 7

SUBJECT: Science

Strand: Science understanding

Strand: Science as a human endeavour

Strand: Science inquiry skills

CONTENT:

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Assignments (1 per semester)
- End of topic tests (at the end of every topic)
- End of semester exams
- Book work

Year Level: 7

SUBJECT: Humanities

DOMAIN: Civics and Citizenship

Dimension: Civic knowledge and understanding

CONTENT:

Students cover the following topics:

- What is democracy?
- What is a citizen and what are the rights and responsibilities of being a citizen?
- How are leaders elected?
- What is Australia's system of government?
- What are the different levels of Government?

Students also have the opportunity to participate in a community activity like tree planting, Clean Up Australia day or a project of their choice.

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- "Vote for me" leader's speech – written task and oral presentation
- Government poster – highlighting different aspects of government

Year Level: 7

SUBJECT: Humanities

DOMAIN: Geography

Dimension: Geographical knowledge and understanding

Dimension: Geospatial Skills

Dimension: Geographical Inquiry

CONTENT:

- Geospatial Skills
- Geographical concepts: BOLTSS, direction, distance, scale, location (latitude, longitude, grid references), types of maps,
- Mapping skills: making maps for special purposes, demonstrating knowledge of mapping
- Inquiry: What can maps show us?
- Fieldwork

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Fieldwork: geographical concepts in the field
- Mapping task: Major task demonstrating all skills learnt
- Homework: world map - physical main land, water features, oceans, seas and continents and political including capital cities
- Classwork

Year Level: 7

SUBJECT: Humanities

DOMAIN: History

Dimension: Historical knowledge and understanding

Dimension: Historical Skills and Concepts

Dimension: Historical Inquiry

CONTENT:

Topic 1: Historical skills – Why do we study history? How do we study history?

Topic 2: Ancient Egypt – Students look at the daily life in Ancient society, the rulers, the religions, the inventions and the legacy of ancient Egypt.

Topic 3: Ancient Asia – Students do a case study of Ancient China and give an oral presentation on their findings.

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Written Task
- Oral Presentation
- Classwork
- Exam

Year Level: 7

SUBJECT: PASE

DOMAIN: Physical, personal and social learning – Health and Physical Education

Dimension: Movement and physical activity

Dimension: Health, knowledge and promotion

CONTENT:

In Year 7, students will be actively involved in a range of different sports and activities. They will be involved in moderate and vigorous activities and participate in individual and team games. Students will participate in modified sports focusing on specific skills and move towards particular sports. Students will further develop their motor skills for specific sports and activities and develop both individual and team tactics. Students will study the rules, concepts and game plays of specific sports and activities. They will study health at Year Seven, including growth and development throughout the lifespan, with a focus on puberty.

The sports covered will include:

- Fitness
- Minor Games
- Volleyball
- Athletics
- Gymnastics
- Badminton
- Aquatics

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Practical assessment
- Four major assignments per semester on topics covered

Year Level: 7

SUBJECT: Italian

DOMAIN: Languages

Dimension: Communicating in a language other than English

Dimension: Intercultural knowledge and language awareness

CONTENT:

Students begin to develop their skills in listening, speaking, reading and writing in the Italian language. They begin to learn basic grammatical structures of the language.

They learn to use their knowledge of English, as well as their growing knowledge of Italian, to comprehend the main ideas in short written and listening passages. Students participate in structured conversations and original role-plays. In writing, they use familiar structures to talk about themselves and others.

The topics studied include: Italian cities and landmarks, the alphabet, numbers, introductions and greetings, countries and nationalities, sports and likes/dislikes. Within each topic a comparison is made between Italian and Australian culture.

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Vocabulary quizzes and tests
- Oral presentation, role-play or conversation
- Written tasks – short passages in specific contexts
- Listening, grammar and reading assessment based on the chapters studied
- Cultural projects
- End of semester exam

Year Level: 7

SUBJECT: Japanese

DOMAIN: Languages

Dimension: Communicating in a language other than English

Dimension: Intercultural knowledge and language awareness

CONTENT:

Students focus on acquiring the hiragana script, which is the basic form of Japanese writing. They learn adjectives and verbs to use in basic sentences. They learn basic grammatical structures which are used to express intention and ideas. They are introduced to the kanji script which is used in conjunction with hiragana.

Students are able to identify basic information from spoken and written texts and use strategies to assist their understanding of the texts. They participate in spoken and written interactions in a range of realistic situations paying attention to the audience and purpose of those interactions.

The topics studied include a look at the similarities and differences between Australian and Japanese teenagers, how to introduce and describe other people, Japanese food and restaurant etiquette, counting different things and how to talk about friends and family.

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Hiragana, kanji and vocabulary tests
- Oral presentation or conversation
- Written tasks – short passages in specific contexts
- Workbook activities including listening and reading exercises
- Cultural projects
- End of semester exam

Year Level: 7

SUBJECT: Drama

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Exploring and Responding

CONTENT:

In Year 7 Drama students cover the following:

- Mime
- Greek Theatre
- Melodrama
- Role Play

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Group work performance
- Performance analysis and evaluation
- Exam

Year Level: 7

SUBJECT: Music

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Exploring and Responding

CONTENT:

In Year 7 through listening, performing and composing students will be able to identify cultural, social and historical contexts of music. Students will also accumulate skills in rhythm, pitch and musicianship.

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Practical Assessment
- Aural Listening Assessment
- Written Assessment
- Exam

Year Level: 7

SUBJECT: Visual Art

DOMAIN: The Arts

Dimension: Creating and Making

Dimension: Responding to the Arts

CONTENT:

In Year 7 Visual Arts students are provided with opportunities and experiences to investigate and explore ideas for making and analysing artworks. The focus throughout the year is on 'Creating and Making' in the areas of drawing, painting, printmaking and ceramics (clay).

In the first semester, the emphasis is on drawing. Students will use a range of drawing materials such as grey lead pencils, coloured pencils, oil pastels and dry pastels to create their own artworks. In the second semester, students will create artworks from a range of different materials, in which they develop their skills in painting, printmaking and ceramics.

Throughout the year students will record their art experiences and the development of their skills and techniques in their visual diaries.

Through 'Exploring and Responding' students analyse artworks, gaining knowledge and understanding of traditional and contemporary artists within a historical and cultural context.

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Folio
- Theory
- Exam

Year Level: 7

SUBJECT: Technology Studies

DOMAIN: Design, Creativity and Technology

Dimension: Investigating and Designing

Dimension: Producing

Dimension: Analysing and evaluating

CONTENT:

Technology Studies develops an understanding of the processes involved in Investigating, designing, producing, analysing and evaluating. Knowledge and production skills associated with a wide range of materials including wood, metals and plastics and safe use of hand tools are also developed. Use of ICT in projects is incorporated as well.

Students will be given the opportunity to:

- Experience the design process using a variety of materials
- Learn the Design, Make and Appraise approach in technology
- Learn the basic skills related to thinking through the design process

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Practical Work
- Workbook / Journal
- Investigation / Assignment
- Presenting
- Exam (once a year)

Year Level: 7

SUBJECT: Voyager

STRANDS: General Capabilities

Sub - Strand: ICT Capability

Sub - Strand: Critical & Creative Thinking

Sub - Strand: Ethical Behaviour

CONTENT:

The Voyager Program is an innovative subject which focuses on developing skills for 21st Century learning. In Year 7, students are supported in their transition to secondary school by investigating learning styles and establishing personal learning goals.

Students are a part of an 'Information Literacy' program which develops research skills in a supportive environment. Students apply these skills in their investigations;

- Ethical Behaviour in competitions
- Laughter Lab Creation
- Making a Difference Project

It builds student confidence with use of information and communication technology and has been specifically designed to provide middle school students with a challenging and engaging learning environment.

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Investigation into ethical behaviour in competitions
- Participation in Laughter Lab creation
- Making a Difference project

Year Level: 7

SUBJECT: Keys to Success (KTS)

DOMAIN: Physical, Personal and Social Learning

Dimension: Managing personal learning

Dimension: Building social relationships

Dimension: Working in teams

CONTENT:

KTS is based on the *"You Can Do It!"* program. The program's core focus is the development of the student's social and emotional capabilities and an understanding of the 5 Foundations for Success: - Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience. Central to the development of the 5 foundations is Accepting Myself, Taking Risks, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules, and Social Responsibility (including the College values of respect, positive relationships, personal best and responsibility for learning).

ASSESSMENT:

Typically in Year 7 we use the following assessments:

- Class participation
- Workbook