

# Greater Shepparton Secondary College

**YEAR 7**

SUBJECT INFORMATION BOOKLET





# Greater Shepparton Secondary College

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Year7



# Year 7 Subject Overview

## Year 7 Subject Overview

Subject	Sessions	What
English Or EAL English +Extension	4	*Writing – Write for a variety of purposes and audiences *Reading – Read a variety of texts *Speaking and Listening *Cross Curricular Capabilities
Mathematics + Extension	4	*Numeracy Notebook *Problem-solving *Blocked for extension and support *Launch, Explore, Summarise
Humanities	2	Each semester there will be a Quest run between Humanities and Science
Science	2	
LOTE	2	
PE	2	
Arts	2	This will be a two-yearly rotation of the Art/Tech subjects in semester blocks
Technology	2	This will be a two-yearly rotation of the Art/Tech subjects in semester blocks

Session Length: 70 minutes



## Subject Name: **English**

**Description of 21<sup>st</sup> Century Skills:** This subject has been designed to enhance and strengthen students' literacy skills in a range of key areas, with a focus on developing critical thinking skills through readers' and writers' notebooks. Students will cultivate collaboration and communication skills through their work in book clubs; also developing leadership and social and cultural awareness in their discussions. Students will utilise a range of ICT literacy skills across the curriculum as they develop and demonstrate their learning and understanding in a variety of formative and summative assessment tasks which enable them to show their curiosity, initiative and adaptability.

**Description of the Learning:** Year 7 English focuses on developing students' skills in reading, writing and speaking & listening through the use of the readers and writers workshop program. Students will respond to a range of texts, many of their own choice, in their own readers' notebooks. They will cultivate specific skills using reading and writing strategies which will be developed and enhanced through mini-lessons demonstrated by the teacher. Students will then have the opportunity to practise and develop their own skills and responses in their notebooks and in formal pieces of writing. Students will study texts such as poetry, short stories, non-fiction texts and novels. The specific focuses in Year 7 will be as follows:

- Establishing a Reading and Writing Community
- Reading in the Narrative Genre
- Reading and Writing in the Persuasive Genre
- Reading and Writing in the Imaginative Genre
- Reading and Writing about Reading in the Imaginative Genre (working in book clubs)
- Reading and Writing in the Informative Genre
- Studying the Bigger Picture

**Description of the Assessment:** Regular formative assessment will take place in the form of entries in the reading and writing notebooks, student/teacher conferences, peer discussions and personal reflections. Summative assessments will also take place at regular intervals throughout the year, such as creative and narrative responses, persuasive texts, personal responses to texts, informative writing pieces, formal and informal spoken texts such as speeches, and formal essays. Students will be expected to draft and edit their work, making choices about audience, voice, purpose and other literary devices in order to achieve their goals. The formal presentation of some pieces will be expected, whereas others may be presented more informally in order to demonstrate development in thinking and understanding.

**Contact Person:** Sarah Pollard





## Subject Name: **EAL English**

**Description of 21<sup>st</sup> Century Skills:** This subject has been designed to build students' communication skills with student choice being integrated into learning and assessment tasks. Through collaboration with others, students will build their social and cultural awareness between their own, others and Australian culture. The following 21<sup>st</sup> century skills will underpin the teaching of EAL English and will be the foundation of every lesson:

- **Critical thinking skills** that allow the learners to process information in a variety of different ways.
- **Communication skills** that allow the learners working together to improve their receptive and productive language skills.
- **Creativity skills** that allow learners to make new connections and share their knowledge in a variety of different ways.
- **Collaboration skills** that allow learners to work with others to reinforce newly learned vocabulary and grammar.

**Description of the Learning:** EAL English focuses on developing and building the English language skills that are required for effective communication and for successful interaction within school and in the wider community. It supports students to integrate knowledge of multiple languages to enrich their learning across all subject areas. Students will undertake focused learning in three key areas:

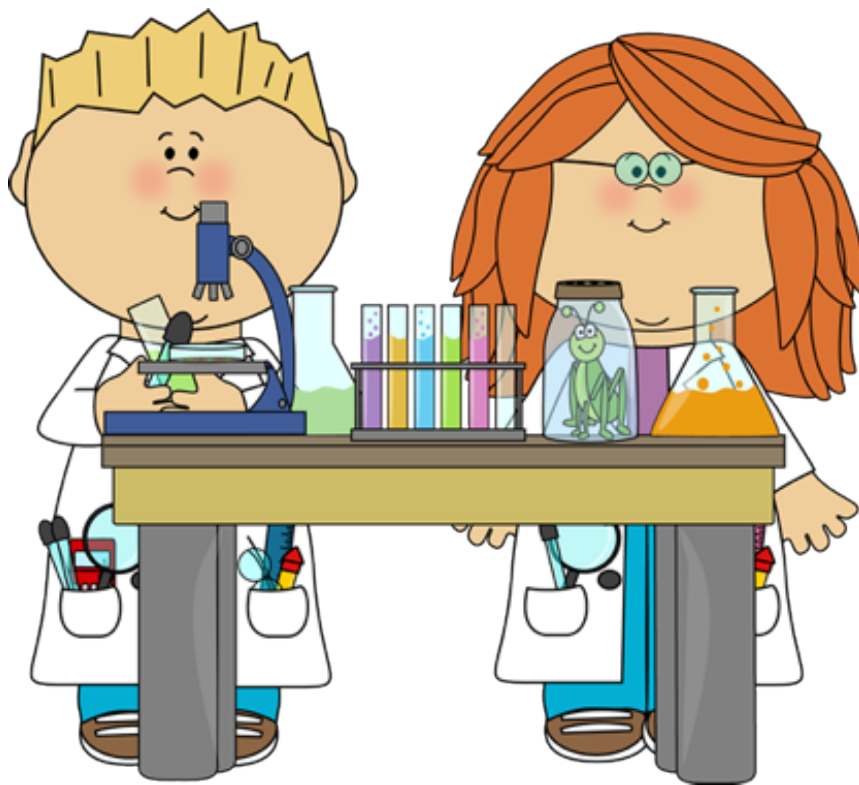
- **Reading and Viewing**
- **Writing**
- **Speaking and Listening**

EAL English prepares students from Year 7 for VCE EAL English. This subject provides individualised support and extension activities are incorporated into every lesson.

**Description of the Assessment:** Within this subject students will participate in a wide range of assessment activities connected to the areas of study. These activities will include a mix of verbal assessments such as speeches, presentations and participation in group activities. Assessments will also include a mix of written assessments such as text analyses, persuasive pieces and narrative writing.

**Contact Person:** Megan Dixon and Sarah Pollard





## Subject Name: **Science**

**Description of 21<sup>st</sup> Century Skills:** This unit is designed for students to develop their curiosity and initiative through an inquiry-based approach to learning. Using the Scientific Method, students are encouraged to think critically and creatively to solve problems, draw evidence-based conclusions and communicate their findings. They are supported to develop their scientific knowledge and understanding and to acquire the skills needed to make informed decisions about local, national and global issues.

**Description of the Learning:** Throughout this unit, students will develop their knowledge and understanding via a student-centred inquiry approach to scientific investigation.

Science knowledge and understanding will be developed in the following areas:

- **Introduction to Science:** Students become acquainted with laboratory practice, safety and the process of thinking scientifically. The introduction of experimental design and reporting will allow students to build the foundation upon which content will be investigated.
- **Biological Science:** Students learn how scientists use observable similarities and differences to group living things. Importantly, students also gain insight into how living things interact within food webs, and predict how environmental changes and human activities can influence these.
- **Chemical Science:** Explaining the observed changes and properties of solids, liquids and gases builds the foundation for further studies in Chemistry. Students also learn to distinguish between pure substances and mixtures, and use separation techniques to separate mixtures.
- **Earth and Space Science:** Explaining how the position of the Earth, Sun and Moon affect phenomena on Earth.
- **Physical Science:** Explaining how a change in motion is caused by unbalanced forces acting on an object.

**Description of the Assessment:** Students will undertake regular formative assessment to guide the teaching and learning process. Assessed tasks will include a variety of reports on practical tasks and investigations, topic tests and research tasks. Where appropriate, students will be provided with the freedom to choose between presentation formats.

**Contact Person:** Sarah Beattie

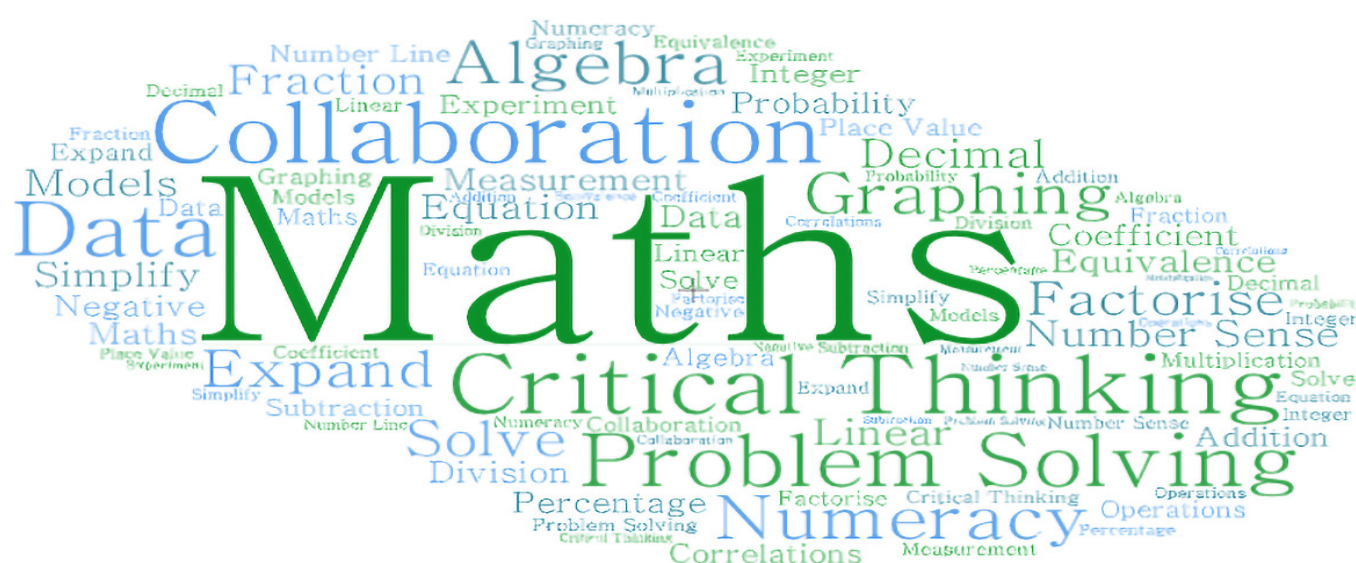
**Subject Name: Mathematics**

**Description of 21<sup>st</sup> Century Skills:** This subject has been designed to develop students' skills in critical and creative thinking when problem solving in a range of scenarios, including real world situations. Students will be required to regularly collaborate with their peers to find solutions to different problems and communicate their ideas. Students will use technology to support this.

**Description of the Learning:** Mathematics in Year 7 focuses on learning a variety of topics from Number and Algebra, Measurement and Geometry, and Statistics and Probability from the Victorian Curriculum. Students will move from understanding a concept to being fluent and able to apply in a range of contexts. Students will develop understandings through experiencing a range of activities, moving from concrete tasks through to visual and then the abstract. They will develop problem-solving skills and perseverance through undertaking challenging tasks. Students learn through communicating with their teachers and their peers, and learning will involve ongoing verbal and written interaction.

**Description of the Assessment:** Within this subject, students will complete a range of assessments including problem-solving, projects and tests to measure their understanding and skill development. Students will complete pre and post assessments as a tool to measure their growth and highlight their individual needs. Students will also be able to show their understanding by completing projects where they apply their learning to new contexts, for example, creating a business, calculating 'best buys' and calculating wages for their staff.

**Contact Person:** Tara Richardson





## Subject Name: **Physical and Health Education**

**Description of 21<sup>st</sup> Century Skills:** This course has been designed to develop the skills and knowledge of students to be physically active for life. Students will perform a variety of tasks that will develop leadership, collaboration and communication skills within team environments. The units will be designed throughout the year to develop the literacy of students.

**Description of the Learning:** Students will develop the physical and social skills for participating in a variety of sports and games. Students will engage in the following units for the Movement and Physical Activity component of this subject:

- Fair Play, Safety and Inclusion
- Benefits of Life-long Activity and Fitness
- Cultural and Historical significance of Physical Activity
- Roles and Responsibilities in Sport

Students will also engage in a number of Health topics throughout the year to provide them with the knowledge and understanding of the changes that occur to the body and mind, including the following:

- Body Image and Identity
- Puberty
- Mental Health

Through these units, students will gain the knowledge and strategies for dealing with the changes that occur in the developmental years ahead.

**Description of the Assessment:** Forms of assessment will include:

- Modify a Minor Game
- Fitness Testing Results Analysis
- Cultural and Historical Activity Research
- Performing of Roles in a SEPEP (Sport Education for Physical Education Program) unit

**Contact Person:** Hadleigh Sirett



## Subject Name: Year 7 – Japanese

**Description of 21<sup>st</sup> Century Skills:** In a globalised world, where mobility has become the norm, learning a language is of significant benefit in the workplace. As Asia continues to increase their global importance, enhancing the already close Australia-Japan relationship is of considerable importance. As our second largest trading partner and the world's third biggest economy, it is essential to enrich our cultural awareness and understanding of Japan. Learners will develop skills by participating in engaging and fun educational activities that involve communication, collaboration, critical and creative thinking, intercultural understanding and ICT multi media literacy.

**Description of the Learning:** Students use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and verb forms for politeness. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop an ability to read and write hiragana and basic kanji.

**Description of the Assessment:** Reflecting the Victorian Curriculum outcomes and standards, students develop and demonstrate the language, literacy, and intercultural skills and knowledge, through formative and summative assessments. They do so by engaging in group work, role-plays, inquiry-based tasks, authentic real-life projects, creative tasks, peer and self-assessment, tests, and multimodal presentations.

**Contact Person:** Beverley Cook and Tomonari Sasaki



## Subject Name: **Auslan (Australian Sign Language)**

**Description of 21<sup>st</sup> Century Skills:** This subject is designed to build a student's social and cultural awareness, persistence and adaptability. Through regular 'Auslan only' experiences, students will be encouraged to communicate and collaborate with each other, using culturally appropriate interactions and behaviours in an immersion approach for both learning and assessment tasks. Learning tasks will regularly have students utilising numeracy skills, literacy skills and ICT literacy skills.

**Description of the Learning:** Students will be introduced to Auslan (Australian Sign Language) through a series of sequential tasks and interactive learning activities, across a number of learning topics. These target the development of functional signs and topic signs as students build a rich sign repertoire for meaningful interactions and collaborations with other signing peers, signing teachers, adults and Deaf people. Students will be encouraged to use appropriate Auslan communication skills (reading signs and producing signs) and apply their cultural understandings of the Deaf community for all interactions. An awareness of deafness, Deaf culture and an intercultural awareness between language and culture is promoted through incidental and targeted class tasks, discussions and modelled behaviours.

Year 7 learning topics:

- Who am I?
- Who are you?
- School life
- Family
- Animals

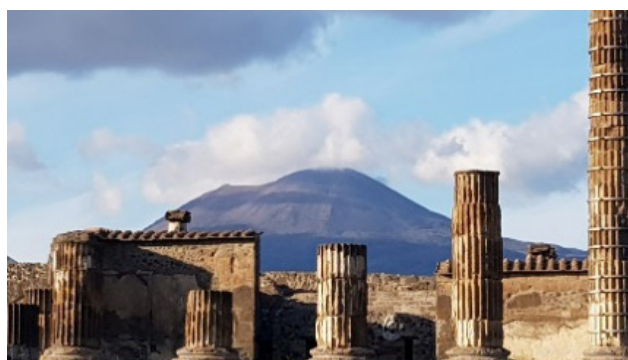
Students will learn to greet and farewell others, introduce themselves, exchange personal details, share likes and dislikes and interests, ask questions, compare school timetables and routines, describe family members and daily routines and present information about an animal investigation for the 'ideal pet'.

**Description of the Assessment:** Students will complete a number of mini-tasks and one major assessment task for each learning topic. All tasks support the assessment of communication skills in both directions (expressive [producing signs], receptive [reading signs]), and elements of cultural awareness. At the start of each topic students will set individual learning goals about their communication skills (both directions) and intercultural awareness. Students can select from four different level descriptions for where they will work best, to challenge themselves in a positive way. Feedback in the form of rubrics will allow students to see their achievements against their own learning goals.

**Contact Person:** Lisa Rowe







## Subject Name: Italian

**Description of 21<sup>st</sup> Century Skills:** Develop your 21<sup>st</sup> C skills by participating in engaging and fun educational activities that involve communication, collaboration, critical and creative thinking, intercultural understanding, and ICT skills, all while you learn a second language, Italian. Having more than one language is essential in the 21<sup>st</sup> Century. People today increasingly talk with others across the globe for work, socialising and as part of travel. Mother tongue speakers of English make up only 6% of the world's population. Why not put yourself at an advantage and become bilingual!

**Description of the Learning:** Throughout the course, we follow the lives of young Italian students as presented in the course book “ECCO! Uno”, and through them learn how to engage in introductory conversations, talking about ourselves, school life, things we like and dislike, our family and our pet friends.

This course also allows us to develop our intercultural understanding by learning in detail about the Italian society and culture, and drawing comparisons with both our own and others.

**Description of the Assessment:** Reflecting the Victorian Curriculum outcomes and standards, students develop and demonstrate the language, literacy, and intercultural skills and knowledge, through formative and summative assessments. They do so by engaging in group work, role-plays, inquiry-based tasks, authentic real-life projects, creative tasks, peer and self-assessment, tests, and multimodal presentations.

**Contact Person:** Maria Carla Stevens





## Subject Name: **Media Arts**

**Description of 21<sup>st</sup> Century Skills:** This subject has been designed to encourage student curiosity and creativity as they explore and develop skills in photography, media and visual communications and design. Students will develop communication, collaboration and leadership skills when they work in small teams. They will utilise ICT literacy skills and deepen their social and cultural awareness as they explore, reflect and comment on a range of media issues and products.

**Description of the Learning:** Media Arts focuses on teaching students about visual representations, storytelling and graphic elements and their importance in media products. Students will complete three major subject areas:

- Photography
- Media
- Visual Communications and Design

Students will develop transferable photographic skills that will enable them to capture images that represent ideas, tell stories and demonstrate an understanding of the fundamentals of good photographs. They will show their knowledge of news conventions when planning, filming, editing and presenting news stories. Students will plan and develop an advertising campaign for a product of their choice, using the elements of design in this process.

**Description of the Assessment:** Assessment will vary depending on the subject area. For Photography, students will submit a range of individual images as well as visual presentations to demonstrate their understanding of skills developed. For Visual Communications and Design, students will be assessed on the research, planning and delivery of final designs. Media assessment enables students to demonstrate their collaborative skills as they work in small groups to plan, prepare, film, edit and present news stories.

**Contact Person:** Nathan Saddlier

## Subject Name: Visual Arts

**Description of 21<sup>st</sup> Century Skills:** This subject allows students to problem-solve and think critically through a range of mediums in Art. Student choice is encouraged through their learning and completion of assessment tasks. Students will explore what other artists have done before them and then create their own artwork as a way to continue to develop their collaboration and communication skills.

**Description of the Learning:** Visual Arts focuses on teaching students about the Art Elements by completing a folio (or body of work) through the duration of the semester. On completion of this unit, students will have the opportunity to explore two dimensional and three-dimensional art forms, such as:

- Drawing
- 3D Art
- Painting
- Print making and collage

Students will develop the skills necessary for using these different mediums and techniques in preparation for their electives in Year 9. Students will begin to learn how to analyse and evaluate both their own work and the work of other artists by being exposed to artists and artworks beyond the school.

**Description of the Assessment:** Within this subject, the teacher will act as facilitator to the students learning as they explore the different materials and techniques listed. Upon completion of an artwork, students will undertake a verbal or written task to demonstrate their understanding. Each student can select the level in which they will work best, from the presented three different options.

**Contact Person:** Nathan Saddlier



## Subject Name: **Performing Arts**

**Description of 21<sup>st</sup> Century Skills:** The Performing Arts curriculum is rich with transferrable skills that will equip students for all other aspects of school life and life-long learning. Each topic within the subject is designed to ensure students are building on their reading and writing skills, intertwined with cultural and civic literacy and social and cultural awareness. Performing Arts stokes critical thinking and problem solving through the devising and choreography processes, as well as fostering and building creativity in students. Students will communicate and collaborate to produce their own works inspired by their environments and culture. Moreover, activities and performances facilitated by the teacher and conducted by the students are designed to nurture persistence and grit, as well as spark leadership and initiative.

**Description of the Learning:** Throughout the Performing Arts curriculum students will be exposed to both Drama and Dance Learning Areas from the Victorian Curriculum.

Whilst exploring Drama, students will participate in a range of activities designed to build confidence and self-esteem. Students will respond to stimulus, whilst working with others, to devise and plan a variety of narratives that will be rehearsed and performed to the class. Students will self- evaluate their work and record their experiences in a theory workbook; reflecting on challenges and areas of achievement. Students will learn a variety of different cultural and stylistic performance genres and present their learning within a written research assignment.

Whilst exploring Dance, students will learn and perform a whole class dance sequence, create their own dances and maintain a theory work book. During practical class, students participate in various movement activities, including warm ups, safe dance practice skills and learn short movement phrases to develop their own movement vocabulary. Students will learn repertoire, rehearse and perform together as a class. Students will learn about the elements of dance and choreographic devices in both practical and theoretical settings and use improvisation exercises to explore new movement possibilities and eventually create their own small group dances. Students will write responses, keep a journal and develop a glossary of terminology as a part of their work book.

**Description of the Assessment:** Along with the Victorian Curriculum Achievement standards students will be assessed on the following:

- **Devising and Choreographing** - Students will be assessed on their ability to devise and choreograph a variety of dances and narratives using techniques and concepts demonstrated in class.
- **Rehearsal and Participation** - Students will be assessed on their use of class time, their ability to collaborate and work with others respectfully, and the level of productivity and organisation during dedicated rehearsal time.
- **Perform** - The final performances of the students' narratives and dances will be assessed by the use of techniques and concepts learned in class.
- **Evaluation, Reflection and Research** - Students will also be assessed on the culmination of their theory work books, which will exhibit self-evaluation and reflection, as well as a written assignment that will explore a cultural or stylistic genre of performance or dance.

**Contact Person:** Nathan Saddlier







## Subject Name: **Music**

**Description of 21<sup>st</sup> Century Skills:** This subject has been designed to stimulate student curiosity and creativity, with student choice being encouraged in learning and assessment tasks. Students will utilise ICT literacy skills and collaboration skills within small ensembles, and communication skills will be built upon in the performance of songs and their own compositions.

**Description of the Learning:** This subject explores the elements of music, with a focus on learning through playing musical instruments. Students will have the opportunity to play a variety of instruments, including guitar, bass, drums, keyboard and ukulele. They will also look into electronic music using programs such as GarageBand or Soundtrap. Throughout the semester, students will present the following four major tasks:

- Rhythm
- Harmony
- Structure elements
- Melody

**Description of the Assessment:** Students will be assessed on their implementation of the various elements of music into their performances. There will be the opportunity to present major tasks in a variety of ways including:

- Recordings
- Class performance
- Performing for the teacher
- Compositions

**Contact Person:** Music Staff and Nathan Saddlier





## Subject Name: **Year 7 Humanities**

**Description of 21<sup>st</sup> Century Skills:** In Humanities, students will have the opportunity to actively engage in 21<sup>st</sup> century skills through learning activities that encourage critical thinking, problem-solving and social and cultural awareness. Students will actively participate in collaborative learning and be given opportunities to show initiative, be self-directed and develop the foundational literacy skills of ICT, financial, cultural and civic literacy.

**Description of the Learning:** How do we understand and interpret history and how have people changed and stayed the same over time? Why is the world the way it is and how can global citizens sustain the environment for the future? How do different groups and individuals manage and make economic decisions? What roles do individuals and communities play in Australian political and legal systems?

Year 7 Humanities is the study of History, Geography, Economics and Civics and Citizenship. These big questions will be studied across the year.

**Description of the Assessment:** A variety of assessment strategies will be utilised that meet the learning needs of students. Examples may include research tasks, presentations, reports, analyses and written tasks.

**Contact Person:** Craig Parker

## Subject Name: Digital Technology (Programming)

**Description of 21<sup>st</sup> Century Skills:** This subject has been designed to develop students understanding of technology and how it functions. Students will develop their critical thinking skills with a focus on working on problem-solving in a variety of activities. They will work collaboratively on specific tasks to achieve a set goal, work creatively, and improve their ICT Literacy skills.

**Description of the Learning:** In Digital Technology, students will be introduced to Digital System concepts. Students will be taught components of an information system, and the purpose of relevant information. They will learn how to work together online on a single task using multiple computers. They will have the opportunity to learn about binary, visual representations and programming. There will also be some fun activities, including learning how to code using robotics and programmable electronics. They will learn some basic 3D design, recreating a real-world object digitally. Skills learned in this subject will be cross-disciplinary and can be used to aid further understanding in other subjects.

**Description of the Assessment:** Students will create a poster showing the different hardware and software that go into a Digital System. They will also learn extra skills in UI (User Interface) design by creating and presenting work in the form of an interactive PowerPoint presentation that classifies the different components of a Digital System by their category on the Information Processing Steps. Students will create their own pixel art image using binary code to represent the individual pixels of the image. The students will write code using a compiler that utilises the core concepts of programming: iteration, branching, functions and variables. The students will also plan, design and create a 3-dimensional rendering of an object, with a focus on scale.

**Contact Person:** Nathan Saddlier



# Subject Name: **Design Technology – Food Technology/Textiles**

**Description of 21<sup>st</sup> Century Skills:** Through the learning journey of these units, students will experience a growth in their creativity and initiative through the design and production of a variety of products/projects. Students will have the opportunity to improve their numeracy and literacy, including ICT literacy, as well as their critical thinking and problem-solving as they work through the units.

**Description of the Learning:** Learning tasks will include:

## **FOODS**

Let the lingering aromas of scrumptious food be your learning space. Use lovely lemons, prickly pineapples and fruits from around the globe to inspire you to investigate and explore food for health, wellbeing and fun. Learn to use equipment to blend, blanch, fold, melt and many other processes.

Description:

- Safety and use of equipment in the kitchen
- Time management and working in teams
- Create designs using the design process

## **TEXTILES**

A stitch in time saves nine!!! In this unit, students will learn new skills using fabric and yarn to create interesting products. They will sew by hand and machine, explore key concepts to do with how fibre and fabrics are made, learn the skills of making projects from textile materials and decorate and embellish fabric.

**Description of the Assessment:** Assessment for Foods will include: Safety and use of equipment in the kitchen, time management and working in teams, and the creation of designs using the design process.

Assessments for Textiles will include: Students will be assessed on the finished designed projects.

**Contact Person:** Nathan Saddlier





## Subject Name: Design Technology – Wood, Metal and Plastics

**Description of 21<sup>st</sup> Century Skills:** Product, Design and Technology develops students' understanding of design-based solutions by using emerging technologies, a variety of materials and traditional skill-based processes. Responding to a problem or need, students design a solution based on constraints and evaluate the designed product to reflect the current demands within industry and society. Computer Aided Drafting (CAD) technologies are introduced and are supported by Computer Aided Machining (CAM) processes. Student innovation, creativity and critical thinking are fostered by an open design brief and access to the latest technologies. A focus on technological literacy, numeracy and innovation provide the foundation for studies of Product Design and Technology in future years.

**Description of the Learning:** Design Technology – Wood, Metal and Plastics, focuses on teaching students about the Design Process, by completing a series of engaging design tasks. Students will develop the skills necessary for communicating design using Computer Aided Drafting (CAD), as well as traditional drawing techniques and conventions. Students will learn basic hand skills using a variety of tools and how they can be used to support the Design Process.

**Description of the Assessment:** Within this design-based subject, students will have the opportunity to choose how they will meet their brief based on a structured evaluation criteria. From this, they evaluate the final product against the constraints to determine the level of success.

**Contact Person:** Nathan Saddlier







