



GREATER
SHEPPARTON
SECONDARY
COLLEGE

YEAR

7

SUBJECT SELECTION GUIDE

2024



GREATER
SHEPPARTON
SECONDARY
COLLEGE

Greater Shepparton Secondary College

31-71 Hawdon Street, Shepparton VIC 3630

Post: PO BOX 4010, Shepparton VIC 3632

Phone: 5891 2000

Email: greater.shepparton.sc@education.vic.gov.au

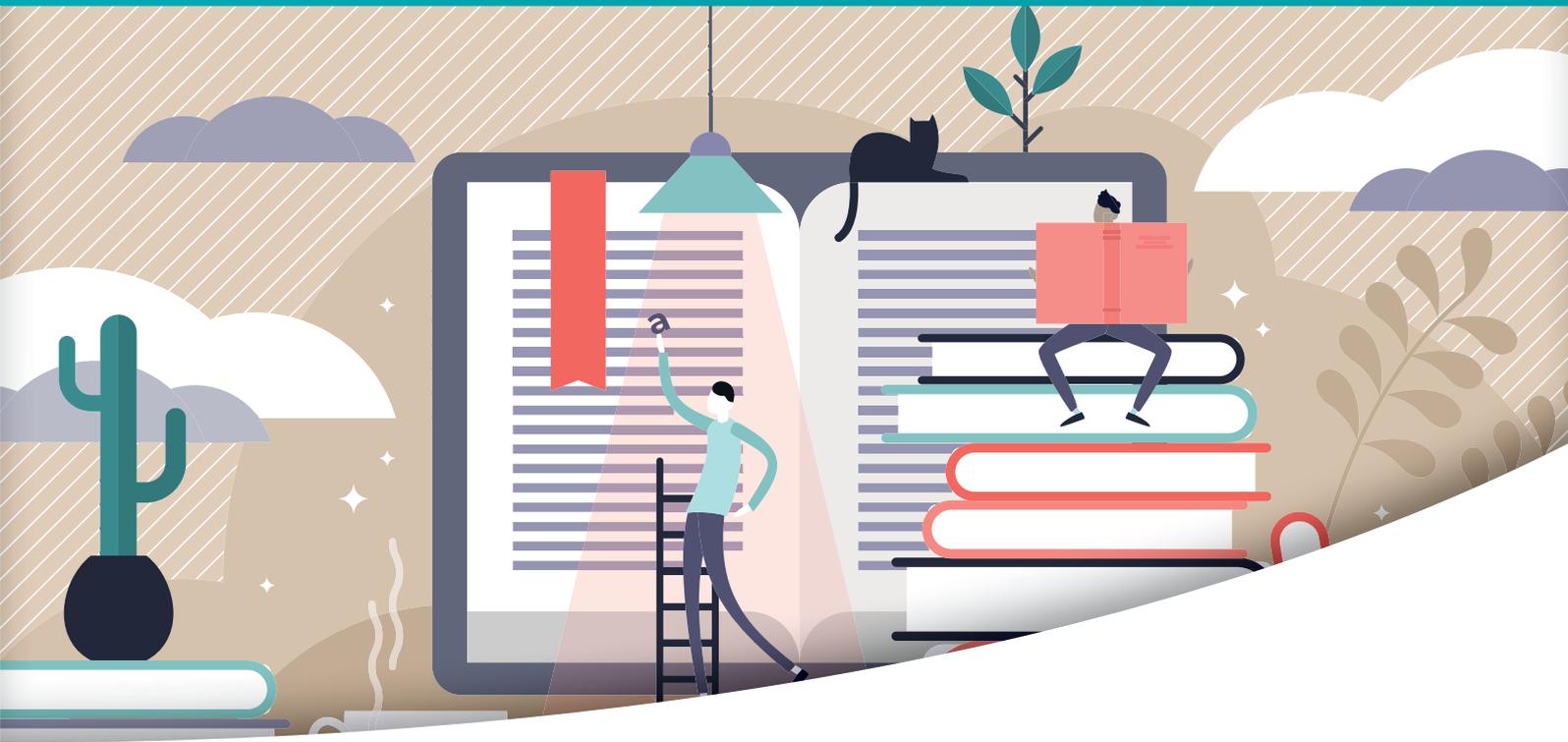
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YEAR 7 SUBJECT OVERVIEW

Subject Offerings	Details
English Or EAL English	
Mathematics	
Humanities	
Science	
LOTE	
PE	
Arts	
Technology	Students will participate in a rotation of Art/Tech/Music subjects per term.
Music	



ENGLISH

Description of 21st 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 workshop program. Students will respond to a range of self selected texts. 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 practice 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:

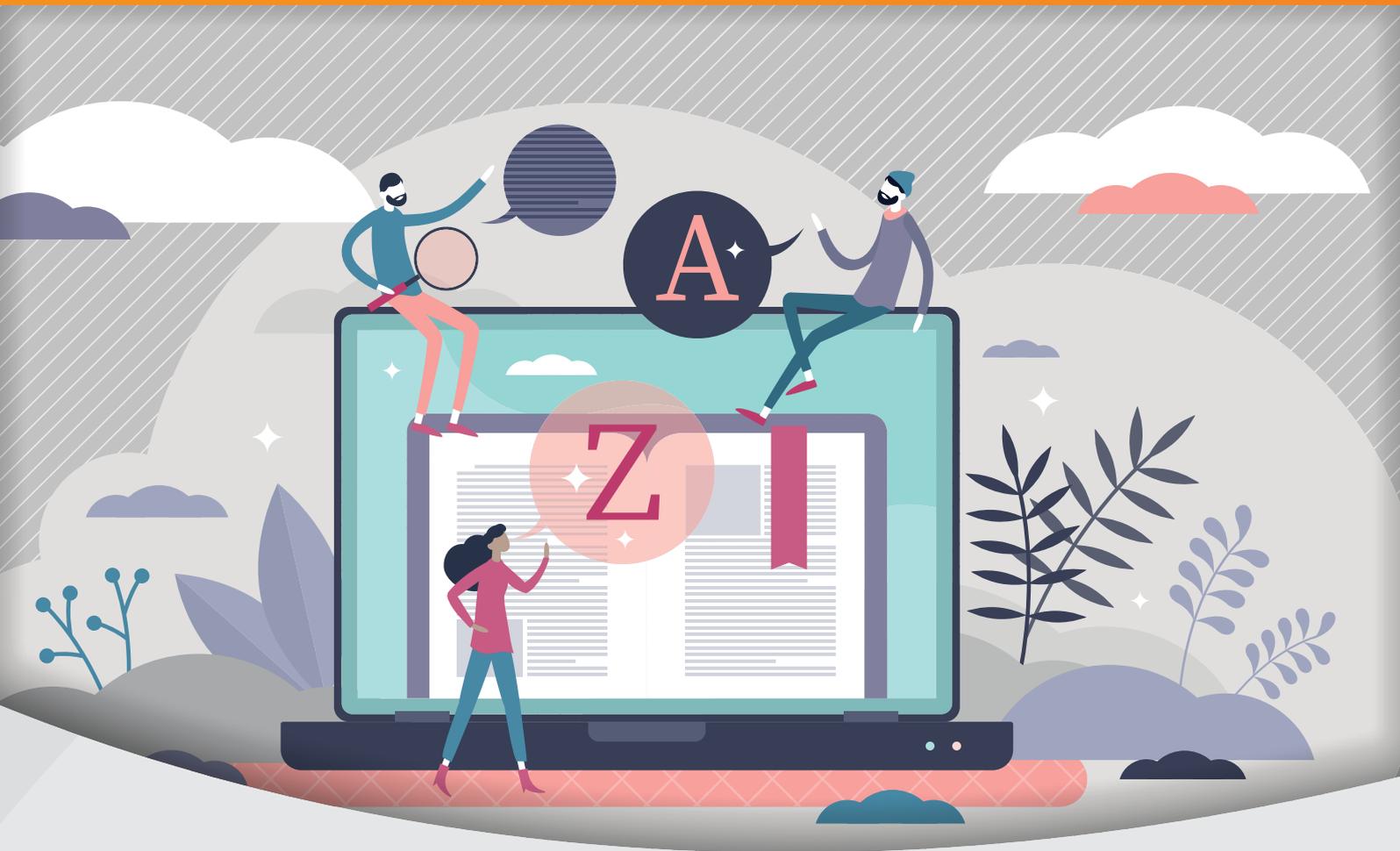
- Establishing a Reading and Writing Community
- Reading in the Narrative Genre
- Reading and Writing in the Persuasive Genre
- Reading and Writing in the Imaginative Genre

- 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 their 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. 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: Caitey Wilton



EAL (English as an Additional Language)

Description of 21st 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 21st century skills will underpin the teaching of EAL 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 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

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

SCIENCE

Description of 21st 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 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. Introducing experimental design and reporting allowing 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 effect 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





MATHEMATICS

Description of 21st 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, 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 through visual to abstract representations. 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

PHYSICAL AND HEALTH EDUCATION

Description of 21st 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
- Sunsmart / Safety

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:

- Personal safety and relationships
- Components of health, fitness and physical activity
- Body and mind
- 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:

- Sunsmart poster presentation
- Fitness testing results analysis
- Life-long physical activity and fitness components booklet
- Practical skills and strategies
- Athletics, personal identity and body image quiz

Contact Person: Alicia Cornelius





HUMANITIES

Description of 21st Century Skills:

In Humanities students will have the opportunity to actively engage in 21st century skills through learning activities that encourage critical thinking and problem-solving, 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 and civic literacy.

Description of the Learning:

Year 7 Humanities is the study of History, Geography, Economics and Civics and Citizenship.

Throughout the course of the year, students will investigate:

- Geography - Basic mapping and water use in Australia
- History - Ancient Egypt and First Nations history
- Civics - The fundamentals of Australian Democracy and government
- Economics - an introduction to the basics of the Australian and international economies

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, analysis and written tasks.

Contact Person: Cathy Falk

ARABIC

Description 21st Century Skills:

Learning a new language enables you to explore and understand a new culture and better understand your own. Knowing and understanding more than one language and culture provides you with a passport to a greater understanding of the world. This is an essential part of the journey to becoming aware of the other cultures around us.

Through the learning journey of this unit students will experience a growth in their social and cultural awareness. Students will be immersed in another language which will improve their literacy, including ICT literacy, and enhance their communication skills.

Description of the Learning:

Throughout this unit, students will explore and immerse themselves in the rich culture of Arabic speaking countries and be able to draw comparisons with their own.

Students will begin to understand and communicate in the target language and will be encouraged to continuously challenge themselves in improving their skills in all aspects of Arabic by pursuing their particular areas of interest or strength.

Description of the Assessment

Assessment of the Arabic language is based on the Victorian curriculum. It aims to develop the knowledge and skills to understand and communicate in a second language. Different assessment methods will be used to assess students' knowledge and skills over the course of this subject. Such forms include: reading, writing, speaking and listening.

Contact Person: Maria Carla Stevens

FRENCH

Description of 21st Century Skills:

In our globalised 21st century context, language and cultural exchange have never been more relevant. French is a rich and dynamic language formally spoken in 29 countries, including Australia's Pacific neighbour New Caledonia. Historically, French has been considered la langue de diplomatie (the diplomatic language) and it remains one of the six official languages of the United Nations.

Languages enrich learning skills across all subjects. Bilingualism boosts memory, literacy and cognitive function – and as such is linked to academic advantage in school students.

Learning French encourages students to access new perspectives, interact with different cultures and consider the interplay between language and culture within our Australian context. French learners benefit from engaging and fun learning activities designed to foster curiosity, creativity and lateral thinking skills.

Description of the Learning:

Our French course is designed to equip students with the skills and understanding to use practical French in the classroom from day one. Covering key concepts related to identity, family and culture, the learning is structured to engage students in the fascinating world of French beyond croissants and the Eiffel Tower.

Students conduct classroom routines and interact with one another and their teacher in simple French. They formulate and respond to questions about their identity, their cultural background and their daily lives in spoken French. Students become familiar with the French sound system and experiment with pronunciation, pitch and rhythm in French.

The French course promotes cultural understanding and exchange, as we observe differences and similarities between French and English. Students gain an appreciation of how language use varies across cultures and different social situations – and what this reveals about sociocultural values.

Description of the Assessment:

The GSSC French offering aligns with Victorian Curriculum achievement standards to evaluate students' understanding of both the linguistic mechanics and cultural context of French.

Summative and formative assessment focuses on the four key competencies of language learning: writing, reading, listening and speaking. With an emphasis on social communication, students apply their language skills in group work, role play, research tasks, self-assessment, interactive online tasks and listening exercises.

Contact person: Maria Carla Stevens

ITALIAN

Description of 21st Century Skills:

Develop your 21st 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 21st 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 explicitly 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, enquiry-based tasks, authentic real-life projects, creative tasks, peer and self assessment, tests, and multimodal presentations.

Contact Person: Maria Carla Stevens



JAPANESE

Description of 21st 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, enquiry-based tasks, authentic real-life projects, creative tasks, peer and self assessment, tests, and multimodal presentations.

Contact Person: Maria Carla Stevens





MEDIA ARTS

Description of 21st 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 to create an animation.

- **Students must bring their laptop to every class.**

Contact Person: Alison Sealie

VISUAL ARTS

Description of 21st 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 and Principles by completing a folio (or body of work) through the duration of the term. On completion of this unit, students may have the opportunity to explore two dimensional and three-dimensional art forms, such as:

- Drawing
- Painting

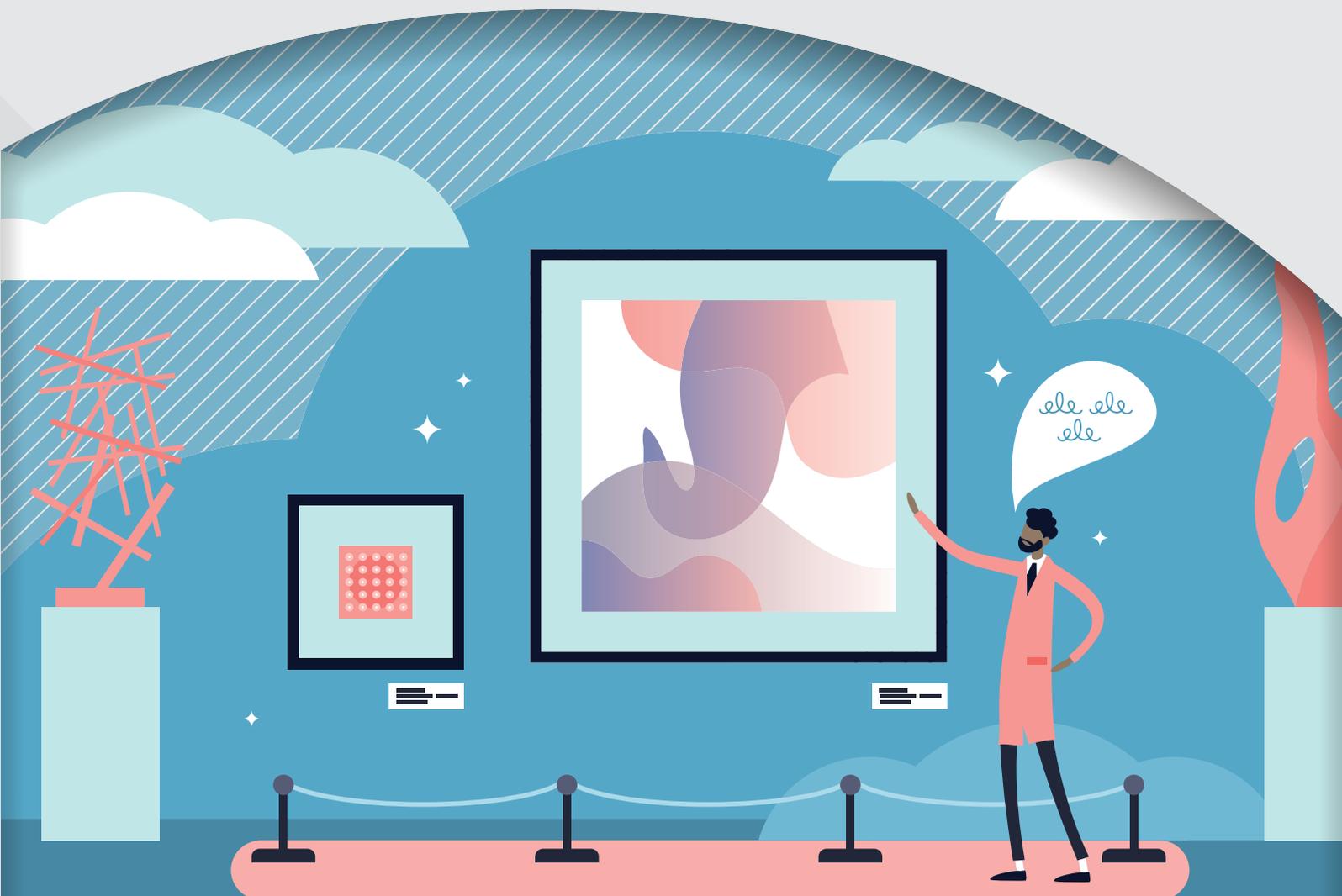
Students will develop the skills necessary for using these different mediums and techniques in preparation for their electives in Year 8. Students will begin to learn how to analyse and evaluate both their own work and the work of other artists by being exposed to artists and artworks beyond the school.

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. Development work presented in a visual diary is an integral part of the assessment. Upon completion of an artwork, students will undertake a verbal or written task to demonstrate their understanding.

- **Students must bring their laptop to every class.**

Contact Person: Alison Sealie



PERFORMING ARTS

Description of 21st 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.

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.

Whilst exploring Dance, students will learn, create and perform 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 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 phrases. 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 dance 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 student's narratives and dances will be assessed by the use of techniques and concepts learned in class.
- Evaluation, Reflection and Research - Students will be assessed on the culmination of their theory work, self-evaluation and reflection.

Contact Person: Alison Sealie





MUSIC

Description of 21st 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, as well as 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: Lachlan Gallacher



DIGITAL TECHNOLOGY

Description of 21st Century Skills:

This subject has been designed to develop student understanding of technology and how it functions in everyday life. Students will develop their critical thinking skills with a focus on problem-solving in a variety of different activities. They will work collaboratively on specific tasks to achieve a set goals and work creatively to improve their ICT Literacy skills.

Description of the Learning:

In Digital Technology students are introduced to the computing world. Students explore the creation of Graphical User Interfaces in collaborative teams. They investigate how digital systems represent text, image and sound data in binary. Students will use ICT to share ideas and information to collaboratively construct knowledge and digital solutions. They develop an understanding of the context when communicating using ICT, including a sense of the audience, the form of communication, the techniques used and the characteristics of the users. Skills learned in the subject will be cross-disciplinary and can be used to aid further understanding in other subjects.

Description of the Assessment:

Within the digital technology subject, students will work collaboratively to create an interactive product that will be assessed against a set of structured evaluation criterion.

Contact person: Claire Garnham

FOOD TECHNOLOGY

Description of 21st Century Skills

Through the learning journey of this unit, students will experience a growth in their creativity and initiative through the design and production of a variety of products. Students will improve their numeracy and literacy skills as they work through the unit.

Description of the Learning:

Experience the lingering aromas of scrumptious food as your learning space. Use a variety of ingredients to explore and investigate food for health, wellbeing, and fun. Learn how to use basic equipment to master kitchen processes and safely handle food while meeting the Australian guide to healthy eating. Develop time management skills, work in teams, and create food solutions for a range of design briefs. You will develop skills in safe equipment use and processes in the kitchen, and healthy eating.

Description of the Assessment:

Assessment will include safety and use of equipment in the kitchen, time management and working in teams, creating designs and using design briefs.

Contact person: Claire Garnham



TEXTILES

Unit description of 21st Century Skills:

Through the learning journey of this unit, students will experience growth and creativity using initiative through designing and making using a variety of production technique. Student will improve their IT, numeracy and literacy skills as well as their critical thinking and problem solving during this unit.

Description of the Learning:

In this Unit, students will learn new skills using fabric and thread to design and create interesting products. They will hand stitch their designs and explore the world of embroidery.

Description of the Assessment:

Assessment for textiles will include students being assessed on their finished products; design brief and process, accompanied by a self-evaluation.

Contact person: Claire Garnham





PRODUCT DESIGN AND TECHNOLOGY

Description of 21st Century Skills:

Design Technology develops students understanding of design-based solutions by using a variety of materials and traditional skill-based processes. Responding to a problem of need, designing a solution based on constraints and evaluating and design products that reflect the current demands within industry and society. 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:

The Design and Technology focus is on teaching students the design process, by completing a series of design tasks. Students will develop the skills necessary for

communication design 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 the design-based subject, students will have the opportunity to choose how they will meet their brief based on a structured evaluation criterion. From this they will evaluate the final product against the constraints. This will determine the level of success.

Contact Person: Claire Garnham



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