



**SCOTCH
COLLEGE
MELBOURNE**
FOUNDED 1851

SCOTCH COLLEGE MELBOURNE

Guide to Year 7

2009

Contents

INTRODUCTION	2-3
GENERIC SKILLS	4-5
HOMEWORK	6-7
PEER SUPPORT PROGRAM	8
YEAR 7 UNITS OFFERED	9
SUBJECT DETAILS	10-26

INTRODUCTION

Welcome to Scotch College and Year 7

Year 7 is an important transition year from Primary Education to Secondary Education. In Year 7, students are exposed to a wider range of subjects than encountered during their primary years. They will meet more teachers than at their primary school but fewer than they will encounter in their senior secondary classes.

Students are grouped in Forms (that is; 7A, 7B, 7C etc.). Teachers of Year 7 are organised in groups of Teams; a Team usually consists of three, but sometimes four, teachers. The Team teachers cover the 'core' subjects of English, Maths, Science, Geography, History, French/German and sometimes Christian Education and Information Technology. Other teachers generally take Art, Music, Design and Technology, Physical Education and Drama.

Daily Time Table and Lessons

The timetable is organised around a six day cycle. In Year 7, students study the following subjects:

SUBJECT	PERIODS PER CYCLE	SUBJECT	PERIODS PER CYCLE
ENGLISH	5	MATHEMATICS	5
SCIENCE	5	HISTORY	3
GEOGRAPHY	3	FRENCH/GERMAN	4
ART/DESIGN & TECHNOLOGY (one semester only)	4	MUSIC	2
INFORMATION AND COMMUNICATION TECHNOLOGY	1	PHYSICAL EDUCATION	2
DRAMA (one Semester only)	2	CHRISTIAN EDUCATION (one Semester only)	2

Transition and Development

During Year 7, two key areas of development will emerge:

1. Organisation

Students are encouraged to learn to be well organised. They should ensure that they have all the required books and equipment for every class, and ensure that books and texts are taken home (for homework) and then returned the next day for classes.

Students should have sports equipment and a change of clothes ready for after-school training sessions and Physical Education lessons.

It is important that students learn to set aside appropriate time for fun, homework, music practice, sports practice, chores around the house, commitments to other sport/club/church activities. Keeping track of commitments, via *Record Book* entries, is a very useful skill and habit to form.

INTRODUCTION continued...

2. Responsibility

We encourage students to care for their own and others' property, to be accountable for their own behaviour (in class and in the school ground) and to be friendly and caring towards other students. They should also begin to take greater responsibility for their own learning by keeping up with work and making contact with teachers when absent from class.

Parent contact with the School

In addition to keeping in touch with the School via the student *Record Book*, parents can contact either the Class Teacher or Form Teacher for specific or general information about school work and progress, but the Head of Year is also always available to discuss issues. The School contact number is 9810 4321.

Mr S J B Pallott

HEAD OF YEAR 7, 2009

Mr R J McLaren

HEAD OF MIDDLE SCHOOL

GENERIC SKILLS

Rationale

Personal skills will be important to the success of our students, and must therefore form an integral part of the teaching program of the school. Boys in Year 7 undergo a course of training in Generic Skills, which are taught by their Team Teachers, both as specific skills and reinforced through integration into each of the Core Subjects taught by the Team. The skills chosen are those that are most relevant to life beyond school in the 21st Century, are achievable by boys at Year 7 level, and can be reinforced through work in a variety of academic subjects.

Course content

Thinking and Learning

1. *Application and active learning:*
 - a) Application to work: concentration, motivation, positive attitude: teachers will, as a Team, consider the boy's concentration during class, motivation to work and to do his best, positive approach to improving his understanding and study skills and his ability to set goals for self-improvement.
 - b) Use active learning skills and monitor their effectiveness: the ability and willingness of the boy to ask questions, to compare new ideas with previous knowledge; whether he knows his personal preferences for learning styles and is working to develop and extend these.
2. *Use thinking strategies in both academic and personal problems:*
 - a) Choose between a range of useful thinking and learning strategies: these include brainstorming, classifying/categorising/sorting, using graphic organisers and diagrams, visualising, de Bono strategies such as the *Six Thinking Hats*.
 - b) Persist with the task, choosing a new strategy when necessary: a key skill is to recognise when a chosen strategy is not working and to switch to a different one; this could be expressed as "What to do when you're stuck".
 - c) Use memory skills appropriately and effectively: research indicates that it is possible to train your brain to have a better memory. While not advocating the excessive use of 'parrot-fashion' memorising, it is clearly important for students to be able to recall a variety of information and processes in order to move to higher levels of understanding. Students are encouraged to experiment with a wide variety of techniques, to identify the ones that work best for them and to recognise that some techniques are more effective in some situations than others. Techniques include: chunking, recognising patterns, mind-mapping, visualising, making imaginative links, rhymes and stories, loci techniques (for example; imagining the objects in particular rooms in the house). Simply 'saying it over and over' is a less powerful strategy. Such memory skills should also be used to plan effective revision strategies for tests and examinations.
3. *Research Skills / Information Literacy*

Plan research, gather and organise information, form and test hypotheses, draw conclusions: this includes gathering evidence to support a point of view by asking questions, using a variety of sources (books, CD ROM, Internet searches, experiments and trials), recording and sifting data, recognising patterns.

Organisation

1. *Punctuality and Time Management*

Being on time to school and to class; completing and submitting work on time; backing up computer work on the student server regularly to reduce time lost in computer crashes.

GENERIC SKILLS continued...

2. *Managing Equipment, Recording and Filing:*

Bringing correct equipment to each class (including sports equipment, calculator); using the *Record Book* to record homework and due dates effectively, obtaining signatures from parents on notes sent from teachers, and vice versa; filing work completed and handouts neatly in folders, keeping locker tidy so books can be found quickly and easily.

Teamwork

Co-operation, compromise and responsibility

Ability to work with other members of the group towards a common goal, willingness to modify ideas to reach a group consensus, willingness to take responsibility for aspects of the work, fulfilling those responsibilities punctually and carefully: evidence for these abilities includes students following instructions, taking turns to speak and using the names of group members, sharing ideas, encouraging others and supporting their ideas, criticising ideas not people (avoiding put-downs), making a worthwhile contribution, staying in their own group, staying on task, recording ideas, showing respect for other groups, asking good questions when help is needed and completing the task on time.

Communication

1. *Active Listening Skills*

Students should concentrate and listen actively, giving the message that they are listening by their behaviour; development of non-verbal skills including facing the speaker; using appropriate body language (nodding, smiling); waiting until the appropriate moment before asking a question; not interrupting or speaking to another student while being spoken to. These skills apply not only to listening to teachers but also to other students in a range of situations.

2. *Oral Communication*

Give a prepared talk; speak openly and clearly with group members to share ideas and overcome misunderstandings; interviews and small group discussion; body language such as eye contact, open body posture, standing reasonably still; effective use of volume, pace, articulation, graphic aids; checking understanding of others' ideas by paraphrasing or asking thoughtful questions.

3. *Document Skills*

Present work neatly and clearly using effective layout for computerised and freehand work; appropriate use of headings, sub-headings, font sizes, spell-check, neat handwriting.

Assessment

The progress of each boy is monitored by his Team of teachers, and self-evaluation is encouraged. The teachers involved are responsible for selecting the order in which skills are tackled, as different groups of students have different needs. The timing is also left to the teachers, so each Form Group may cover the Skills in a different order. By the end of the year, however, each boy should have improved his understanding and performance in each Skill. Each Term teachers spend a considerable amount of time discussing the progress of each boy, suggesting comments and gradings, based on the boy's performance of Generic Skills in each subject. The Semester One and Two reports contain a page detailing each boy's progress and level of operation in each of the four areas covered within the Generic Skills program.

HOMework

What is Homework?

Homework is an important part of the educational process as it provides students with opportunities to deepen their understanding and skills relative to content that has been initially presented to them in the classroom setting. Learning, consolidating and establishing good homework practices at Year 7 will assist achievement, both throughout this year and beyond.

Homework can be assigned for different purposes. Some common purposes for homework are:

- To practise or review a skill introduced in class (eg. solve 10 equations for Mathematics, punctuate a passage of writing)
- To elaborate on, or extend content that has been introduced in class (e.g. to apply knowledge and facts about Ancient Greece to another civilisation)
- To prepare students for new content that is to be introduced in a forthcoming class
- To integrate many separately learned skills and concepts to produce a single product. (eg. produce a book report, a science project, a piece of creative writing or a Power Point presentation)
- To revise for a test

Depending on the purpose of the homework that is set, the time frame for completion of the work may be different. For instance, a piece of homework that requires a routine skill to be consolidated may need to be completed by the next lesson. However, a piece of work that requires elaboration or integration may have a required completion date some time after being set.

In addition to the having a variety of purposes, homework can call for the use of different skills. Students may be asked to read, to submit written products, or to perform drills to enhance memory or retention of material.

How much time should be devoted to homework?

Although the amount of homework will vary from night to night, on average about 70 minutes (using the rule of thumb; *time spent on homework = 10 x Year level*) of homework will be assigned each night. This time will be made up of homework from a number of different subjects. As such, no subject's homework should take more than 25 minutes to complete on a particular night.

In addition to the homework that is set by teachers, and if time permits, the following activities could also be undertaken as part of an evening's work:

- Wide Reading
- Academic vocabulary learning
- Revision of work covered earlier in the year
- Preparation for upcoming tests
- Organising materials. etc for coming activities such as Music Lessons, Physical Education classes (packing gear), project work due soon etc.

Although homework is an important aspect of a student's academic development, many students lead extremely busy lives. Boys are encouraged to involve themselves in a variety of activities at school, many boys have a commitment to an activity run by an outside agency, boys have family commitments and they need 'down time'. All these activities take time. It is important that each boy maintains a balance between spending time doing homework and all the other areas of his life. Teachers are aware of the hectic schedules that many of our students have. For this reason, there may be variation in the amount of homework set each night. The important thing is that each boy is developing good work habits and in particular, is learning to organise his time as well as keeping up to date in each subject.

Use of Record Book

All homework should be recorded by the student in his *Record Book*, as should the required date of completion for any task that is set over an extended period of time. In addition, homework tasks should be checked-off as they are completed. Boys are encouraged to record any extra work they do in their *Record Book*.

HOMEWORK continued...

Parental Involvement

Parents have an important role in their son's homework. There will be occasions when the homework task is designed to establish communication between parent and child. However, for the majority of the time, the importance of the parent is in the facilitation of the homework, not its completion. The following dot points give some ideas as to how parents can be involved in homework whilst avoiding the temptation to solve content problems.

- Help set up a consistent, organised and quiet place for homework to be done.
- Help your son establish a consistent schedule for completing homework. This might include some time each weekend that allows him to reflect on that particular week's activities and the activities in the upcoming week.
- Assist your son in organising any resources that may be required in order to complete a particular piece of homework.
- Check your son's *Record Book* on a regular basis to see that the work that is actually being done matches the entries in his *Record Book*. Looking at his diary is also a way of seeing what work is being covered, when it is due, what activities are coming up and how busy he is going to be each night and in the days ahead.
- Encourage, motivate, and prompt your son, but do not do the homework with him. The purpose of the homework is for your son to practice and use what he has learned. If he is consistently not able to do the homework by himself, please contact his subject Teacher or Form Teacher.
- Observe the order in which your son undertakes his homework. He should not begin each night's homework with the same subject, nor should he always leave a particular subject's homework till last. If he is avoiding a particular subject's homework, please contact his subject Teacher or Form Teacher.
- If your son is practicing a routine skill, ask him to tell you which steps are easy for him, which are difficult, or how he is going to improve. If he is doing a task that requires elaboration or integration, ask him what knowledge he is applying. If he is consistently unable to talk about the knowledge he is practicing or using, please contact his subject Teacher or Form Teacher.
- If your son has been given a piece of work to complete over an extended period, ask him to indicate at what stage of the process he is up to and ask him to articulate what else needs to be done, how long it will take him to do it, and when might he be able to do it.
- When bedtime comes, please stop your child, even if his homework has not been completed. When this occurs, please write a note in the *Record Book* indicating that he was unable to complete the homework having spent a legitimate amount of time on it.

PEER SUPPORT PROGRAM

Rationale

Peer Support is a tried and established program in Australian schools which has met with considerable success. Versions of it can be found in primary schools, but ours has the specifically secondary emphasis which is also available. It requires trained teachers and trained student leaders.

This course aims to:

- establish a viable and realistic link between older, long-established and newer, not-yet-established student members of the school community.
- hasten the process of settling Year 7s into the school community through their acceptance by and help from senior (Year 11) boys. This settling will be promoted formally (within Peer Support periods) and informally in casual contacts within the school grounds.
- provide opportunity for leadership training for Year 11 boys in a caring role, providing them with the real challenge of managing and interacting with lively Year 7s, answering their questions and helping shape their future. Peer Support Leaders wear a specially designed badge of office.
- promote the aims of social education within the school through addressing a number of significant personal development issues, such as building self esteem, improving communication skills, dealing with bullying, building trust, respect, self-awareness and responsibility.

Organisation

Peer Support Leaders, 72 in number, were chosen from an application list of over 150 interested Year 10 students. They are allocated to classes, the Year 7s having already been divided into groups of six or seven. Two Peer Support Leaders meet each group on the Year 7 Orientation Day at the start of the year and show them around the school, learning their names in the process. Groups meet each Friday morning between 10.20 am and 10.40 am throughout Semester One. Peer Support Leaders meet with Peer Support Teachers each week to review progress.

Program

After initial getting-to-know-you activities, groups will explore a number of programmed issues of the kind mentioned in the Aims above. For example, Semester One issues will include 'Building Self-Esteem', 'Communication', 'Bullies' and 'Self-Awareness'. In two more specifically Scotch-related lessons, questions like managing the Tuckshop, Library, absences, lateness, bikes, care of property, *Record Book* management and uniform will be addressed.

YEAR 7 UNITS OFFERED

Below is a list of all Year 7 Units offered in 2009 by Scotch College:

Art	10
Christian Education	12
Design and Technology	13
Drama	14
English	15
Geography	16
History	17
Information and Communications Technology	18
Language Other Than English (LOTE) - French	19
LOTE - German	20
Mathematics	21-22
Music	23
Physical Education	24
Science	25-26

ART

Rationale

By exploring the magical world of our imaginations we learn to discover new and creative forms of self-expression. Topics are chosen purposely to stimulate imagination and vary from the mythical and historical dragons and dinosaurs, warriors, architecture and machines of Fairy Tales and Legends, to stories of the Aboriginal Dreamtime, Celtic folklore and the Ancient civilisations of Greece, Egypt, China and Rome.

An introduction to artistic technique and design principles, Art history and Culture is interwoven through these themes, and complements what the boys study in the History and Design Technology subjects at this level.

Students work towards developing their knowledge by exploring art processes and ways to communicate concepts arising from their personal experiences and from the world around them.

In the Visual Arts students communicate ideas, observations and feelings using a range of media, materials, equipment and technologies to make art works. Students build on their knowledge and skills as they select, combine and experiment with ways of using a range of art elements, principles and/or conventions, skills, techniques and processes to explore art ideas sourced from their imagination and from other cultures.

With guidance students are helped to record their development in an art journal. Students consider the purpose and audience of their work as they explore various ways of presenting and range of art forms and begin to evaluate and refine their work in response to feedback. As they explore and respond to their own and others' art works, students develop skills, techniques and processes for expressing emotions and ideas, and signifying purpose. Using appropriate art language they begin to identify and describe ways they and others use specific elements, principles and/or conventions, skills, techniques and processes and discuss how ideas, feelings and purposes are conveyed. They reflect on their own art works and ideas as well as art works from other cultures; identifying key features of the work as well as discussing the function of art in the community.

Course Content

This course aims to:

- provide an art experience that allows for individual differences.
- promote creativity and imagination through a range of art forms that communicate experiences, ideas, concepts, observations and feelings.
- to encourage self-expression and individuality while promoting social skills and responsible attitudes.
- satisfy the desire to manipulate, construct, experiment with and shape and control materials, so that students develop sensitivity to his environment through discriminatory selection.
- Contribute to the student's confidence in his own ability, clarifying and extending his knowledge, cultivating his individuality.

Drawing is an important part of the creative process. Students will be presented with activities and tasks that allow them to develop and explore their drawing skills. Often drawing is the starting point for artistic expression and design and therefore is important for the students confidence and ability for self expression. Observational and conceptual drawing tasks will be presented to the students to help develop their visual awareness.

Students will have the opportunity through the course of the semester to explore both two dimensional and three dimensional art and design methods.

It is expected that they would complete activities and tasks in drawing, painting, print making and sculpture, using a range of different media.

Information Communication Technologies (ICT)

Students will be required to use a range of ICT as they respond and find solutions to artistic and design tasks and problems. Students will have the opportunity to use photocopiers, computers and scanners, digital cameras and computerised milling machines. As they explore to art from other cultures they will use ICT in the research and reporting through the internet and different presentational programs.

ART continued...

Assessment

Throughout the semester students will produce both two and three dimensional art works including drawing, painting, printmaking and sculpture. The students will record their art work in a journal as a response to their individual environment and personal experiences.

Assessment descriptors for Report Semester One & Two

- Task 1: Design and Development Journal
- Task 2: Finished Art Work
- Task 3: Research Assignments/ICT Application

CHRISTIAN EDUCATION

Rationale

Christian Education is taught at all levels and aims at what has been termed 'education towards faith'. It provides an opportunity to examine the foundations of historic Christian faith in the Bible, and the claims of Jesus to be the "the way, the truth and the life". The course also seeks to apply this perspective to the personal development of the individual, to ethical problems and moral dilemmas posed by modern society, especially for the young, with a re-evaluation of Christian beliefs, attitudes and values in issues relevant to students.

Course content

The Year 7 Christian Education course aims to:

- assist the smooth induction of Year 7 students to the Senior School by explaining the Christian foundation of the school and relating that to the Bible and newly encountered traditions in Chapel and Assembly
- deepen the student's knowledge of and respect for the Old Testament by presenting a sequence of stories from the Patriarchal narrative covering the period from Abraham to the Exodus and the Mosaic covenant, a monarchy and the exile
- encourage reflection on the theological propositions and basic values presented in this patriarchal narrative, especially in relation to the Ten Commandments in their context and the concept of covenant
- heighten students' perception of the underlying cohesion of the *Old* and *New Testaments* by introducing them to Jesus' remarks on the *Ten Commandments* and his summation of them in the obligation to love both God and neighbour
- introduce students to a range of personal issues faced by characters in the narrative with a view to establishing a perspective in human issues.
- provide a strong emphasis linking God's story with the individual student's story

Coursework is developed around the narrative sequence of the text which is introduced in pictorial format through the *Good News Bible* and on the web. Christian Education is taught at two periods per six-day cycle for one Semester so that each lesson, while related in the narrative to what precedes and follows, may stand alone.

Assessment

No grades are reported.

DESIGN AND TECHNOLOGY

Rationale

The focus and intent of this area of study is to introduce students to the foundations of design and production in a technological context.

Course content

The semester course is comprised of three areas:

1. Foundation Skills: Workshop Safety, Design and Communication Graphics, Basic Fabrication Skills and, Computer-aided Drawing and Manufacture
2. Applications 1: Resistant Materials and Processes
3. Applications 2: Electronics Theory and Assembly

The applications are approached via a number of carefully chosen design tasks in the area. Boys are introduced to the essential elements of the design process. They also acquire specific skills in electronics and working with wood, metal and plastics.

Design and production tasks include:

- A useful portable storage box
- A flashing warning lamp
- An audible alarm

Using hand tools, power tools and simple machines, each student will work with electronic components, manufactured wood products, ferrous and non-ferrous metals, thermo and thermo-setting plastics, adhesives, finishes, fittings and fixing devices. Processes including CAD/CAM, joining materials, Vacuum-forming and Blow-forming are experienced and applied in the production process.

It is intended that completed projects will be taken home and used by the boys.

Assessment

Design tasks will be assessed on the content and quality of finished products and upon the demonstrated understanding of concepts.

DRAMA

Rationale

The Drama course aims to give each boy opportunities to develop his creative imagination. This includes capacity to develop self-expression, creativity, physical control, self-confidence, self-discipline, and both verbal and non-verbal skills. There is a strong connection, therefore, between Drama and other creative arts subject. Because much of the activity is carried out in small groups, drama also provides valuable experience in learning to work co-operatively and purposefully with others. While some of these objectives may (and indeed should) coincide with those of other teaching areas, there is a fundamental distinction that separates Drama from other creative subjects. Central to Drama is the focus on the human body and voice as prime means of expression. A theatrical context is used to give form to this underlying philosophy - that it is the use of the human body in acting and role play that human-kind has traditionally found to be a natural and accessible means of self-expression.

Drama at this level is not aimed specifically at producing actors skilled in the techniques of the theatre. Rather, the process of learning to work creatively as part of an ensemble is seen to be more important than the quality of acting reached in performance. The notion of 'audience' is kept at an essentially local level, and any further focus on formal theatre is left to later years. While play scripts or outlines are used, most of the activities involve group-improvised presentations, which may then be polished for presentation and constructive criticism by the class. Drama education aims to provide an environment for activities through which, the above changes to the individual pupil can be realised. In addition to this we also hope to stimulate a love for theatre and free expression as a resource for later life, whether it be in education or leisure.

Course Content

In Year 7, a specialist Drama teacher teaches boys for one of the two Semesters. They have two periods in each six-period cycle. Initially, boys are taught a range of group dynamic skills through participating in theatre games and other activities. Then, they graduate to group trust exercises and simple role-play games that then develop into more challenging role-play and acting activities that focus on the development of characterisation. Specific skills of mime, freeze-frame and slow motion are taught as a means for students to present themselves and others on stage in more complex self devised stories and scenarios. At the conclusion of the term, each class presents an evening of self-devised performance to parents and friends.

Assessment

1. Group Dynamic Skills
2. Performance Skills

ENGLISH

Rationale

Teachers seek to encourage the development of competence in reading, writing, listening and speaking; and to enhance the enjoyment and appreciation of literature through the study of various set texts. This subject requires practice in a range of objective skills and processes that require active participation, expression of ideas and opinions, evaluation and thinking.

Course content

<i>Wide Reading</i>	English lesson time will be given to this activity. Students may choose books from home or from the School library. They will be expected to read books by different authors and in different styles and to complete a range of written and oral activities relating to their reading.
<i>Literature Study</i>	Students will read, discuss and complete written work on the core and teacher choice class texts. Additional literature study will include poetry and short stories. Other activities will incorporate written and oral responses such as dramatisation.
<i>Reading and Comprehension</i>	Students will be expected to develop their skills in reading closely different kinds of writing and making sense of what they read.
<i>Writing Skills</i>	Students will be expected to write in a variety of forms and styles, while developing specific writing tools such as punctuation, paragraphing, direct speech and accurate spelling.
<i>Listening and Speaking Skills</i>	Students will be expected to follow and to contribute to a discussion; prepare and deliver individual presentations; listen attentively and politely to other people; express their opinion while showing respect for other points of view and participate in group discussions.

The core texts *English Links One* and *Successful English 1*, the folder dictionary, the folder thesaurus and supplementary material will form the basis of vocabulary, spelling, grammar and other language skill development.

Assessment

Student class work in all areas of the course will be assessed by letter grade and written comment. Regular tests in spelling, vocabulary and grammar are given. A one hour test consisting of comprehension and short writing tasks will be undertaken at the end of Semester Two. The formal report criteria are as follows:

Semester One

1. Language Skills
2. Listening and Speaking
3. Reading
4. Writing

Semester Two

1. Test
2. Listening and Speaking
3. Reading
4. Writing

GEOGRAPHY

Rationale

Geography is concerned with the study of where things are found. It provides a unique link between the physical and social sciences. It attempts to make sense of the world by describing and explaining the patterns of the human and physical environments and the relationships between them.

Aims

This course aims to:

- develop geographic knowledge and skills
- understand and apply the geographic concepts of location, scale, distribution, region, movement, spatial association and change over time
- develop an interest in understanding and appreciating human and physical environments from a geographic perspective
- critically evaluate, draw conclusions and express opinions in an informed manner
- work co-operatively with others towards the achievement of common goals
- develop an interest in social and environmental issues
- develop skills in decision making
- demonstrate an awareness that individuals and groups have different values and these may lead to conflict.

Students will be asked to:

- collect data from a variety of sources, for example, fieldwork, interviews, surveys, maps, diagrams, photographs, satellite images, data bases, reports, graphs
- process and represent data in a variety of ways, for example, maps, tables, diagrams, reports, models that change over time and spatial association that change over time
- interpret a variety of data and express this in various ways, for example, fieldwork reports, research report essays, practical work, assignments, oral reports, role play, debates, simulations
- recall and apply geographic facts and concepts
- use a wide range of thinking skills, for example observe, list, identify, categorise, define, compare, generalise, predict/test, make value judgements, justify decisions

Course content

- Geospatial skills
- The Asia-Pacific region
- Deserts
- Rainforests
- Advanced geospatial skills
- Fieldwork in the local area

Semester One

1. Knowledge and Understanding
2. Geospatial skills
3. Research

Semester Two

1. Common test
2. Knowledge and Understanding
3. Advanced Geospatial Skills
4. Fieldwork

HISTORY

Rationale

This course aims to enable students to:

- develop enquiry skills relevant to the study of history
- gain experience in using evidence to provide 'answers' to issues in history (photographs, objects, drawings, slides, videos, artifacts)
- explore the nature of change and continuity in the study of a large time span of human history
- form an understanding of the development of civilisation
- develop empathy, ie. an understanding of the essential humanity of people of all ages and cultures
- enjoy exploring the rich narrative sources that survive

Students should develop an understanding of:

- the common themes of government, housing, religion, education and lifestyle in Ancient Sumer, China, Egypt, Greece and Rome
- cultural achievements of each civilisation
- chronology and cultural similarity of some of these civilisations
- why people study history and what history is
- how our own culture is similar or different to those studied

Course content

- Investigating the Past
- River Valley Civilisations (Part 1. Sumer)
- River Valley Civilisations (Part 2. China)
- Egypt
- Greece
- Rome

Skills

The use of evidence: using/investigating a variety of primary source material (pictorial, photographic, artifacts, maps, documentary)

Enquiry skills: practising and developing the following skills: organisation of material, reading/comprehension, research skills, writing skills, interpretation of material and weighing evidence.

The formation

of generalisations: learning to form generalisations on the basis of material examined on the different themes.

Communication: researching and communicating ideas clearly in both oral and written form. Listening to others' viewpoints and thinking before answering.

Thinking: learning to question material used, to think creatively about civilisations, lifestyles and use our imagination to explore what it would have been like to live then.

Assessment

Time-lines *Interpreting Evidence*

Note-taking *Research Activity*

Oral skills

INFORMATION AND COMMUNICATION TECHNOLOGY

Rationale

ICT is used to access, process, manage and present information; model and control events; construct new understanding and communicate with others.

Skills

Keyboarding is an essential skill. As part of the Information Technology component of Year 7 the keyboarding program is aimed at achieving a minimum typing speed of 30 words per minute (wpm) with 90% accuracy for all boys.

Responsible use of school computers and school network.

Course content

- ICT for visual thinking:** Students select and apply ICT tools and editing functions that support the filtering, classifying, representing, describing and organising concepts issues and ideas.
- ICT for creating:** Students independently use the operating system to manage their desktop workspace. Students prepare designs and complete collaborate projects.
- ICT for communicating:** Students present ideas to audiences, communicate with known and unknown audiences and support knowledge building within teams.

Assessment

Assessment will be ongoing within the team and subject departments.

LOTE - FRENCH

Rationale

The main aim for students in their first year of learning French is to develop competence in communicating about a variety of everyday and school-related situations.

Year 7 students gradually acquire listening, speaking, reading and writing skills and are introduced to the culture and customs of France and other French-speaking countries.

The 'Touché 1 and 2' course is designed specifically for use by students in Australian schools. The emphasis in class is on developing listening and speaking skills, using the cartoon stories, accompanying tapes and pairwork activities. The accompanying workbook contains reading comprehension and writing activities, which reinforce and extend material treated orally in each unit. Students practise French in drills and exercises which use the language in realistic situations. Vocabulary and grammar are introduced within the thematic context and not as an end in themselves. Students also complete some ICT tasks using generic software and/or the Internet.

Course Content

Topics covered include:

- talking about oneself
- meeting others
- family
- animals
- like and dislikes
- school
- time
- homelife
- weather
- months
- seasons

Homework and Assessment

Students are encouraged to develop the habit of revising new vocabulary after every lesson so that they will be able to participate in subsequent lessons. Homework is usually based on the 'Touché' workbook, exercises and arises from classwork.

Students are assessed on their listening, speaking, reading and writing skills as shown through their performance in small tests, projects, ICT tasks, homework assignments, class tasks and common unit tests.

At the end of Semester Two, students sit a one hour written test.

LOTE - GERMAN

Rationale

The major aim of the German course in Year 7 is to develop students' communicative competence in understanding and speaking the language. Reading and writing skills are also developed gradually.

Classwork is based largely on 'Genau!', which has been designed specifically for use in Australian schools. This comprises a textbook and a workbook with accompanying written exercises and a CD. Vocabulary and grammar are presented in a topical context as an aid to performing communicative tasks.

As they progress through the course, students become familiar with the activities and daily life of the peer group, and through this, they also learn about the culture, geography and recent history of the German-speaking countries. Supplementary magazines and multi-media software are also used for language and cultural work.

Course Content

Topics covered include:

- taking about oneself
- School, teachers and studies
- hobbies
- family
- numbers
- describing yourself and others
- likes and dislikes
- German food
- clothes
- months

Homework and Assessment

Students are encouraged to develop the habit of learning and revising new vocabulary after every lesson so that they will be able to participate in subsequent lessons. Homework is usually based on the course Workbook exercises and arises from classwork.

Students are assessed on their listening, speaking, reading and writing skills as shown through their performance in small tests, projects, ICT tasks, homework assignments, class exercises and common unit tests. At the end of Semester Two, students sit a written test of one hour.

MATHEMATICS

In Year 7 student learn mathematics in their Form classes. The opportunity exists for appropriate student to attend Maths Challenge classes one a cycle instead of their regular classes. In these classes, students complete both the Challenge and Enrichment Stages of the Mathematics Challenge for Young Australians.

A small number of students who experience difficulty with mathematics may be offered assistance by the Education Support Department.

Rationale

This course aims to:

- instill in students positive attitudes towards their involvement in mathematics
- develop the confidence and competence of students in dealing mathematically with situations occurring in ordinary life
- instruct the students in concepts and techniques that reflect modern mathematics and its applications
- develop the student's capacity to use mathematics in solving problems individually and collaboratively
- develop the student's ability to interpret and communicate ideas mathematically
- increase the level of abstraction in the student's power of reasoning
- make use of available resources to enhance the student's learning experience.

It is hoped that each student will acquire as many as possible of the following objectives:

- An operational understanding and appreciation of the real number system.
- Facility in a number of skills, for example; ability to approximate the result of arithmetic operations, ability to check algebraic manipulation, ability to use geometrical instruments.
- Informal understanding of the laws of arithmetic.
- The ability to construct and interpret graphs of relations.
- Knowledge and appreciation of geometrical concepts and reasoning.
- Knowledge and understanding of basic theories of algebra and geometry, and the ability to apply them to practical problems.
- The ability solve problems using arithmetic, algebraic, geometric and Information Technology techniques.

Course Content

<i>Natural Numbers:</i>	Place value, basic operations, order of operations, factors, multiples, primes, composites, powers, pronumerals and substitution.
<i>Geometry:</i>	Angles, lines, triangles, quadrilaterals. Rules and compass, constructions, including angle bisection. Deductive proof using results on parallel lines, triangles and quadrilaterals. Transformations. Cartesian plane.
<i>Algebra:</i>	Algebraic notation and conventions. Construction and solution of linear equations.
<i>Integers:</i>	Introduction to negative integers. Basic operations, order of operations.
<i>Fractions and Decimals:</i>	Equivalent fractions, basic operations on fractions. Decimals as fractions, basic operations on decimals.
<i>Measurement:</i>	Perimeter and area of rectangles, triangles and composites shapes. Time and rates. Unitary method.
<i>Probability:</i>	Basic concepts of theoretical and empirical probability.

MATHEMATICS continued...

Assessment

Students will undertake a test at the end of each topic.

Throughout the year, students will be required to solve a range of challenging problems. Problem-solving and project work will form part of each students assessment.

Semester One

1. Topic tests
2. Problem solving

Semester Two

1. End-of-year test
2. Topic tests
3. Problem solving/project

MUSIC

Music Craft & Instrumental Ensemble

Rationale

The music course is founded upon the belief that an understanding and appreciation of music will enhance each student's quality of life, and that an appreciation of music is best developed through making music. A large part of the course is therefore practical, involving instrumental performance and music composition.

The instrumental component of the course involves each student spending a number of weeks learning to play an instrument from each of the principal orchestral families, ie., strings, woodwind and brass in small class ensembles.

The Music Craft course is designed to be a classroom and music technology based course that begins to develop students' basic music language skills in support of the performance based skills being developed in the ensemble component. The course will explore the student's creative composition skills using music technology, whilst the study of basic theory and listening skills will develop students' understanding of basic music language to enable them to acquire greater means of musical expression.

Student Outcomes

- Develop and refine basic aural, listening and theory skills.
- Listen and respond to music in order to develop creative and analytical skills.
- Create musical compositions in a variety of styles.

Course content

Listening and Analysis: The Elements of Music: pitch, duration, intensity and timbre, Instruments of the orchestra and a study of basic form and structure in music.

Theory and Aural studies: Basic scale forms, primary triads, elementary melodic and rhythmic dictation, and other essential music theory.

Composition: Students will be involved in creating musical compositions using a variety of the techniques studied throughout the course.

Compositions will be created and performed through the use of the music technology labs in Semester Two.

ICT Skills

Students will develop their proficiency in using the music software *Logic Express* in conjunction with the synthesisers and other audio technology in the music computer labs.

Assessment

Music Craft:

Creative Project, Research Work and ICT Skills

Music Language Skills

Instrumental Ensemble Music:

Ensemble Participation and Cooperation.

Instrumental Ensemble Skills

PHYSICAL EDUCATION

Course content

The Physical Education program incorporates Athletics, Baseball, Football, Gymnastics, Swimming and Basketball. Modified games are played in some instances, but at this level the real emphasis and the majority of the time allocation is on skills.

Baseball is chosen because it incorporates vital skills such as hitting, catching and throwing. Athletics skills are taught for their own worth and to prepare boys for their involvement in the House Athletics competition. Olympic Gymnastics provide a great opportunity to develop confidence, strength, balance, agility and power.

The development of strength is an important part of the program. Boys should be able to climb a rope or hold themselves up in rings or bars. Added muscle bulk will help in sports such as Football, Rugby, Soccer and Hockey.

Uniform

The Physical Education department has a strict uniform policy.

The uniform is:

- black, blue or white shorts or Scotch track suit pants
- house polo top or white tennis shirt or plain white T-shirt
- Scotch slicker (optional)
- navy blue Speedos
- cap (Term 1 and 4 for outside activities)

Sick boys will not be asked to participate. Injured boys will have their program modified so that they continue to take part in any lesson and gain some benefits from the lesson. Parents are asked to supply a note outlining any illness or injury.

Assessment

Semester One and Two

1. General Fitness Level
2. Aquatic Skills
3. Ball Game Skills
4. Gymnastics

SCIENCE

Rationale

The Science course constitutes a coordinated program with three broad aims:

1. Develop each student's awareness and understanding of the working of the world about them, and to encourage and empower students to make informed decisions about themselves and their environments.
2. Develop skills in practical investigation research from a range of resources, and written, graphic, and oral communication.
3. Prepare students adequately to undertake a VCE course which includes Science subjects.

The course is based around an extensive program of practical work. Whenever possible (most lessons), students are encouraged to learn by doing, with emphasis on safety, the proper use of equipment, careful observation, enquiry, and deduction.

While much of the course is necessarily introductory in nature, a number of key scientific concepts, such as Force and Chemical Change, are examined in considerable depth. Students also learn a wide range of fundamental experimental techniques.

While students should acquire a certain amount of factual knowledge, the emphasis is placed on understanding the basic underlying principles so they can be applied to new situations.

Through each of the units, key scientific skills are introduced and developed including:

- Safe and correct handling of equipment and chemicals.
- Care and accuracy in observing, recording, and reporting.
- Interpretation of results with consideration for the inherent uncertainty.
- Classification of things according to their characteristics and properties.
- Correct use of basic scientific notation.

Course Content

The course is arranged as a series of essentially independent units. Taken together they cover the important areas of Biology, Chemistry, Earth (Environmental) Science, and Physics. Wherever possible, these are set in real-life contexts and draw on current issues that are of interest to students.

The students are given an introduction to laboratory practices, equipment and safety, and to some fundamental measurement techniques. Over the course of the year they are introduced to chemical and physical change. They examine methods used for determining the purity of materials, and also methods for purifying them. Different types of force, and examples of their occurrence, as well as developing an understanding of how we identify when forces are balanced or unbalanced is examined. Forms of energy are studied and the transformations involved when things change. Biological structure and function through examination of the anatomies and life cycles of flowering plants is investigated along with the variety of life forms and the methods used by biologists to classify them.

These core units are supplemented by cross-curriculum project work designed and carried out by individual teaching teams. This type of work is important to the teams approach, and provides students with an opportunity to apply and extend the science work completed in the course of the core units.

In addition, computers are used in Science as tools for finding, storing, manipulating, and presenting information.

As well as using IT based research resources (including the internet) students will learn to present scientific information in a clear and effective manner through the use of diagrams, tables, graphs and charts. Many classes will also explore applications for multi-media tools during team-based project work.

SCIENCE continued...

Assessment

Students will undertake class tests on a regular basis and notes and practical work will also be assessed. In addition, students will complete research and communication tasks. The tasks reported at the end of each Semester are:

Semester One

1. Class Tests
2. Research and Communication
3. Practical Work

Semester Two

1. End of Year Test
2. Class Tests
3. Research and Communication
4. Practical Work

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