

# Year 7 Curriculum

Term Two



# DiSCovery



## General Overview

DiSCovery is a holistic program that focuses on student self-development, learning and life skills, which are transferable to learning in all areas and which equip students for life beyond the College.

## Key topics explored

- Career Action Plans
- Mental Health and wellbeing
- Your Community

## Knowledge & Skills

- Students develop an understanding of how to be safe when communicating online.
- Understand Career Action Plans and ways that participation helps to contribute to employability skills.
- Students develop strategies to promote mental health and wellbeing and build connections with community organisations such as Headspace.
- Understand their role in the school and broader community.

## Major Assessments

- Completion of Career Action Plan

## For Parents

### How can you help?

1. • Discuss career aspirations with your student.

### Resources to access more information:

- **Victoria Police:**

<http://www.police.vic.gov.au>

- **Headspace:**

<https://headspace.org.au>



## **Debating: how we use logic to persuade**

The art of debating centres on the ability to build evidence based arguments that identify and respond to different points of view. This term we will be using rhetoric, credibility, reasoning, context and perspective to explore relevant issues and justify a point of view. Students will be developing speeches and debates to present in class.

### **You can help your child to prepare by:**

- Encouraging them to rehearse their speeches at home.
- Ask questions about the topic they are discussing in their speeches so that they can practise their improvisation and rebuttal skills.

## **Holes: Narrative exploration**

Whether we encounter stories in books, films, magazines or podcasts it's important that we are able to recognise and analyse the ways that characterisation, events and settings are combined in narratives. This term we will use the novel 'Holes' as a way to build our ability to identify and explore many elements of narrative text.

### **You can help your child to prepare by:**

- Making sure that they've read the novel before the in-class study begins.
- Facilitating discussions about themes, characters, settings and events.

## **NAPLAN**

Students will undertake the NAPLAN from May 14th – 16th.

### **You can help your child to prepare by:**

- Please be aware that this can be a period of high stress for some students. Please remind your child that there is no need for them to feel anxious about the NAPLAN tests. They

should simply try their best. The results of the NAPLAN tests help the school to identify the areas in which we can assist all students to improve their Literacy and Numeracy skills in the future.

- Encourage your child to spend some time completing Reading Comprehension and Spelling tasks on Education Perfect.

## **Short Story: what inspires you to write?**

The creation of a good story is a complex and challenging task. This term we will begin to build our understanding of narrative creation. We will create rich stories that have rising and falling action and that use correct short story form such as dialogue and paragraphing. At the beginning of Term 3 all Year 7 students will submit a story into the annual DSC short story competition.

- The DSC Annual Short Story Competition will be launched at the end of Term 2.
- Students can work on their stories over the school holidays.
- Students will be given time in class at the start of Term 3 to complete their short stories.
- English teachers select the best story in the class to be entered into the competition.
- A panel of independent judges select a winner at each year level to attend a literary luncheon in week 7 of Term 3.

### **You can help your child to prepare by:**

- Encouraging them to read a variety of books for inspiration.
- Encouraging them to work on their story during the mid-semester break.
- Encouraging them to engage with the editing process. Remember: J.K. Rowling didn't write Harry Potter in a single sitting!

# English (EAL)



## General Overview

Year 7 EAL aims to address the language needs of students from non-English speaking backgrounds. The course focuses on a detailed study of the text 'Misery Guts'. It is designed to develop communication skills, focusing on reading, speaking, listening and writing. Students read and study the novel and participate in individual and group activities.

## Key topics explored

- **Week 1 - 10:** Text study: 'Misery Guts'

## Knowledge & Skills

- Learning key vocabulary and structures.
- Summarising, ordering and presenting information.
- Idioms.
- Conventions of letter writing.
- Character profiles.
- Listening tasks.

## Major Assessments

- Travel Brochure
- Creative Assignment (Multiple Intelligence)

## For Parents

### How can you help?

1. Read and discuss novel at home.
2. Encourage students to use key vocabulary

### Resources to access more information:

- Compass

# Mathematics



## General Overview

In Maths, students work on skills based questions to strengthen and consolidate numeracy skills learnt in primary school. These skills are then applied in a range of real-world problem-solving questions and tasks. Some also begin to explore more abstract applications of their numeracy skills. Students will complete the topics in a different order depending on their form group (As the topic of measurement will be undertaken as part of an integrated STEAM project).

## Key topics explored

*Year 7 ABCDE*

- **Week 1 - 5:** Measurement
- **Week 6 - 8:** Positive and Negative Numbers
- **Week 9 - 10:** Exam Preparation

*Year 7 FGHIJ*

- **Week 1 - 3:** Representing and Interpreting Data
- **Week 4 - 5:** Geometry
- **Week 6 - 8:** Positive and Negative Numbers
- **Week 9 - 10:** Exam Preparation

## Knowledge & Skills

- Exploring connections between maths and science.
- Adding, subtracting, multiplying and dividing negative numbers.
- Recognize properties of shapes.
- Revision strategies in mathematics .

## Major Assessments

*Year 7 ABCDE*

- **Week 4:** Molecular Gastronomy STEAM Project.

- **Week 8:** Positive and Negative Numbers Test

- **Week 10:** Mid-Year Exam

*Year 7 FGHIJ*

- **Week 4:** DSC Advertising Project

- **Week 8:** Positive and Negative Numbers Test.

- **Week 10:** Mid-Year Exam

## For Parents

### How can you help?

1. Encourage your child to consistently complete a small amount of maths homework each night. It is much more beneficial to practice the skills learnt in class regularly than in one big block.
2. Talk to your child about ways that you use maths in your everyday life. Students engage much better with maths when they can see that it is relevant and not just used by a select few occupations. This is promoted in class, but it is great if this message can be reinforced by parents.

### Resources to access more information:

- **Eddie Woo's YouTube channel:** has great explanations of Maths concepts.

[https://www.youtube.com/channel/UCq0EGv-LTy-LT1oUSO\\_0FQ](https://www.youtube.com/channel/UCq0EGv-LTy-LT1oUSO_0FQ)

- **Khan Academy:** has lecture style videos with practice questions included.

<https://www.khanacademy.org/math/cc-seventh-grade-math>

- **Math Game Time:** includes games which can help students practice their fluency skills.

<http://www.mathgametime.com/grade/7th-grade>

# Science



## General Overview

A major aim of science is to develop explanations for natural phenomena and events that are supported by evidence. Students will be studying topics listed below this term.

## Key topics explored

- **Week 1 - 5:** STEAM project assessment task (Classes 7A-E)
- **Week 1 - 3:** Precious resources (7F and 7H)
- **Week 4 - 5:** Robotics (7F and 7H)
- **Week 1 - 2:** Robotics (7G, 7I, 7J)
- **Week 3 - 5:** Precious resources (7G, 7I, 7J)
- **Week 6 - 10:** Forces and machines (all Year 7 classes)

## Knowledge & Skills

- Students will study STEAM to develop a variety of skills essential for success; critical thinking and problem solving, creativity and innovation, communication and collaboration.
- As robotics and computers become increasingly prevalent in students' lives, understanding programming and programming concepts is becoming very important. Robots are an effective way to learn about computer programming.
- Students study natural resources; their availability and uses, as well as how they may be used wisely to ensure our future is sustainable.

## Major Assessments

- Science Talent Search learning task (poster or creative writing or photography)

- STEAM project assessment task (Classes 7A-E)
- One car report
- Invasive species – critical and creative thinking

## For Parents

### How can you help?

Encourage students to read and use external sources to explore scientific ideas and issues and how they relate to the world around them (e.g. fiftieth anniversary of the first moon landings) Students could refer to newspapers, scientific articles, documentaries etc

### Resources to access more information:

- CSIRO Double Helix club

<https://www.csiro.au/en/Education/Double-Helix>

- JacPlus resources

<https://www.jacplus.com.au/>

# Italian



## General Overview

Italian provides students with communication skills and knowledge to come to understand social, historical, familial relationships and other aspects of the language and culture of the Italian people. Language learning contributes to the development of interculturally aware citizens.

## Key topics explored

- **Week 1 - 4:** School
- **Week 5 - 7:** Numbers (1-100)
- **Week 8:** Likes & Dislikes
- **Week 9 - 10:** Definite articles

## Knowledge & Skills

- Listening
- Speaking
- Reading
- Writing

## Major Assessments

- **Week 3:** La Posta Elettronica (Reading Comprehension)
- **Week 8:** Grammar Assessment

## For Parents

### How can you help?

1. Ask students what they have learned in Italian.
2. Listen to them practice their language.

### Resources to access more information:

- Language Perfect (an on line library of original written and spoken texts with native speaker recordings and a comprehensive multi-modal vocabulary revision package, including speaking practice with a variety of communicative tasks).

<https://start.languageperfect.com/>

# French



## General Overview

French language provides students with communication skills and knowledge to come to understand social, historical, familial relationships and other aspects of the language and culture of the speakers of the language. Students are provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens.

## Key topics explored

- **Week 1 - 5:** French schools and shops.
- **Week 6 - 10:** Talking about French family names and Nationality.

## Knowledge & Skills

- Accepting and refusing an offer.
- Saying you like/don't like doing something.

## Major Assessments

- **9 May:** Grammar Test

## For Parents

### How can you help?

1. Try to converse if possible with your child in the target language.
2. Encourage your child to immerse himself/herself as much as possible in the language by watching films together, going to exhibitions or looking at French magazines.
3. Encourage your child to use the program Language Perfect as much as possible.

### Resources to access more information:

- Explore the following website: [www.nelson-net.com.au](http://www.nelson-net.com.au)
- Explore the following website: [www.languageonline.org.au](http://www.languageonline.org.au)

# Chinese



## General Overview

Year 7 Chinese focuses on developing students' basic skills of Chinese language, these skills include: listening, speaking, reading and writing. In addition, students develop their knowledge in various Chinese culture.

## Key topics explored

- **Week 1-5:** Family members and Pets
- **Week 6-10:** Birthdays and Chinese homes

## Knowledge & Skills

- Basic skills: listening, speaking, reading and writing
- Cultural awareness

## Major Assessments

- **Week 4:** End of Unit Test
- **Week 8:** Cultural Project

## For Parents

### How can you help?

1. Encourage students to revise 20 minutes every day.
2. Ask your child to share something with you about what they have learned in their lessons that week.
3. Have a conversation about what they learned in class

### Resources to access more information:

- Language Perfect  
<https://www.educationperfect.com/subjects/languages/>

# Geography



## General Overview

Geography focuses on developing key Geographical concepts and reinforces them with mapping skills. Students study water as a resource, making an excursion to Edendale farm to investigate water quality in the Diamond Creek. Students distinguish between weather and climate and identify key factors that make Melbourne a liveable city.

## Key topics explored

- **Week 1 - 2:** Water in the World
- **Week 3 - 6:** Weather and Climate
- **Week 7 - 10:** Measures of Liveability

## Knowledge & Skills

- Select and represent data and information in different forms.
- Construct appropriate maps at different scales to conform to cartographic conventions.
- Analyse maps and other geographical data.
- Identify, describe and explain spatial patterns using geographical terminology.
- Identify Australia's water quality and variability.
- Explain how people manage water in Australia and other regions of the world.
- Identify and explain factors that influence people in deciding where they live.

## Major Assessments

- **Common assessment Task 3:** Weather and Climate Test

## For Parents

### How can you help?

1. Ask students to check their planners for homework to complete
2. Encourage students to read or watch the news and discuss issues that are topical with regards to water and liveability

### Resources to access more information:

- Jacaranda Geography Alive 7 (JacPlus online)
- Jacaranda Atlas

# Health and Physical Education



## General Overview

Health focuses on the fitness components, fitness profiles and bullying. While in Physical Education, students will be developing knowledge and skills related to minor games, netball, hockey and european handballl.

## Key topics explored

- **Week 1 - 2:** Fitness components
- **Week 4:** Fitness profiles
- **Week 5 - 10:** Bullying
- **Key sports explored:** Minor games, Netball, Hockey and European handball

## Knowledge & Skills

- Measuring Heart Rate, breathing rate and ability to talk in order to monitor the body's reaction to a range of physical activities, and predicting the benefits of each activity on health and skill related fitness components.
- Understand fitness components and specific sporting situations where some are utilised.
- Identifying areas for improvement regarding personal fitness.
- Accessing and assessing health information and services that support young people to manage changes and transitions as they grow older.
- Evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older.
- Proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans.

- Analysing how behaviours, actions, and responses to situations can change depending on whether they are by themselves, with friends or with family.
- Recognising the impact bullying, violence and harassment can have on peer and family relationships, including online relationships.
- Analysing the credibility of health messages conveyed by different sources.

## Major Assessments

- **Week 4:** Fitness profiles
- **Week 8:** Bullying busting project

## For Parents

### How can you help?

1. Encourage your child to discuss what areas of their physical fitness they could work to improve over the year.
2. Hold discussions about key strategies that could be used to address bullying scenarios.

### Resources to access more information:

- **World Health Organisation (WHO):** information on physical activity  
<https://www.who.int/dietphysicalactivity/pa/en/>
- **JacPlus online:** includes interactivities and weblinks



WORKING TOGETHER, LEARNING TOGETHER