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Civics and Citizenship (Parliament and Law)

**Length | One Semester**

**Prerequisite | None**

**Course Aims**

- To develop students’ understanding of how Australia’s system of democratic government is shaped by the Constitution
- To examine what principles of justice help to protect the individual’s rights to justice in Australia’s system of law
- To develop student understanding of Australia’s diverse society and the factors that contribute to a cohesive society.

**Course Description**

Civics and Citizenship provides opportunities for students to become active and informed citizens who participate in and sustain Australia’s democracy. Students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

It also provides opportunities to develop students’ knowledge and understanding of Australia’s representative democracy and the key institutions, processes, and roles people play in Australia’s political and legal systems. The curriculum also supports students to develop an understanding of Australia’s federal system of government and the liberal democratic values that underpin it such as freedom, equality and the rule of law. It also enables them to acknowledge the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia.

Through the study of Civics and Citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens and contribute to the world in which they live.

**Potential Topics**

- The purpose and value of the Australian Constitution
- Parliament and Government
- The Australian legal system
- Australian Diversity and identity.

**Assessment**

Assessment in Civics and Citizenship is based on the following criteria:

- Questioning and research
- Analysis, synthesis and interpretation
- Problem solving and decision making
- Communication and reflection.

Students will undertake a range of assessment tasks that include written research assignments, oral presentations, group tasks and audio-visual presentations.

Drama

**Length | One Semester**

**Subject Classification | Arts**

This course is aimed at encouraging and nurturing students’ creativity, group skills and confidence. It broadens students’ fundamental performance skills. The course centres on the study of Melodrama and Comedy in particular Parody and Slapstick.

**Course Aims**

- Broaden core skills and concepts of drama
- Encourage self-awareness and self-expression
- Broaden performance skills
- Encourage the students to explore ideas and character
- Develop a deeper understanding of the dramatic process
- Enable students to perform a variety of comic and serious dramas, scripted and improvised for a range of audiences
- Encourage students to play building and script humorous dramas using the most appropriate forms for each drama.

**Scope**

- Arts in practice
- Clowning
- Commedia Dell Arte
- Arts analysis
- Journal writing
- Discussion and feedback
- Arts in context
- Melodrama – Classic and Modern
- Comedy – Parody and Slapstick.

**Learning Outcomes**

By the end of the course, students should be able to:

- Use thought, imagination, research and experimentation to create / recreate art works within each art forms that conveys meaning about issues within their community
- Identify the ways in which social and economical purposes influence those contemporary artists / performers who are working within their community in each of the art forms
- Explore arts practice and knowledge of style form and genre, to create / recreate art works within each art form that presents imaginative solutions
• Responses to ideas and issues.

Design and Technology

Designing
Students apply the Design Cycle approach to all creative work.

Making / Creating
• Creating a piece of ‘business’
• Creating a clown show
• Creating a melodramatic play.

Planning → Investigating → Evaluating → Creating
Students apply the Design Cycle to their work on clown costume and make up.

Critiquing
All students are actively engaged in both reflection writing, as a written task and constructive criticism, as an oral task.

Assessment
Assessment is cumulative and consists of the following:
• Clowning
• Melodrama
• Ensemble skills
• Journal.

English

Length | One Year

Subject Classification | English

The English Curriculum is built around the three interrelated strands of language, literature and literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years and teachers will revisit and strengthen these as needed.

Students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online / virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment.

They listen to, read, interpret, evaluate and perform a range of spoken, written and multi-modal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performance.

Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises of Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander people, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Year 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.

Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Strands

English is organised through three strands: language, literature and literacy.

Achievement Standard

Receptive Modes (listening, reading and viewing)
By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate an understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts explain different perspectives in texts.

Productive Modes (speaking, writing and creating)
Students understand how the selection of a variety of language features can influence an audience. They
understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.

They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences.

They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts, they demonstrate an understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

**Assessment**

Assessment is cumulative and consists of the following:

- Literature studies
- Response to a text
- Text production
- Oral presentations
- Genre writing
  - Recount
  - Exposition
  - Narrative
  - Procedural
  - Explanation
  - Information report
- Media / film studies
- Advertising
- Poetry
- Critical literacy.

**Humanities**

**Length** | **One Year**

**Subject Classification** | **Studies of Society and Environment**

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world; locally, regionally and globally, in which they live.

An understanding of world history enhances students’ appreciation of Australian History. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander people, their identity and the continuing value of their culture. It also helps students to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia-Pacific region and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society.

**Scope**

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies.

The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

The content provides opportunities to develop historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

**Learning Strands**

- Historical knowledge and understanding
- Historical skills.

**Achievement Standards**

By the end of Year 7, students suggest reasons for change and continually over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources and acknowledge their sources of information.

**Assessment**

Assessment is cumulative and consists of the following:

- Research projects
- Oral / Written presentations
- Tests.
Mathematics

Length | One Year

Classification | Mathematics

The proficiency strands: understanding, fluency, problem solving and reasoning are an integral part of mathematics content across the tree strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significant of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Scope

Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages of ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and prisms.

Problem solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.

Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Assessment Standards

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the roots. They solve problems involving percentages and all four operations with fractions and decimals.

They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for representations and model authentic information. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by transversal crossing two parallel lines.

Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution.

They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line.

Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

Assessment

Assessment is cumulative and consists of the following:

- Tests
- Assignments and directed investigations
- Documentation of mathematical procedures
- Mental strategies.

Modern Greek

Length | One Year

Subject Classification | LOTE

Modern Greek is a practical, communicative course aimed at extending students’ ability to communicate in spoken and written Greek across a range of activities, topics and situations, covering the six communication strands: listening, reading, speaking, writing, understanding language and understanding culture.

Course Aims

- Increase understandings and the ability to analyse the function and structure of language
- Extend the appreciation and understanding of Australia as a country with a diversity of linguistic and socio-cultural perspectives
- Acquire cognitive, social and learning skills which may be transferred to studies in other areas.

Scope

- Holidays / Greece
- National celebrations
- Religious celebrations and festivities
- Family relations
- School
- Clothes and shopping
- Food and shopping
Neighbourhood
Greece – Geography
Christmas celebrations

Learning Outcomes
By the end of the course, students should be able to:
- Promote their self-worth and identity
- Extend their oral communication skills enabling communications in Greek with peers, teachers, parents, extended family and members of the community
- Maintain and develop literacy skills to facilitate effective communication
- Develop their understanding of basic grammatical and syntactic structures of the Greek language
- Enhance their socio-cultural understandings as they communicate using Greek through participation in both classroom work and in the community.

Design and Technology

Designing
Students are challenged in designing itineraries, cards, masks and shopping lists.

Making /Creating
Students are challenged in making and creating name day cards, travel magazine, carnival masks and street signs.

Critiquing
All students evaluate the activities, first in a formative way, with a partner and with the teacher. Students evaluate the end product with a written evaluation / critique. Critiquing is supported through student surveys and discussions.

Assessment
Assessment is cumulative and consists of the following:
- Oral presentations
- Spelling tests
- Reading tests
- Role play
- Project work
- Written work (letters, description summaries, displays and essays)
- Oral interactions (conversations, role plays and presentations)
- Listening / reading and responding – identifying key points and responding to written / oral texts in Greek or English
- Writing – writing letters, dialogues, poems, narrative essays and summaries
- Cross domain – vocabulary and grammar (written tests)
- Culture and society – projects.

Music

Length | One Semester

Subject Classification | Arts

Year 7 Music is for beginner and mixed ability students, who may not have access to instruments outside the classroom or will be commencing study on an instrument or in voice. The main focus of this subject is performance on keyboard, guitar and drum / percussion, reading, writing music notation and rhythms.

Course Aims
- To develop students’ awareness and appreciation of music
- To engage students in the creation, presentation and manipulation of music through practically based activities
- To stimulate interest and encourage students to explore music through a variety of cultures and genres, styles and purposes of music across different societies
- To explore music through the genres
- To develop students ensemble skills and rehearse a range of music in solo and ensemble activities.

Scope
- History (Western / Greek / Asia)
- Rhythm
- Pitch
- Treble and bass clef
- Simple, compound and odd
- Time signatures
- Notation
- Introduction to music technology
- Grouping of notes and rests
- Scale structure
- Key signatures and accidentals
- Structure of the keyboard
- Fundamental skills in voice, drums, guitar, piano / keyboard
- Sound effects and drama.

Learning Outcomes
By the end of the course, students should be able to:
- Demonstrate listening / aural skills
- Understand notation
- Participate in ensemble and solo activities
- Develop musical ideas such as mood, by improvising, combining and manipulating the elements of music.

Design and Technology

Designing
Students apply the Design Cycle approach to all creative work:

Planning ➔ Investigating ➔ Evaluating ➔ Creating
In Year 7, students apply the Design Cycle to their work on CD covers, creating compositions and creating rhythms.

Making / Creating
Creating sound for movies and exploring technology as a tool for creating, notating, recording and sharing music ideas.

Creating a Composition and Rhythms.

Critiquing
All students are actively engaged in both reflection writing as a written task and constructive criticism as an oral task.

Assessment
Assessment is cumulative and consists of the following:

- Course work
- Performance skills on a melodic instrument
- Read and perform basic rhythms on drum kit
- Demonstration of listening / aural skills
- Demonstration of an understanding of notation
- Identification of pitch (high and low)
- Identify different tone colours
- Participation in ensemble activities
- Short tests
- Assignments.

Physical Education
Length | One Year

Subject Classification | Health and Physical Education

The fundamental aim of the Year 7 Physical Education program is to provide for involvement in physical activity in a way which promotes immediate and long term benefits to the student. These benefits can be observed in terms of higher levels of fitness, better health, enjoyable social involvement and the satisfaction derived from skilled performance in individual and group activities.

Course Aims

- To provide the opportunity for students to participate in a range of physical activities
- To achieve a sound level of proficiency in a range of basic coordination and movement skills
- To develop concepts of personal excellence and to strive of personal excellence and strive for personal goals
- To have an understanding of and apply knowledge of rules and tactics appropriate to the chosen skills
- To demonstrate an ability to work both individually and in a group, to develop communication and interpersonal skills.

Scope

Practical may consist of the following:

- Volleyball
- Athletics
- Fitness and conditioning
- Badminton
- Indoor soccer
- Indoor cricket
- Basketball
- Gymnastics
- Ice skating.

Learning Outcomes

By the end of the course, students should be able to:

- Formulate goals and apply strategies to enhance participation in lifelong physical activities
- Successfully work as part of a team
- Demonstrate an understanding of why overall fitness is important and how to achieve suitable levels of fitness.

Design and Technology

Designing
Uses knowledge to design a floor performance and reflects on and analyses their own performance with a focus on working towards greater success.

Making / Creating
Creates and performs more complex gymnastics routines with a growing confidence for a variety of audiences. Acts on feedback from others and / or visual evidence to enhance own performance.

Critiquing
Develops a set of criteria for judging the performance of their peers.

Assessment

Assessment is cumulative and consists of the following:

- Practical application
- Performance checklist.

Religion
Length | One Year

Subject Classification | Religion

The focus is on the importance and consequences of choices in the light of the Christian faith. Through the teachings of scripture and tradition, the students recognise the basic Christian, moral and spiritual values and to make the right choices for their life.
Course Aims

Teach students to respond to God in terms of personal faith and the basics of Christian morality, the Ten Commandments and the teachings of Jesus Christ.

Scope

- The Greek Orthodox Holy Liturgy and its significance to the Orthodox faith and way of life
- Knowledge and awareness of the importance of Saints’ lives as inspirations and models for Christian ways of conducting their own lives
- Develop in students an understanding of the Greek orthodox Faith, its traditions and practices
- St George our Patron Saint – his mission, his life and his significance for our conduct and beliefs.

Learning Outcomes

By the end of the course, students should be able to:

- Recognise the values found across all religions and cultures and consider how these values are evident in the Orthodox tradition
- Recognise that forgiveness is a basic tenet of the Orthodox faith and will consider his / her own experiences of, and opinions about forgiveness
- Explain the important events of a Saint’s life and bring into focus the principle purpose of a Christian’s existence – to follow Jesus Christ
- Have a wider knowledge of the Orthodox faith, both practical and theoretical
- Realise that the faith is a way of life and that God and His Church are accessible to them.

Assessment

Religion is an unassessed subject.

Science

Length | One Year

Subject Classification | Science

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our society and its application in our lives.

The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate if they wish, in science related careers.

Scope

In Year 7, students explore the diversity of life on earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

They consider the interaction between multiple forces when explaining changes in an object’s motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered.

They investigate relationships in the earth, sun and moon system and use models to predict and explain events. Students make accurate measurements and control variable to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

Strands

- Science understanding
- Science as a human endeavour
- Science inquiry skills

Learning Outcomes

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including earth’s gravity on motion. They explain how relative positions of the earth, sun and moon affect phenomena on earth.

They analyse how the sustainable use of resources depends on the way they are formed and cycle through the earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences.

Students describe situations where scientific knowledge from different science disciplines have been used to solve a real world problem. They explain how the solution was viewed by and impacted on different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods and identify variables to be changed and measured. They select equipment that improves fairness and accuracy and describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

Assessment

Assessment is cumulative and consists of the following:
End of topic tests
Assignments and guided investigations
Oral presentations
Class debates
Practical reports.

Extension Science
Length | One Semester

Subject Classification | Science

Prerequisite | Nil – selection is based on aptitude and results in Year 6 Science.

Learning Requirements

Students will be encouraged to:
- Develop observational and research skills
- Improve their use of scientific language in verbal and written communication
- Increase their understanding of Occupational Health and Safety Issues
- Develop and improve lateral thinking and problem solving skills
- Develop their understanding of the interrelationships within the sciences
- Develop an understanding of the interrelationships between Science and Technology.

Content Summary

The course includes a core of knowledge but has a strong emphasis on scientific discovery, interpretation and application to a wide range of problems.

Potential Topics

- Practical Science
- Robotics
- Astrophysics and Cosmology.

The content will be an adjunct to the normal Year 7 Science Course.

Assessment

Assessment in this course is based on the following criteria:

Criterion A: Knowing and Understanding
Criterion B: Inquiring and Designing
Criterion C: Processing and Evaluating
Criterion D: Reflecting on the Impacts of Science.

Assessment tasks provide contexts to use to develop ICT skills and may include reports, tests, problem-solving activities and group presentations.

Visual Arts
Length | One Semester

Subject Classification | Arts

In visual arts, students learn to represent reality and imagination in skilful ways and to express their personal feelings, thus developing a sense of self. Students will learn to interpret information and use two dimensional forms and images to communicate and represent ideas.

Course Aims

Students will be introduced to creative thinking skills and will explore various drawing techniques. Students will create experimental drawings and use these to design and create a life size drawing. Students will develop basic drawing techniques using appropriate media. Students will develop their art terminology with reference to their works.

Scope

- Brainstorming
- Composition design
- Colour theory
- Art terminology.

Learning Outcomes

By the end of the course, students should be able to:

- Explore arts practice and style to create artworks
- Create, improvise and manipulate images
- Analyse different artworks
- Explore drawing techniques involving brainstorming and design
- Use arts terminology to communicate in response to artworks
- Work as individuals to refine and shape presentations for specific purposes.

Design and Technology

Designing
Outcomes: 3.2, 4.2
Exploring and generating ideas. Pattern silhouette pieces. Students generate a range of design experiments using a variety of techniques such as a 2D drawing.

Students develop their ideas through discussion and modelling, modifying it through trial and error. They discuss their ideas in peer groups and with the teacher and evaluate it as their work progresses. Students gain constructive feedback and are able to reflect on their ideas in order to work cooperatively with others.

Making / Creating
Outcomes: 3.4, 3.2, 4.1, 4.2
Students evaluate their work as it progresses and identify problems and consider ways to rectify them. For example,
they justify their decisions through discussion with teacher and peers and during their evaluation.

Students are encouraged to be innovative and creative with design ideas. They develop independence, ownership, expand their confidence and build on their thinking and listening skills. They develop better hand-eye coordination through experimentation with tools and equipment.

Assessment

Assessment is cumulative and consists of the following:

- Practical studies
- Final artwork
- Development work.