



**BRENTWOOD**  
**SECONDARY COLLEGE**

**Year 7 2018**

Curriculum Handbook

# IMPORTANT INFORMATION FOR 2018

In order to maintain a balanced curriculum, and to ensure students experience a breadth of subjects in Year 7, 8 and 9, we have implemented the following curriculum at year 7 for 2018.

CORE (26 periods per week)					Sem units (4 periods per week)	
TLC	MA	SC	HPE	LANG	ART	MUSIC
9	5	4	4	4	4	

## VICTORIAN CURRICULUM

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. Brentwood’s curriculum content and assessment tasks reflect the Victorian Curriculum requirements.

More information about the Victorian Curriculum may be obtained online at <http://victoriancurriculum.vcaa.vic.edu.au/>

## ENRICHMENT PROGRAM

The Enrichment program is offered to Year 7 students who demonstrate academic skills above those of their peer group. Year 7 students in the program undertake the same core subjects as the rest of the year level, in addition to further enrichment and in-depth studies of the curriculum. There is a greater emphasis on higher order thinking skills, as well as independent learning and research.

Selection is based on the overall results of entry selection tests. Students will have an option of studying German or Japanese. In a situation where one language class is full, based on student preference, students with the highest testing scores will be awarded their preference. Students who aren’t offered a position in the language class of their choice will be offered a position in the program, but in the alternate language class.

High achieving students in other classes could fill any vacancies that arise throughout the 3 year period to the end of year 9. A panel will review the academic performance of interested candidates to offer places to students as they arise.

## LEARNING SUPPORT

Learning support is offered to those students who require more time to develop their skills, and who need more intensive teacher support. Where appropriate, Heads of Faculty may offer additional support to suitable students.

## EAL and EAL SUPPORT

The College provides an English as an Additional Language (EAL) program. Students identified as meeting the requirements will be eligible to study their TLC curriculum with an EAL specific focus. Students who have recently arrived from overseas with a Non-English Speaking Background will receive EAL Support to further improve their English literacy.

## Home Groups

These are composed of about 25 students. The Home Group teacher is responsible for administration, including reports and attendance, and daily Home Group roll call.

**Year 7 – 11 Brentwood Assessment Task Grades**

Grade	Descriptor	Percentage
HD	High Distinction	90 - 100
D	Distinction	80 - 89
HC	High Credit	70 - 79
C	Credit	60 - 69
P	Pass	50 - 59
N	Not Satisfactory	49 or below
NA	Not Assessed	Task not submitted / completed
S*	Modified Satisfactory	
N*	Modified Not Satisfactory	

**Year 7 - 10 Work Habits**

Dimension	Learning Behaviours
Building Social Relationships	<ul style="list-style-type: none"> <li>• Demonstrates respect and understanding for the individuality of others</li> <li>• Recognises the influence of peer behaviour on personal behaviour</li> <li>• Demonstrates conflict resolution strategies</li> </ul>
Working in Teams	<ul style="list-style-type: none"> <li>• Accepts responsibility as a team and class member</li> <li>• Works cooperatively to achieve shared goals within a timeframe</li> <li>• Reflects upon work outcomes in order to improve personal and team performance</li> </ul>
The Individual Learner	<ul style="list-style-type: none"> <li>• Monitors personal strengths and weaknesses regarding personal learning habits</li> <li>• Seeks feedback and assistance from peers and teachers</li> </ul>
Managing Personal Learning	<ul style="list-style-type: none"> <li>• Demonstrates time management skills</li> <li>• Completes and submits work tasks</li> <li>• Organises class work and homework</li> <li>• Uses the school planner</li> </ul>
Listening, viewing, responding	<ul style="list-style-type: none"> <li>• Demonstrates observation skills</li> <li>• Ability to discuss, question, and articulate points of view</li> <li>• Ability to use appropriate communication skills to suit a context</li> <li>• Participates in a range of activities: oral, written and practical</li> </ul>
Presenting	<ul style="list-style-type: none"> <li>• Demonstrates planned sequence of work; oral, written and practical</li> <li>• Uses language and conversations appropriate to this subject</li> <li>• Provides and uses constructive feedback to reflect on learning</li> </ul>

# SUBJECT DESCRIPTIONS

## **Thinking, Learning and Creativity**

In an increasingly evolving world, students need to develop skills and behaviours across the various disciplines to equip them to be lifelong learners who are able to function in a globalized world.

In TLC, students are explicitly taught skills and knowledge in the core areas of the curriculum and have opportunities to develop capabilities, including: "literacy, information and communication technology competence, creative and critical thinking, ethical behaviour, personal and social competence and intercultural understanding (Australian Curriculum)." Furthermore, students are afforded opportunities to explore cross-curriculum priorities such as Australia's place within the Asia-Pacific Region, Sustainability and Social Justice concerns.

The TLC units of study are designed to allow both collaborative teamwork and self-directed learning. Thinking routines are developed through the use of graphic organizers and inquiry based learning units.

### English:

The English component of the TLC curriculum will develop student literacy, engagement with literature and understanding of language. There will be a focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Communication skills will also be developed, as will their understanding of how texts are influenced by context, purpose and audience.

The English component of the TLC curriculum is designed to help students:

- Read a variety of fiction and non-fiction texts and explore text structures, themes, characters, perspectives and ethical dilemmas
- Use a variety of strategies to track thinking, monitor interpretation and evaluate texts
- Write in a variety of styles including poetry, short stories, letters and essays
- Use iPads for research, presenting written work, pod casting and creating iMovies
- Speak in formal and informal styles both to small groups and the whole class, presenting information clearly and with appropriate aids, including ICT
- Create a range of text types
- Reflect on their learning and identify personal, learning goals
- Students explain, show understanding of language features on an audience and create structures and coherent texts

### Geography:

The TLC curriculum provides students with opportunities to enhance their geographic knowledge of Australia and the world. They develop key geographic skills such as map reading and interpreting and representing data in various forms. The course enables students to develop an understanding of the natural and human actions that bring about a change in the environment, focusing on a range of landscape types.

The Geography component of the TLC curriculum is designed to help students:

- Develop mapping skills
- Explore the influence that accessibility to services, environmental quality and social connectedness have in influencing the decisions people make about where to live and their perceptions of liveability of places.
- Explain how natural processes and human activities change environments
- Use iPads for research, visualising concepts, and creating iMovies
- Explore water as an environmental resource, in Australia and worldwide
- Conduct fieldwork to investigate and report on the concept of urban liveability

### History:

Students examine the notion of historical time and consider how historians gather and interpret information. They study the development of civilised communities focusing on the ancient civilisations of Greece and China.

The History component of the TLC curriculum is designed to help students:

- Develop effective note taking and research skills
- Describe key aspects of the daily life of people in ancient societies
- Describe the social features of ancient societies, including government
- Compare the main features of daily life in ancient societies with those of people in the modern world
- Develop skills of an historian, including: creating timelines, comparing fact and opinion, examining cause and effect, interpreting evidence and drawing conclusions based on evidence

### Information and Communication Technology:

The development of effective ICT skills is a key feature of the TLC curriculum. Students use iPads, MacBook computers and PCs to undertake research, engage with interactive learning materials, process information and present their findings creatively. Students learn to produce spread sheets, graphs, posters, cartoons, movies and podcasts. They also explore issues relating to cybersafety and being a responsible cyber citizen.

The ICT component of the TLC curriculum is designed to help students:

- Develop skills in file creation, management and sharing
- Develop an understanding of protocols for using the internet for research
- Create their own podcasts, cartoons and iMovies
- Demonstrate their thinking in a visible manner
- Publish their own work
- Use a variety of techniques to present their work effectively and in a creative manner
- Understand cybersafe behaviour, methods for reporting cyber concerns to site administrators, and how do manage personal information when using ICT online.

### Assessment:

Assessment is continuous and covers individual and sometimes group performance. All units in the TLC curriculum provide students with a range of choices of assessment tasks, designed to cater for differences in student interest and levels of competence. However, tests and essays are essential elements of assessment. Most assessment tasks reflect the interdisciplinary nature of the TLC curriculum and allow students to explore creative options when presenting their learning.

# Art

## Learning Outcomes

In this subject students will:

- Develop and extend their image making skills
- Use elements of art to expand their visual literacy
- Be encouraged to be creative and inventive
- Use research techniques such as the internet to develop a major assignment
- Develop analysis skills when responding to their own artworks and the work of others
- Develop skills in drawing and painting
- Study clay and ceramic techniques

## Course Content

- Instruction and demonstrations are given in the elements of art students respond with a range of artworks
- Students respond to the work of others in researching and planning their own work
- Students create a variety of drawing, painting and three-dimensional ceramic works focusing on building their skills with different materials
- Documenting their own artmaking in a visual diary and completing reflections in the form of artist statements

## Assessment

Based upon a folio of drawings, paintings and ceramics in various stages of completion and assignment work, the following are assessed: design and planning; skills and techniques; aesthetics and responding to the arts.

# Music

## AIMS:

The aim of Year 7 Music is to:

- Develop a knowledge of musical instruments
- Develop an understanding of music theory concepts and apply their knowledge to composition and performance tasks.
- Begin to use music terminology when writing and discussing music
- Develop confidence in performing to an audience and be active participants in group settings

## COURSE CONTENT:

Students will cover the following areas:

- Instruments of the Orchestra
  - Orchestra Layout
  - Role of the Conductor and Ensemble Skills
  - Instrumental Tone Colour
- Music Theory
  - Rhythm Durations
  - Note Names and Note Reading
  - Aural Skills
- Blues Music

- Structure of a 12 Bar Blues
- Historical Contexts
- Listening Skills
- Improvisation and Composition
- Performances Skills
  - Rehearsal Techniques
  - Practical application of music theory knowledge
  - Performance presentation skills

## **ASSESSMENT:**

Assessment tasks include:

- Research Tasks
- Compositions
- Group and Solo Performances
- Theory and Aural Skills Tests

# **Health and Physical Education**

## **AIMS**

The aim of Year 7 Physical Education is to:

- understand yourself, the people around you and your body;
- participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new, sport-specific, skills;
- develop and improve your fitness in a variety of ways.

## **CONTENT**

This unit is a combination of theoretical (Health) and practical (Physical Education) applications.

The theoretical areas of study in this unit include the:

- personal identity;
- gender roles and stereotypes;
- values;
- rites of passage;
- bullying;
- puberty and the reproductive systems; and
- personal hygiene.

The practical areas of study in this unit will mainly focus on the following sports: Softball, Gymnastics, Aussie Rules, Hockey, Netball, Badminton, Athletics, European Handball and Water Safety. Depending on time of year and availability of teaching spaces students may also participate in some Soccer, Basketball, Volleyball and Minor Games.

## **ASSESSMENT**

- Participation;
- Development and application of skills and strategies;
- Fitness Testing; and
- Written task/s

To participate in practical lessons students must wear full Brentwood sports uniform.

This uniform consists of:

- Brentwood navy polo shirt
- Brentwood navy shorts/track pants
- Brentwood jacket/rugby polo
- White socks
- Brentwood navy cap(must be worn during PE and Sport when outside all year)

**NOTE: Skins, Leggings or Tights are NOT part of the PE/Sports Uniform and should not be worn.**

All items can be purchased from:

**PSW - Mount Waverley**

288-290 Stephenson's Road

Mount Waverley VIC 3149

Tel: (03) 9809 5477

Shop Hours

Monday - Friday: 8:30am - 5:00pm

Saturday: 9:00am - 5:00pm

## Languages

In Year 7, students complete a range of activities aimed at developing skills and knowledge leading to the achievement of Level 5 Standards in the dimensions:

- Communicating in a Language other than English
- Intercultural Knowledge and Language Awareness

Standards from the Thinking, Personal Learning and Interpersonal Learning domains are also addressed.

Level 5 assumes that students have not studied their chosen language at primary school. However, where individual students have some prior study, every attempt is made to accommodate their needs.

### **GERMAN**

The Year 7 course is an introductory program in which students are encouraged to understand and use German within their world of experience, through the study of topics such as self, family and friends, school, leisure interests, likes and dislikes.

Students develop their ability:

- to comprehend everyday personal and factual information in written and spoken texts related to the topics studied
- to reproduce modelled language in structured writing and speaking tasks
- to read aloud and respond to familiar questions with correct pronunciation, intonation and phrasing
- to make simple statements and ask simple questions in short exchanges and role plays
- to convey information using a series of linked sentences

Students also develop their knowledge of German language structures, comparing these with English structures and use and reflect on a range of learning strategies appropriate to language learning. Students learn about the culture, traditions and geography of Germany and German-



speaking communities by completing formal assignments. They are encouraged to contribute to discussions of cultural similarities and differences.

Assessment:

Each semester students are assessed on

- class work including a range of reading, writing, listening and speaking tasks
- formal vocabulary, grammar and comprehension tests
- assignment work

## **JAPANESE**

The Year 7 course is an introductory program in which students are encouraged to understand and use Japanese within their world of experience, through the study of topics such as self, family and friends, school, leisure interests, likes and dislikes.

Students develop their ability:

- to comprehend everyday personal and factual information in written and spoken texts related to the topics studied
- to write a sequence of four or five simple sentences to convey personal or factual information
- to read aloud and respond to familiar questions with correct pronunciation, intonation and phrasing
- to make simple statements and ask simple questions in short exchanges and role plays
- recognise and use *hiragana* individually, as words, and as simple sentences and recognise some simple *kanji*

Students also develop their knowledge of Japanese language structures, comparing these with English structures and use and reflect on a range of learning strategies appropriate to language learning. Students learn about the culture, traditions and geography of Japan by completing formal assignments. They are encouraged to contribute to discussions of cultural similarities and differences.

Assessment:

Each semester students are assessed on:

- class work including a range of reading, writing, listening and speaking tasks
- formal vocabulary, grammar and comprehension tests
- assignment work

## **Mathematics**

**Overall Aims:** To ensure that all students are competent with basic number skills, can select and use appropriate technology to solve problems and to develop reasoning and problem solving skills. All students will need to: demonstrate arithmetic and algebraic skills, perform measurement and spatial tasks, interpret data, determine and understand probability. Students will acquire the knowledge and skills to provide the foundation for further study in mathematics.

## **Aims**

In addition the program at Year 7 aims to:

- Support and assist students in their transition to high school mathematics.
- Develop in students a positive attitude, growth mindset, towards mathematics.
- Emphasise the importance of 'working out' and correct setting out which communicate the thinking processes of students.
- Support students who have difficulties with mathematics.
- Extend and challenge students who come to Brentwood with well-developed mathematical skills from primary school.

## **MA070 MAINSTREAM MATHEMATICS**

### **Course Content**

- Number Skills – the four operations and order of operations
- Number Properties – Factors, multiples, primes, powers, squares and square roots
- Data and Statistics – different graphical displays, summarising numerical data
- Fractions – Comparing, simplifying and ordering fractions, writing improper fractions as mixed numbers and vice versa, and performing the four operations with fractions
- Solve problems involving simple ratios
- Decimals – Rounding decimals, performing the four operations with decimals, and converting between fractions and decimals
- Measurement – various units of measurement, perimeter, basic areas, volume of prisms, capacity, mass and temperature
- Geometry – Measuring and construction of angles, problems involving parallel lines and transversals, polygon properties, angles in a triangle
- Negative Numbers – identifying negative numbers on a number line, adding and subtracting directed numbers
- Algebra – constructing algebraic expressions, evaluating expressions via substitution, collecting like terms via addition and subtraction
- Solving Equations – introduction to equations, solving simple equations via inspection and algebraically
- Probability: describing chance, comparing theoretical and experimental probability
- Design and implement mathematical algorithms using a simple general purpose programming language.

### **Assessment**

Each semester graded assessment will be given in topic tests, application/problem solving tasks, homework and class work.

## **MA071 ENRICHED MATHEMATICS**

**Aims** Students undertaking the enriched mathematics stream will learn selected content from the year 7 and 8 courses. The focus of the course is on improving mathematical communication and problem solving skills. Students will develop an appreciation of mathematics as a discipline – its history, ideas, problems and applications.

### **Course Content**

- Number Skills – the four operations and order of operations with natural numbers and integers.
- Fractions –Consolidating fractions skills

- Decimals and Percentages – Rounding decimals, performing the four operations with decimals, converting between fractions, percentages and decimals, calculating percentages and solving problems using the unitary method.
- Data and Statistics – different graphical displays, summarising numerical data, measures of central tendency and measures of spread.
- Measurement – various units of measurement, perimeter and area of common shapes, circumference and area of circles, sectors and composite shapes.
- Indices: Index laws, negative indices and fractional indices.
- Algebra – constructing algebraic expressions, evaluating expressions via substitution, collecting like terms via addition and subtraction, multiplying and dividing algebraic fractions, expanding brackets and basic factorising.
- Geometry – Measuring and construction of angles, problems involving parallel lines and transversals, polygon properties, angles in a triangle and angle sums of polygons.
- Probability: describing chance, comparing theoretical and experimental probability, using tree diagrams, Venn diagrams and two-way tables to solve problems.
- Solving Equations –solving one and two-step equations with and without brackets, using formulas and constructing equations from worded questions.
- Linear Graphs: plot linear relationships, find rules from tables, find the rule of straight lines by calculating the gradient and apply these skills to real life examples.
- Design and implement mathematical algorithms using a simple general purpose programming language.

### **Assessment**

Each semester graded assessment will be given in topic tests, application/problem solving tasks, homework and class work.

## **Science**

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### **YEAR 7 CORE SCIENCE**

**Aims:** To introduce students to the basic skill-sets of Science; asking questions about the world around them, working safely, and conducting investigations in a “learning by doing” approach, where they will develop inquiry-skills to identify and answer questions objectively. The mainstream sciences; Biology, Chemistry, Physics and Earth and Space Science will be specifically studied. Students will be experience the perspective of Science as a human endeavour and a tool that has significantly changed people’s understanding of the world.

### **Content:**

- National Curriculum areas covered will include;
  - Working safely and scientifically with laboratory equipment
  - Understanding the differences between organisms and how living things are classified
  - Awareness of the interactions between organisms through the study of food webs and of the human impact upon these
  - Separating techniques applied to mixtures and solutions
  - Earth’s role in the solar system and its place in the Universe

- The natural resources of the Earth; renewable, non-renewable and important cycles.
- The effects of forces on an object's motion and the role of gravity.
- In addition to National Curriculum requirements, students will:
  - Design and implement a Student Led Inquiry Investigation
  - Attend incursion/excursion programs to make real-life links with the curriculum materials
- This unit will also focus on developing robust scientific and practical skills, the appropriate use of basic laboratory apparatus, the suitable choice of measurement methods and the compiling of scientific reports of findings. Students will learn to appreciate that Science evolves as new knowledge is discovered and the process of discovery is mostly collaborative.

**Assessment:** Written tests/pre-tests, assignments, homework, practical work performance and reports, presentations, excursion/incursion reports.

**Costs involved/Dissections etc:** Students will be expected to attend any organised excursions.