SCOTCH COLLEGE ADELAIDE

2024 YEAR 7 CURRICULUM

Recognising that Year 7 is an important year for transition, all students are assigned to a Home Group providing a 'home base' for students and giving them the security of a special place that is their own. Students study English, Mathematics (and sometimes Science) and Humanities with the Home Group teacher or Home Group team teachers in their own classroom. For other subjects, students move to specialist teachers and specialist areas of study.

Students study the following compulsory subjects:

- Art and Design
- Chinese
- Cross-Curriculum Studies (CCS)
- Design, Technology and Engineering
- Digital Technologies
- English
- Food Technology
- French
- Humanities
- Mathematics
- Performing Arts
- Physical Education and Health
- Science
- Wellbeing

Cross Curriculum Studies is available to students with an identified individual learning plan and our Learning Strategies coordinator will be in contact, before the start of the year.

Art and Design

Learning Area: The Arts

Course Length: One semester

Content:

This course will develop students' expressive and analytical vocabulary and foster creative problem solving and innovative thinking. Students are encouraged to explore and document their personal aesthetic as artists, designers and avant-garde thinkers through a range of scaffolded studio and out of class activities. Art topics may include drawing, painting, printmaking, mixed media and sculpture using a mix of traditional and contemporary processes. Design topics include communication design, environmental design and industrial design using industry standard programs and methods. Art and design activities connect with local, regional and international artists and designers, providing students with meaningful learning opportunities and connections.

This subject aims to:

- Foster each students' personal aesthetic as artists, designers and innovators
- Develop students' knowledge and skills in a variety of art and design mediums and techniques
- Expose students to a variety of Art and Design movements, styles and key artists/designers
- Develop an understanding of the need for safe work practices in the Art room
- Encourage a positive attitude when working as an individual or when collaborating with their peers on an artwork.

Students will be given the opportunity to acquire the following knowledge and skills:

- Initiative in seeking out information
- Knowledge and understanding of some aspect(s) of traditional and contemporary art and design practices
- Skills developed through experimentation and practice
- The ability to understand, interpret, evaluate and respond to works of traditional and contemporary art practice.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Chinese

Learning Area: Languages

Course Length: One semester

Content:

This course uses the Australian Languages Curriculum; the strands being Communication and Understanding. Chinese is an introductory course that allows students the opportunity to experience many different aspects of Chinese life and culture. The course aims to help students develop the ability to communicate in Chinese in a fun and practical manner.

Language development will be reinforced by the use of written works, songs, conversations, projects, advertisements and films.

The study of traditional Chinese culture will also be an integral part of the program.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including vocabulary, speaking, listening, reading and writing.

Cross-Curriculum Studies (CCS)

Course Length: One year

This subject can only be studied after consultation with the Learning Strategies Coordinator, and will be instead of a language.

Content:

The aim of the Cross-Curriculum Studies course is to provide students with identified learning needs time to consolidate their learning from all curriculum areas. Additionally, they will receive support to develop their literacy, numeracy and executive functioning skills.

Students begin to learn time management and organisational techniques as well as complete homework and assignments with explicit scaffolding of assignments.

Assessment:

There is no formal assessment. However students receive regular feedback regarding their use of CCS time, approach to learning and the development of their executive function skills.

Design, Technology and Engineering

Learning Area: Technologies

Course Length: One semester

Content:

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of materials, complying with current health and safety legislation. Students develop understanding of projects through the using of sketches and computer aided design (CAD) programs to better understand these processes. They use a range of manufacturing technologies such as hand tools, machines, equipment, and systems to design and make products with timber, acrylic and electronics. The following criteria are used for assessment: Investigating, Planning, Producing and Evaluating.

The course is broken into two categories Theory and Practical. The Theory assessment type deals with the development of understanding through reflection on and the evaluation of Design, Technology & Engineering processes. Students acquire knowledge about the design process and develop their ability to describe and evaluate such knowledge in an ongoing portfolio format.

The practical assessment type deals with the exploration, generation and development of ideas, skills and techniques in a practical environment. Each student develops, through experimentation, trialling, and guidance, the ability to create and present a product by following drawings and instructions to complete the final model and begin the understanding of industry and engineering aspects of the subject.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum – Digital and Design Technologies.

Digital Technologies

Learning Area: Technologies

Course Length: One semester

Content:

Individually and collaboratively, students work their way through a range of digital technology centred topics. They enhance their digital intelligence skills and awareness of emerging technologies. Students develop their understanding and proficiencies in computational thinking such as decomposing problems and prototyping. They engage with a wide range of information systems as they broaden their experiences through involvement in local and global activities.

Students define real-world problems, and consider constraints, so that they can use data to develop a solution. With the use of the Design Thinking Process, students create, enhance and evaluate a range of digital solutions. Students will be taught basic programming skills and through learning about Artificial Intelligence (AI), they further foster their understanding of the vital role that data plays in their lives.

Over the semester, students learn collaboratively on a range of projects so that they can consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts.

Topics covered include:

- Programming
- Artificial Intelligence
- Entrepreneurship
- Design Thinking methodology
- Website Design and development
- Data collection and analysis
- Project management

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum - Digital and Design Technologies.

English

Learning Area: English

Course length: One year

Content:

As part of the Australian Curriculum, students engage with a variety of texts. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

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

By the end of Year 7, students listen to, read and view a range of spoken, written and multimodal texts. In addition, students analyse and compare text structures, language features and vocabulary choices.

They create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate. They interact with others in groups to exchange, debate and substantiate ideas and opinions. As individuals and in groups, they make oral presentations to share and promote points of view, supporting these presentations with selected evidence.

Students prepare for the Year 7 NAPLAN test through revision of their reading, writing, spelling, punctuation and grammar skills.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Food Technology

Learning Area: Technologies

Course Length: One semester

Content:

Students are introduced to basic food preparation, nutrition, and safe and hygienic work practices, in line with the Australian Curriculum content descriptors.

Through the course, students investigate, design, plan, create and evaluate a range of healthy, on trend dishes.

Topics covered include:

- Food and kitchen hygiene and safety
- Kitchen orientation and practices
- Weighing and measuring
- Knife skills
- Food groups and Australian Dietary Guidelines
- The Kitchen Garden and Indigenous flavours
- Scotch LiveWell – Water Footprint

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written and practical food assignments.

French

Learning Area: Languages

Course Length: One semester

Content:

This course uses the Australian Languages Curriculum; the strands being Communicating and Understanding. We also have provision for students with prior proficiency in French owing to native or background speaking experience, extended in-country experience, or documented commitment to enrichment in the primary years. French is an introductory course, which allows students the opportunity to experience many different aspects of French life and culture.

The course aims to help students develop the ability to communicate in French in a fun and practical manner. Students use their creativity, ingenuity, deductive reasoning and initiative to develop their language skills by taking part in a variety of exciting activities. Language development will be reinforced by the use of written works, songs, role-plays, projects, video clips and films. The study of traditional French culture will also be an integral part of the program.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including vocabulary, speaking, listening, reading and writing.

Humanities

Learning Area: Humanities and Social Science

Course Length: One year

Content:

The Humanities form an integral part of the Australian Curriculum. They are taught under two subject disciplines of Geography and History, but units are interconnected to make a meaningful narrative and exploration. Units of Civics and Citizenship and Economics and Business are also integrated into the course throughout the year.

Geography:

Geography is a structured way of exploring, analysing, and understanding the characteristics of the places and systems that make up our world. It has a focus upon contemporary issues with specific content being varied to capture topical case studies.

There are two major themes, both of which explore global issues but start with local studies. Water in the World is a study of this most essential resource as an element of the environment, and then looks at the social and economic implications of distribution in times of scarcity and plenty. Place and Liveability explores the characteristics of human needs, as reflected in urban settings in Australia and around the world. A popular field trip is undertaken to explore diversity within Adelaide.

History:

The History section of the course commences with an exploration of the Deep time history of Australia and theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa.

There is a focus on archaeological evidence. The course then explores elements of the Ancient world exploring aspects of the births of distinctive and long-lasting cultures with impact on the contemporary world. Throughout the course, the emphasis is on deductions based upon primary evidence

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including a range of written, oral, and multimodal tasks to achieve engagement and differentiation.

Mathematics

Learning Area: Mathematics

Course Length: One year

Content:

Mathematics provides students with essential mathematical knowledge, skills, procedures and processes within six interrelated strands - number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.
The curriculum provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations.
Numeracy development is core to the mathematics curriculum and, in addition, the general capabilities of most relevance and application to mathematics are Critical and Creative Thinking, Digital Literacy and Ethical Understanding.
In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Topics at Year 7 include:

Number laws and properties, fractions, decimals and percentages, negative numbers, statistics, algebra, equations, measurement, geometry, probability, number patterns.

Students prepare for the Year 7 NAPLAN test through revision of their numeracy skills, with reference to the minimum standards as described on the NAPLAN website.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including skills and applications tasks and mathematical investigations.

Performing Arts

Learning Area: The Arts

Course Length: One Year

Content:

This course allows students to experience and develop a range of Performing Arts skills through an integrated approach to Dance, Drama and Music.

Through the practices of Dance, Drama and Music students will learn: choreography, performance skills, creating, composing and responding. They will use Performing Arts processes, skills and knowledge in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and as audience. They will work individually and in collaboration with peers and teachers.

Each term will focus upon one strand from the Australian Curriculum.
Term 1: Developing practices and skills
Term 2: Exploring and responding
Term 3: Creating and making
Term 4: Presenting and performing

Term 1 and 2 will be centred around developing specific Performing Arts skills and knowledge through a series of rotations through the individual disciplines.

Term 2 will draw upon industry professionals to inspire students through specialised workshops for further skill development and students will create responses to these experiences.

In Term 3 students will develop and create a combined Performing Arts performance/s that integrates Dance, Drama and Music for performance in Term 4.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Physical Education and Health

Learning Area: Physical Education and Health

Course Length: One year

Content:

This course aims to develop the knowledge, understanding, and skills to ensure students:

- Access, synthesise and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the lifespan
- Develop and use personal, interpersonal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Health Education:

Topics covered include:

- Alcohol and Drug Education.
- Relationships, Identity and Consent Education.
- Physical Fitness and Health.
- Sun and Water Safety

Physical Education:

In addition to the core activities of swimming, athletics and cross country, we offer netball, ultimate frisbee, cricket, tennis, AFL and European handball.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Science

Learning Area: Science

Course Length: One year

Content:

The Australian Curriculum – Science contains the following content strands:

Science Understanding:

- Biodiversity and Classification
- Food Webs
- Cycles linked to the Earth, Moon, and Sun
- Forces and Mass
- Particle Theory of Matter
- Substances and Mixtures

Science as a Human Endeavour:

- Nature and development of science
- Use and influence of science

Science Inquiry Skills:

- Questioning and predicting, planning and evaluating
- Processing and analysing data and information
- Evaluating
- Communicating
- STEM task – project-based learning including solving a problem, engineering a solution and creating a working model.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum on practical design and implementation, research skills, group-work, knowledge and understanding, problem-solving and communication.

Types of assessment tasks include:

- Topic tests
- Practical investigations
- Research investigations.

Wellbeing

Course Length: One year

Content:

At Scotch, we understand 'Wellbeing' as a reference to the balance between an individual's resources and the challenges they face. The ScotchFit Framework helps to view challenges and resources as being either academic, physical, social, or psychological.

The Year 7 Wellbeing Program is designed to empower students through fostering their wellbeing resources so that they can embrace any challenges that they might face. The program combines social-emotional approaches, experiential learning, and psychological wellbeing principles, protective factors, and practices to foster all student's ability to be problem-solvers and proactive challenge seekers.

The EMPOWER7 Program is underpinned by seven interrelated themes:

- Connection to Self
- Connection to Others
- Digital Cultures
- Wellbeing Foundations
- Wellbeing Practices
- Independence
- Inclusive Community

Term 1 starts with Themes 1 and 2. 'Connection to Self' is all about exploring values, strengths, attitudes, goals, and identities, while 'Connection to Others' encompasses developing respectful relationships, shared expectations, understandings surrounding consent, and leads to the establishment of class cultures. The Year 7 Tarooki Camp is a core component of these two themes, providing students with an extraordinary experience to learn through.

Term 2 begin with the 'Digital Cultures' theme, focusing on building resources so that our students can navigate the challenges that they face, and have a positive impact on the digital cultures that they are part of. Students will explore their relationship with technology, foster healthy habits, engage in a curated 'YeS Project', unpack the impact of social media, participate in cyber security workshops, and get 'hands on' in an online world where they will need to collaborate to be successful, among other learning opportunities.

Term 3 combines 'Wellbeing Foundations' and 'Wellbeing Practices' as the focus with interweaved themes. 'Wellbeing Foundations' begins with neuroplasticity, growth mindset, and the power of the brain. Students then take on the role of 'wellbeing researchers' and have the opportunity to learn about areas of wellbeing that are of interest to them, eventually sharing their learnings with the cohort. 'Wellbeing Practices' coincide with these studies. This theme aims to expose students to different approaches and practical components of wellbeing, from mindfulness to biological needs and a large-scale neuroplasticity practical, so that they can see these elements in action and develop a toolkit of personal, useable strategies.

Term 4 begins with 'Independence', where students engage in social-emotional learning around emotional regulation, personal responsibility, self-direction, mature mindsets, navigating social dilemmas and conflict resolution. The Healthy Minds School Program is embedded with this theme to reinforce psychological skills and further endorse mental health protective factors. The 'Inclusive Community' theme culminates the year program with a focus on service learning, social cohesion, and celebration of success.

Assessment:

There is no formal assessment. However, students do receive an effort rating based on their use of class time and support.

SCOTCH COLLEGE ADELAIDE | Carruth Road | Torrens Park | South Australia 5062
Phone +61 8 8274 4209 | www.scotch.sa.edu.au | enquiries@scotch.sa.edu.au