Year 7 2024 Subject Guide

BRIGHTON GRAMMAR

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This document details the subjects taught at Brighton Grammar School to Year 7 (2024) students. Each individual subject has a one page summary on the proceeding pages.

Overview of Subject Offerings

Students take a range of subjects to offer them a breadth of experiences to explore, discover and develop their interests.

<table>
<tr><th>Subject</th><th>Compulsory</th><th>Length</th></tr>
<tr><td>Chinese</td><td rowspan="5">Preferences must be submitted
(two will be allocated)</td><td rowspan="10">One Year</td></tr>
<tr><td>Chinese (Advanced)</td></tr>
<tr><td>French</td></tr>
<tr><td>Japanese</td></tr>
<tr><td>Latin</td></tr>
<tr><td>English</td><td rowspan="2">Select one (criteria applies for English as an Additional Language)</td></tr>
<tr><td>English as an Additional Language</td></tr>
<tr><td>Health, Wellbeing and Physical Education</td><td rowspan="12">These subjects are compulsory</td></tr>
<tr><td>Humanities</td></tr>
<tr><td>Mathematics (including Enrichment Mathematics by invitation**)</td></tr>
<tr><td>Science</td></tr>
<tr><td>Drama</td><td rowspan="2">Two Terms</td></tr>
<tr><td>Classroom Music (including Enrichment Music by invitation*)</td></tr>
<tr><td>Art</td><td rowspan="4">One Term</td></tr>
<tr><td>Design and Media</td></tr>
<tr><td>Food Technology</td></tr>
<tr><td>Wood Technology</td></tr>
</table>

*Enrichment Music selection is based on the progress in music for continuing students, and the completion of a form during Transition Day 1 for students beginning at Brighton Grammar School.

**Enrichment Mathematics selection is initially completed using testing scores. Other students are then invited into this subject as their internal grades meet the criteria throughout the year.

Subject Preference Submission Process

A link and instructions will be handed out to students during Transition Day 1 with information on how to submit subject preferences. These are completed online.

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Year 7 Art

Overview

Students explore Art through a variety of equipment, technologies and techniques to create works of personal significance. This involves folio development through brainstorming, research, concept development and technical refinement.

In the Portrait Unit, students create a range of portraits with varied materials and techniques to reflect a range of selected artist's practices. Students experiment with observation, hand drawn and digital processes and painting in their final works.

SKILLS TO BE DEVELOPED

- Developing skills with a range of media
- Planning artworks
- Conducting investigations and research into selected concepts, themes and topics
- Visual strategies for the communication of ideas
- Use of art terminology and the application of
- analytical frameworks

Assessment

Assessment tasks may include:

- Visual diary
- Finished artworks
- Developmental works
- Self-directed exploration

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Year 7 Chinese

Overview

Students build their understanding of Chinese through exploration of several topics. In all of these topics, the development of students' listening, speaking, reading, writing and viewing skills are a focus.

The units are designed to teach students the topics related to numbers, times, dates, months, names, ages, nationalities, appearance, language abilities, family members and personal information.

The students work on various skills through worksheet exercises, role-playing and using a wide range of ICT multimedia activities. Students will also study important Chinese annual events and festivals such as Chinese New Year, Chinese Moon Festival, etc.

SKILLS TO BE DEVELOPED

- Discuss numbers, dates and months and how to tell the time in Chinese
- Describe the names, ages, nationalities and current residential locations of oneself and family members
- Discuss the appearance of family members.
- State the language(s) one's family members can speak
- Introduce the history and customs of Chinese festivals

Assessment

Assessment tasks may include:

- Unit Tests (Common Assessment Tasks)
- Listening comprehension
- Reading comprehension
- Written test
- Oral presentation
- Project
- Quiz
- Education Perfect

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Year 7 Chinese (Advanced)

Overview

This course is designed for students with Chinese heritage and/or students who may study Chinese as a Second Language Advanced or Chinese as a First Language in senior years.

Students in the Year 7 Chinese (Advanced) class will be provided with opportunities to explore and maintain their sense of belonging to both their home and their outside culture. They can alter their conduct to fit different contexts within the world of teenage experiences.

Classroom interaction is primarily conducted in Chinese. Students extend their knowledge of language structures and text organisation through reading and viewing authentic material and discussing how to apply new learning to their own communication. They will explore topics related to friendship, school life, daily routines, family structure and the features of diverse Chinese personal and social environments.

Students extend their writing skills to include more formal genres, such as articles. They are able to develop their skills to record events and portray a person in the written format. Students also participate in presentations on topics related to the arrangement and organisation of an event, their own school activities and so on. Students begin to compare their own pronunciation to modern standard spoken Chinese. They also explore the influence of English on their own communication in Chinese, in pronunciation and linguistic structures, and the role of code-switching in their daily language use. Students develop their skills in analysing characters and recognising word and clause boundaries in extended text.

SKILLS TO BE DEVELOPED

- Participate in planning joint events, justifying choices and making decisions
- Interact and socialise with familiar groups and individuals, exchanging personal information such as sporting achievements, favourite pastimes, etc
- Plan and convey key points of information and opinions based on information drawn from a range of sources
- Translate short texts for different audiences, identifying what is lost in translation and considering alternative ways to explain key points

Assessment

Assessment tasks may include:

- Unit tests (Common Assessment Tasks)
- Quizzes
- Presentations and projects
- Dictations
- Reading and annotating tasks
- End of year examinations

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Year 7 Classroom Music

Overview

During the Year 7 Classroom Music course, students will explore and perform music through the 'School of Rock' and 'Movie Music' units. Over the semester, students will acquire the theoretical knowledge and practical skills to perform as a class ensemble.

Through the study of the 'School of Rock' unit, students will explore the theoretical components that underline the rock genre of music. As a class ensemble, the students will apply their theoretical knowledge to perform a famous rock piece on tuned and un-tuned percussion instruments.

Throughout the investigation of the 'Movie Music' unit, students will perform famous movie themes on percussion instruments as well as interpret and respond to musical examples using the elements of music.

Students who study an instrument to a certain level of proficiently are involved in the enrichment pathway. While this course also studies the 'School of Rock' and 'Movie Music' units, this course is designed to extend the students' musical knowledge and practical skills through the involvement of their instrument.

SKILLS TO BE DEVELOPED

- Correct percussion technique
- Notating and reading music literacy
- Choral and auditory skills
- Ensemble skills in large and small settings
- Responding to a musical excerpt using the elements of music
- Linking theoretical skills acquired and applying it in practical setting

Assessment

Assessment tasks may include:

- Performance as a class and small ensemble on un-tuned and tuned Percussion instruments
- Responding to musical excerpts to explore and express the different elements of music
- Musicianship and Auralia Quizzes
- End of term tests
- Choral performance

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Year 7 Design and Media

Overview

Students explore practical and theoretical components of Design and Media. They explore each through a variety of equipment, technologies and techniques to create works of personal significance. This involves folio development through brainstorming, research, concept development and technical refinement.

In the Photography and Photoshop Unit, students develop a range of technical, critical and creative skills through a practical approach to utilising Adobe Photoshop. Students manipulate digital and manual methods to enhance their digital final works.

In the Chocolate Bar Unit students research the industry and then develop their own unique chocolate bar brand and create hand drawn logo and wrapper prototypes. Using Adobe Illustrator, they create digital final mock-ups to create final examples of the product branding. Finally, they create advertising posters to promote their product.

SKILLS TO BE DEVELOPED

- Developing skills with a range of media
- Planning and designing
- Conducting investigations and research into selected concepts, themes and topics
- Visual strategies for the communication of ideas
- Use of Design and Media terminology
- Application of analytical frameworks

Assessment

Assessment tasks may include:

- Visual diary
- Finished designs
- Developmental works
- Final productions

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Year 7 Drama

Overview

Year 7 Drama is a fun and practical approach to creating performance. Students participate in activities and workshops that arm them with the skills and knowledge they need in order to express themselves and create their own drama performances. In addition to this, they learn about theoretical approaches to drama and how to critically analyse their own work.

The primary focus of Year 7 Drama is to build up students' self-confidence and ability to work in teams as these skills are vital throughout their schooling and as they enter the workforce.

Exploring the styles of Basel Masks and Melodrama, students learn to use their expressive and performance skills creatively in order to create a range of characters and tell stories in various different ways.

SKILLS TO BE DEVELOPED

- Self-confidence
- Self-expression
- Public speaking
- Inter-personal skills
- Creativity
- Working in teams
- Critical thinking

Assessment

Assessment tasks may include:

- Class work
- Performances
- Performance Analyses

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Year 7 English as an Additional Language (EAL)

Overview

English as an Additional Language (EAL) supports students to develop their communication skills both verbally and non-verbally. It provides a range of opportunities for students to interact with their peers. Through active participation in conversations, students learn about the ways to apply formulaic language and well-rehearsed grammatical structures to initiate and sustain verbal exchanges.

Students study a range of print and digital texts, including visual and interactive texts. Their reading of texts facilitates their development of comprehension skills. The EAL curriculum prompts students to discuss texts at a literal level and extends them towards more inferential understanding.

EAL provides students with opportunities to create short written texts. Students learn to express their ideas using familiar and new vocabulary and modelled structures and features of other texts. Students build on their knowledge of paragraph construction and develop their skills of analysis.

SKILLS TO BE DEVELOPED

- Comprehension of written/spoken texts
- Understanding of literary devices
- Understanding and use of new vocabulary
- Awareness and application of grammatical patterns
- Fluency and confidence in speaking
- Writing for different purposes
- Working collaboratively

Assessment

Assessment tasks may include:

- Daily writing
- Creative responses
- Analytical responses
- Narrative writing
- Listening tests
- Oral presentations

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Year 7 English

Overview

In Year 7 English, students study units which examine written, visual and multimodal text, and develop writing, reading and speaking skills to help create confident communicators, imaginative thinkers and informed citizens. The texts are chosen to allow students to examine the language features, images and vocabulary used to represent different ideas and issues. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

In a poetry unit, students explore and analyse the use of language to create imagery and to convey layers of meaning to the audience. Students experience and examine the sound and rhythm used by poets and use these in the creation of their own poetry.

Through the text studies of Trash and Runner, students examine and explore the creation of characters, setting and events within historical and contemporary contexts. In this study, students explore viewpoints and perspectives from different social and cultural contexts to help them become ethical, thoughtful, informed and active members of society.

In The Hero's Journey, the students have the opportunity to engage in the creative writing and examination of stories and storytelling. They examine the creative process and engage in developing their creative writing, drafting and editing skills.

SKILLS TO BE DEVELOPED

- Creative, persuasive and analytical writing
- Reading for understanding and pleasure
- Analysing texts and textual features
- Understanding the purpose of text
- Developing the accurate use of grammar, spelling and punctuation

Assessment

Assessment tasks may include:

- Quizzes
- Creative responses with statements of intention
- Oral presentation and performance
- Text analysis
- End of Year Examination

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Year 7 Food Technology

Overview

Students explore food, with an emphasis on extending food knowledge and skills and building individual understanding of food nutrition through the application of practical food skills.

This starts with an introduction to the kitchen and culinary skills along with the basics of food nutrition, preparation and production.

Using these skills, they then learn to prepare a range of quick and easy nutritious meals and snacks, both sweet and savoury. This may include: Sushi, Pizza, Pasta, Salads, Cakes, Biscuits, Scones, Healthy Burgers and Family Dinners.

SKILLS TO BE DEVELOPED

- Developing skills with a range of utensils
- Planning and preparing nutritious meals
- Conducting investigations and research into food related concepts, themes and topics
- Use of Food Technology terminology

Assessment

Assessment tasks may include:

- Visual diary
- Taste Tests
- Skill competency tests
- Meal presentation
- Evaluation

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Year 7 French

Overview

Studying a foreign language extends students' vocabulary and structural knowledge of English. French is a valuable language for Australians to learn because tourism to France and the South Pacific is a popular choice for Australian travellers. Knowledge of French gives access to a rich culture with important contributions to areas such as art, music, literature and cuisine.

The following topics are explored during the Year 7 French course: greetings, introducing yourself, giving personal information including your age, nationality, birthday, hobbies and pets, asking and responding to personal questions, the number system and conjugating fundamental verbs. Project work introduces students to France and French-speaking countries.

French language classes are fundamentally interactive and learning experiences may include performing role-plays, structured written communication in French, listening to dialogues and viewing films. A range of digital technologies are incorporated to allow for direct participation and engagement in the French language and culture.

SKILLS TO BE DEVELOPED

- Communicating in French, encompassing reading, writing, listening and speaking skills
- Understanding the relationship between language, culture and learning
- Developing intercultural capabilities
- Understanding themselves as communicators

Assessment

Assessment tasks may include:

- Quizzes
- Common Assessment Tasks assessing listening, speaking, reading and writing skills
- Pair work and individual tasks
- Homework exercises

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Year 7 Health, Wellbeing and Physical Education

Overview

In Year 7, students engage in a range of activities that enable them to develop their physical, mental, social, emotional and spiritual health and wellbeing.

The Physical Education curriculum allows students to develop specialised movement skills and understanding in a range of physical activity settings. They learn how coordination influences movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Through a holistic approach to health and wellbeing, students learn how to take positive action to enhance their own and others' health, safety and wellbeing through the development of a personal toolkit of strategies. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students develop a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

SKILLS TO BE DEVELOPED

- Tactical awareness
- Physical literacy
- Teamwork and collaboration
- Decision making/problem solving
- Social and emotional

Assessment

Assessment tasks may include:

- Fitness tests
- Topic tests
- Physical skills
- Research/workbook
- Collaboration and teamwork

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Year 7 Humanities

Overview

In Semester One, students study History, examining the ancient world through a range of societies including Australia, Egypt, China, Greece and Rome. Students develop their understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance.

Students also develop their capacity to undertake historical inquiry, including skills in the analysis and use of sources and in explanation and communication of arguments.

Students will also develop an understanding of the rights and responsibilities of consumers and businesses, with a focus on consumer laws.

In Semester Two, students turn their attention to the study of Geography, examining the topics 'Water in the World' and 'Place and Liveability'. Students explore, analyse and understand the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change.

Students also learn to question why the world is the way it is, reflect on their relationships with and responsibility for that world, and propose actions designed to shape a socially just and sustainable future.

SKILLS TO BE DEVELOPED

- Sequence significant events in chronological order
- Analyse sources and ask questions about their accuracy, usefulness and reliability
- Explain different historical interpretations
- Identify and explain patterns of continuity and change
- Analyse the causes and effects of significant events
- Explain processes that influence the characteristics of places
- Identify, analyse and explain interconnections and spatial characteristics
- Collect, record and analyse relevant data
- Demonstration of literacy skills

Assessment

Assessment tasks may include:

- Timelines
- Presentations
- Projects
- Skill tests
- Extended response writing
- Field report
- End of year examination

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Year 7 Japanese

Overview

Students at Year 7 Japanese level come to the class with a wide range of backgrounds in the language. Those who enter at the beginner level are comfortably accelerated to reach the language level of those who have previously studied the language, while those who do have previous exposure are provided with more challenging tasks so that their progression continues.

By the end of the semester, students will be able to confidently use simple language constructs undertaking role-plays, asking and responding about name, age, hobbies, likes, dislikes, nationality, place of residence, phone numbers, food, drinks, and sport.

By the end of the year, students learn the language against a cultural backdrop, enhancing intercultural knowledge through language acquisition.

SKILLS TO BE DEVELOPED

- Communicating in Japanese, encompassing reading, writing, listening and speaking skills
- Understanding the relationship between language, culture and learning
- Developing intercultural capabilities
- Understanding themselves as communicators

Assessment

Assessment tasks may include:

- Quizzes and Unit tests
- Listening and reading comprehension tests
- Oral and written communicative tasks

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Year 7 Latin

Overview

As the primal language of the ancient Romans, masters of the Mediterranean Sea for over 500 years, Latin is one the ancient languages which continues to influence our Western culture. Considered a lingua franca (or a Mother Language) for much of Western civilisation's culture, Latin's legacy, both linguistically and syntactically, is evident in a variety of other subjects such as modern languages (i.e. Romance Languages), politics, law, history and architecture, to all branches of science, music and art.

Latin provides a great challenge for young minds. It is truly an academic subject, demanding consistency and endeavour, but it is indeed richly rewarding and wonderfully constructed. It is a valuable pursuit for those students looking to stretch themselves, gain mastery of the constructs and nature of languages, and maybe even be a part of history themselves.

As an introductory course to the subject, students in Year 7 will begin learning the foundational concepts and characteristics of the language. Areas of study will include verbs, nouns, sentence construction and simple translation activities. The course allows the capacity to explore and research the history and culture of the ancient Romans.

SKILLS TO BE DEVELOPED

- Memorisation
- Linguistic analysis
- Pattern recognition
- Deductive analysis
- Comprehension skills
- Communication skills (written and oral)
- Language acquisition

Assessment

Assessment tasks may include:

- Vocabulary tests
- Short-answer tests
- Comprehension skills
- Translation tests
- Oral presentation
- Research project

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Year 7 Mathematics (incl. Enrichment)

Overview

Students continue to build their understanding of Mathematics through the study of various topics. Each topic includes the introduction and reinforcement of numeracy skills and concepts in one of three content strands from the Victorian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within each topic, students will explore questions covering the four proficiency strands: Understanding, Fluency, Problem Solving and Reasoning.

Students gain exposure to the three content strands through a variety of teaching and learning techniques including explicit instruction, regular retrieval practice, metacognitive practices, and ongoing formative assessment.

The Enrichment class includes a focus on deeper understanding of Mathematics and provides opportunities for students to explore more complex and abstract problems and their varying mathematical solutions.

SKILLS TO BE DEVELOPED

- Whole numbers and integers
- Number properties and patterns
- Fractions
- Algebra
- Decimals
- Statistics and probability
- Equations
- Geometry and measurement

Assessment

Assessment tasks may include:

- Assigned coursework
- Quizzes
- Topic tests
- End of semester test
- Examination

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Year 7 Science

Overview

Students build their understanding of Science through exploration of several topics. In all of these topics, the development of student's practical work and inquiry skills are a focus.

The States of Matter Unit introduces students to the laboratory space. It is a time to learn how to work safely, identify and use equipment in the context of exploring properties of matter.

In the Practical Skills Unit, students are actively involved in participating and designing experiments. It is a time to introduce and build practical skills and knowledge, with a heavy emphasis of performing hands on tasks.

Students begin to consolidate their practical skills in the Mixtures Unit. They learn about different types of mixtures, and design a series of separating mixture techniques to get a mixture back to its original components.

In the Forces and Machines Unit, students explore how different forces can act on an object. Using their understanding of forces, students examine how simple machines such as leavers, pulleys and gears work.

In the Classification and Ecosystems Unit, students investigate how living and non-living things interact with each other in an environment. This is explored by looking at case studies of introduced species and the interactions an Owl has by examining their pellet.

SKILLS TO BE DEVELOPED

- Scientific writing
- Working collaboratively
- Drawing evidence based conclusions
- Developing research questions
- Analysing data
- Connecting scientific theory with observations
- Understanding models and using them as tools to make predictions

Assessment

Assessment tasks may include:

- Quizzes
- Projects
- Practical reports
- Topic tests
- End of year examination

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Year 7 Wood Technology

Overview

Students explore practical and theoretical components of Wood Technology. They explore this through a variety of tools, technologies and techniques to create works of personal significance. This involves folio development through brainstorming, research, concept development and technical refinement.

The Boomerang Unit introduces boys to cutting and shaping techniques when constructing their own boomerang. Boys evaluate the performance of their finished boomerang by testing its flight performance.

During the Boomerang Unit, boys study the history of Aboriginal art, traditional techniques and art forms. Students write a personal reflective piece which is then turned into an artwork. The final design adorns their own hand made boomerang.

SKILLS TO BE DEVELOPED

- Developing skills with a range of tools
- Planning and designing products
- Conducting investigations and research into selected concepts, themes and topics
- Use of Wood Technology terminology
- Application of tools for construction

Assessment

Assessment tasks may include:

- Visual diary
- Concept Design
- Finished designs
- Evaluation