

**MONTMORENCY SECONDARY COLLEGE**  
**YEAR 7 CURRICULUM HANDBOOK 2018**

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**BELL TIMES 2018**

<b>Session</b>	<b>Begins</b>	<b>Ends</b>
Staff Briefing	8.40am	8.55am
Home Group	8.55am	9.05am
Period 1	9.07am	10.05am
Period 2	10.05am	11.03am
Recess	11.03am	11.33am
Period 3	11.33am	12.31pm
Period 4	12.31pm	1.29 pm
Lunch	1.29 pm	2.14 pm
Period 5	2.14 pm	3.12 pm
Buses Depart	Approx. 3.30 pm	

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# GENERAL INFORMATION

## Attendance

Attendance at all classes is compulsory. Regular, punctual attendance is essential and in many instances it will be impossible to satisfy work requirements if the student's attendance is irregular.

After any absence, a note of explanation must be given to the Year Level Coordinator, signed by the parent or guardian of the student. Montmorency Secondary College uses an electronic roll-marking program. This allows the College to track truancy, and proactively enforce student attendance at all classes.

A comprehensive program is in place to ensure regular attendance by all students. In situations where a student has been absent from class without a reason, the matter will be dealt with by the Coordinator.

Students are not permitted to leave the school grounds during the school day unless there are exceptional circumstances.

## Arriving Late

Home Group teachers note absences during the first 10 minutes of the day (Home Group). Students who arrive after Home Group must report to the General Office, sign the Late Arrivals' register and obtain a "Late Slip" to present to the class teacher. Students who have been recorded in the Late Arrivals' register will be marked LATE in the attendance roll.

It is expected that students who arrive late for class will have an acceptable explanation. Parents will therefore be expected to provide a note for lateness.

Where lateness is persistent or reasons are unacceptable, the student will be receive appropriate consequences.

## Leaving Early

The process for a student leaving the school early is

- Bring a note from home, with a short explanation and the parent's signature.
- Student takes note to the Year Level Coordinators office, and gets the note signed by their Year Level Coordinator.
- When it is time for the student to depart, the student goes to the General Office, where they hand in their note that has been signed by the Coordinator, and they sign out in the 'Early Leavers' book.
- Alternatively, a parent may arrange to meet their child in the General Office at a prescribed time. The parent can then sign the student out in the 'Early Leavers' book.

**Under no circumstances** can a student leave school without notifying their coordinator or signing out at the General Office.

## Homework and Use of the Study Planner

All students at Montmorency Secondary College are issued with a homework study planner. Students are expected to take the study planner to all classes to record homework, tests and assignments etc. Regular use of the study planner helps to develop sound organisational skills. The study planner informs parents of the study commitments of your child in each subject. We encourage parents/guardians to check the study planner regularly to monitor their child's progress and assist them in planning their time in order to complete tasks. The study planner is a useful means of communication with teachers.

Homework will generally be between 45 and 90 minutes per day, increasing with progress through the year levels. It may be set during weekends and school vacations, as well. Where no formal homework is set it is expected that students read. The Resource Centre is also available for student use out of school hours.

Homework may consist of, (but not limited to):

- Independent reading on a daily basis,
- Tasks such as continuation of classroom work, projects and assignments, essays and research.

# ASSESSMENT AND REPORTING

Montmorency Secondary College values the opportunity to communicate with parents and guardians about the wellbeing and academic performance of students. There are **seven** scheduled forms of communication throughout the year that enable parents and guardians to stay informed about their son or daughter's progress, and opportunities for improvement.

*Please Note: All reports are distributed digitally unless a hard copy is specifically requested.*

## End of Term One – Interim Reports

Towards the end of term one each student is issued with an interim report. This is a one page document, which lists all of the subjects that your child is undertaking and includes teacher ratings of your child's progress to date in a simple to read "tick-the-box" format. The report should act as the basis for discussion at the Parent Teacher interviews scheduled at the same time.

## End of Term One – Parent Teacher Interviews

Parent Teacher Interviews occur at the end of term one. All parents and guardians are strongly encouraged to attend these interviews, as it is an opportunity to sit with your child and their teacher and gain more detailed knowledge as to how the child is performing /coping, and to discuss strategies that will increase your child's chance of success.

## End of Term Two – Student Reports

Full students reports are issued at the end of term two. These documents are much more detailed written reports and provide graded assessments of the major assessment areas of each subject.

## Start of Term Three – Student-Led Conferences

Student Led Conferences are held early in Term three. This conference is between the home group teacher, the student and the parent/guardian. It does not focus on a particular subject, but rather on the whole child. Together the student, parent/guardian and home group teacher review mid-year reports and set learning goals for the second semester.

## End of Term Three – Interim Reports

At the end of term three, each student is issued with a second semester interim report. This is a one-page document similar to that issued at the end of term one. Again, it is designed to be read in conjunction with the Parent Teacher interviews scheduled for that time.

## End of Term Three – Parent Teacher Interviews

Parent Teacher Interviews occur again at the end of term three. All parents and guardians are strongly encouraged to attend these interviews, as it is a further opportunity to sit with your child and their teacher and really gain knowledge as to how the child is performing/coping, and to discuss strategies that will increase your child's chance of success.

## End of Term Four – Student Reports

Full students reports are issued at the end of term four. These are detailed written reports that provide graded assessments of all subjects that a student studies in semester two.

In conjunction with all of the above, parents are welcome to contact the relevant Home Group teacher and/or the Level Coordinator at any time during the year regarding the progress or wellbeing of their child.

*Please Note: Detailed additional information about the college's administrative practices, as they pertain to students and parents, is available in the **2016 MSC Administrative Handbook** (see <http://www.montysc.vic.edu.au>)*

# YEAR 7 CURRICULUM OUTLINE

*(Please also refer to the Curriculum Grid on the next page)*

Montmorency Secondary College provides a contemporary student-centred, diverse curriculum program that embeds the curriculum essentials and gives students considerable choice. Support for this approach is strong and students, staff and the school community have responded to it with enthusiasm and purpose.

The curriculum runs on a two-week timetable with twenty-five, 58 minute periods per week. The school day starts at 8.55 am with a 10 minute home group. A Home Group system runs across the college from Year 7 to Year 12.

## Essential Learning Standards (AusVELS)

The Essential Learning Standards describe what is essential for students to achieve from Years Prep to 10 in all Australian schools. They provide a whole school curriculum planning framework that sets out learning standards that schools use to plan their teaching and learning programs, including assessment and reporting of student achievement and progress.

The Standards are based on the best practice in all schools, national and international research and widespread consultation with school communities, educators, professional associations and community groups. The Standards provide the means for all Australian schools to use the best curriculum thinking to better prepare students for success at school and beyond.

## Year 7 Curriculum

The Year 7 program is comprehensive and introduces students to subjects in all the key learning domains. A Pastoral Care program is a key feature of the first year of this college. Year 7 students learn in home groups and undertake the following course:

- |   |                                |
|---|--------------------------------|
| • <b>Mathematics</b>                      | <b>8 periods per fortnight</b> |
| • <b>English</b>                          | <b>8 periods per fortnight</b> |
| • <b>Humanities (History / Geography)</b> | <b>6 periods per fortnight</b> |
| • <b>Science</b>                          | <b>5 periods per fortnight</b> |
| • <b>LOTE (Japanese or French)</b>        | <b>5 periods per fortnight</b> |
| • <b>Physical Education</b>               | <b>4 periods per fortnight</b> |
| • <b>HHR / Pastoral Care</b>              | <b>2 periods per fortnight</b> |

These subjects run all year.

Year 7 students also rotate through a number of Visual Art, Performing Art and Technology subjects so that they experience a variety of learning environments before they make elective choices in later years. Each unit runs for one semester and takes 4 periods per fortnight.

The students study:

Technology (Wood & Metal); Art/Ceramics; Visual Communication Design (Graphics); Music; Drama; and Food Studies (Home Economics)

*Please Note: The Year 8 & 9 Curriculum Grid is included on the following page to allow students and parents to see how the curriculum develops over the Middle School.*

## MSC YEAR 7-9 CURRICULUM GRID

(10 day timetable – 25 periods per week @ 58 mins)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>Year 7</b>	English				Maths				Humanities Geog/Hist			Science (5 periods per 10 day cycle)		LOTE (5 periods per 10 day cycle)		PE		Wood/ Metal	Art/ Ceramics	Music		HHR/Pastoral Care			
																		Food Studies	VCD	Drama					

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>Year 8</b>	English				Maths				Science			History		PE/Health		LOTE		Elective Learning Unit 1		Elective Learning Unit 2					
												Geography		PE/Health		LOTE		Elective Learning Unit 3		Elective Learning Unit 4					
<b>Year 9</b>	English				Maths				Science			History		PE/Health		LOTE or Endeavour		Elective Learning Unit 1		Elective Learning Unit 2					
												Geography		PE/Health		LOTE or Endeavour		Elective Learning Unit 3		Elective Learning Unit 4					

### Notes:

1. Students at Year 8 & 9 must choose at least one elective Learning Unit each year from the non-core VELS domains of *The Arts and Design, Creativity & Technology*.
2. Students may choose no more than two (2) learning units from any learning area sub-grouping in any one year (e.g. A maximum of 2 Food Studies units).
3. Challenge Units run in the elective block. Entry into these units is by invitation only based on student academic results in the previous semester or year in the relevant subject.
4. Students in Year 9 choose to continue with a language (Japanese or French) with a view to doing it in VCE **or** they participate in the Endeavour Program.

# MATHEMATICS

(4 periods per week)

## COURSE OUTLINE

The Year 7 mathematics course builds on concepts and skills introduced in Primary School by providing the opportunity for students to revise and consolidate their understanding of material from the VELS Level 4 mathematics dimension. Students are then progressively introduced to concepts and skills in accordance with VELS Level 5 progression points. The areas covered during the year are outlined below.

### Space

- Lines and angles
- Plane and solid shapes
- Transformations
- Co-ordinate number plane

### Number

- Whole numbers and indices
- Number patterns
- Decimals
- Fractions
- Percentages

### Measurement, chance and data

- Length and perimeter
- Areas and Volume
- Time
- Collecting and Interpreting Data
- Probability

### Structure

- Expressing generality
- Equations and inequations
- Functions
- Set theory

Throughout the course an important aim will be to foster analytical skills and to encourage an appreciation of how mathematics can be applied to real-life situations.

## CLASSWORK REQUIREMENTS

Students will be required to maintain a workbook containing neat and complete records of class work and other designated activities. A copy of the textbook and a scientific calculator is also required in order to complete assigned tasks. These will include skills-based exercises, problem-solving activities and other investigations as prescribed by the teacher. Students will work on individual tasks as well as participating in group activities.

## HOMEWORK

Homework will be assigned to finish class tasks or to complete separate sets of exercises from the class text. Homework should also include regular revision of the material covered in class and questions selected from the Chapter Review section of the textbook for further practice.

## ASSESSMENT

Students will be assessed according to a number of criteria. Typical assessment measures may include tests, problem-solving tasks, project and assignment work, group activities and homework worksheets.

# ENGLISH

(4 periods per week)

## COURSE OUTLINE

Students will have a balanced program, incorporating language, literature and literacy learning activities. A variety of text types including novels, short stories, poetry and film are read and discussed in class, and wider reading is encouraged by students' participation in a wide reading program. They will also develop reading comprehension through the CARS and STARS program. Students are encouraged to write in a variety of styles for a variety of audiences and purposes. Work on speaking and listening includes class discussion, small group discussion, reading aloud, dramatic activities, and participation in class debating. Attention is given to expression, punctuation and spelling as part of effective communication.

## HOMEWORK

- Grammar and Spelling tasks (textbook)
- There is always English homework in the form of reading - either wide reading or reading of class novels.
- Assignments must be completed and process writing is also to be worked on at home.
- Class teachers will set particular homework tasks.

## ASSESSMENT

An assessment will be made for all the following areas of study within the English course

- Writing Folio
- Reading Tasks
- Speaking and Listening

# SCIENCE

(5 periods over 2 weeks)

## COURSE OUTLINE

The course is activity based. Emphasis will be placed on the skills required for practical work: safety in science, use and identification of equipment, ability to follow and carry out given instructions, writing of practical reports as well as research skills. The course is aligned with the requirements of the Australian Curriculum of:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

## CLASSWORK

Topics Include:

- Curiosity, wonder and questioning
- Sorting out biodiversity
- Living in harmony
- Pure or not?
- The Earth, Sun and Moon
- Earth's resources
- Forces in balance

## HOMEWORK

Completion of class work and approximately half an hour per week of set homework or revision is required.

## ASSESSMENT

Assessment will include:

- Topic Tests
- Poster/Assignments
- Class Exercises
- Practical Reports



# HUMANITIES

(One Semester each of History and Geography, 3 periods per week)

## COURSE OUTLINE

Humanities involve the study of human societies and environments, people and their cultures in the past and the present. Students develop key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions; including the distribution of wealth, the development of codes, laws and belief systems and how people have interacted with their physical environment.

## History

The Year 7 History curriculum focuses on historical knowledge and understanding, as well as historical reasoning and interpretation. History focuses upon The Ancient World, with Depth Studies including Egypt and China. 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.

## Geography

### *Water in the World / Place and Liveability*

The Year 7 Geography curriculum provides students with opportunities to further develop their understanding of **place, space and environment, interconnection, sustainability and change** and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

The Year 7 Geography curriculum looks at:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on people's lives?
- How can we improve the availability of resources and access to services?

## HOMEWORK

Students will be expected to complete unfinished class work at home. Teachers set questions and a variety of activities and homework. Research assignments are part of the homework for the Year 7 Humanities course.

## ASSESSMENT

The following assessment will be undertaken:

- Mapping Skills
- Research Project
- Classwork / Tests
- Document Analysis

# LANGUAGES

(5 periods over 2 weeks)

In Year 7, students study either French or Japanese. Emphasis is placed upon learning basic conversation skills, which will enable students to cope in a variety of everyday situations in the language they are learning. Words, expressions and sentence patterns are practised in conversational or acting situations. We believe that you learn another language by **using it**. In addition, students will study the geography and some cultural aspects of the country of their chosen language, by means of DVDs, films, videos or worksheets.

## FRENCH

### COURSE OUTLINE

Greetings; introducing yourself; describing yourself and others; talking about: your likes and dislikes at school and understanding classroom commands; pets; discussing your weekend activities. Students also learn about French Geography and study some famous French people.

### ASSESSMENT

Language communication, cultural awareness inter-personal development, personal learning, communication skills and ITC.

## JAPANESE

### COURSE OUTLINE

Greetings; self-introductions, classroom instructions, fruits, colours, animals, likes and dislikes, stationery items, places, sports activities and transport. Basic sentence structures and linking words are taught. The "hiragana," written script, is also fully introduced with emphasis on its recognition. A cultural project will be given to learn Japanese geography and lifestyle.

### ASSESSMENT

Language communication, cultural awareness, inter-personal development, personal learning, communication skills and ITC.

### HOMEWORK

Students will at times be required to complete set tasks (cultural research assignments, grammar worksheets, hiragana in Japanese, the writing of dialogues, and the practise of vocabulary) as well as completing any unfinished class work.

# PHYSICAL EDUCATION

(2 periods per week)

## COURSE OUTLINE

The aim is to encourage each student to be physically active during Physical Education (PE) classes. The program is practical, with theoretical components introduced when relevant during practical lessons. While acquisition of skills and participation in a variety of games are encouraged, emphasis is also placed on cardio-vascular fitness, flexibility and strength. In particular, body awareness and general human movement are emphasized, especially in gymnastics, dance and athletics. PE also encourages group co-operation, leadership, and positive games attitudes. The activities covered throughout the year may include: fitness assessments, basic skills, minor games, athletics, cross country, gymnastics, dance, volleyball, softball/baseball, football/soccer, netball/basketball, hockey, badminton and cricket.

## HOMEWORK

Regular homework is not usually set for PE.

## ASSESSMENT

Students will be assessed using the following criteria: Skill development, Skill application, Physical fitness and Attitude to participation. This may be in the form of self, peer and teacher assessment.

# HEALTH AND HUMAN RELATIONS / PASTORAL CARE

(2 periods per fortnight)

## COURSE OUTLINE

The course encourages students to look closely at themselves and how they relate to people in various situations. Relationships are particularly important as students change from primary to secondary school, especially student/teacher relationships and friendship groups.

## TOPICS

Classes will develop topic areas which are relevant to their needs and interests. Initial work will concentrate on knowing the school, friendship, relationships, self awareness, body image, emotions and feelings. As the year progresses work is done on general health issues (Sun Smart, QUIT, Dental Health and First Aid), basic reproduction, human growth and development, with emphasis on puberty. 'Protective Behaviours', which empowers students to have control over their own safety, is included in the course. Classes will also consider assertiveness, equal opportunity, harassment and bullying. Videos, texts and printed materials are used to extend students' knowledge and understanding. Students are encouraged to participate in all activities and discussions.

## CLASSWORK

- Students are required to maintain an up to date workbook.
- Students are expected to participate in general and small group discussions and activities and to work co-operatively.

## HOMEWORK

Students may be required: To complete class work at home; to undertake research, interviews and survey work to complement class activities and collect information from the media for use in class.

## ASSESSMENT

A non-graded, descriptive assessment is provided based on behaviour, attitude, participation, understanding and the maintenance of the student's work book.

# ART

(2 periods per week for a semester)

## COURSE OUTLINE

In this subject students are introduced to a range of art forms and techniques, including painting, drawing, printmaking and ceramics.

### Creating and Making

Students use starting points to generate and expressively develop ideas when making and presenting artworks. They explore and manipulate art elements, principles and concepts to structure their artworks.

### Exploring and Responding

Students develop their ability to discuss their own and others' responses to artworks.

## MAIN AREAS OF STUDY

- Drawing
- Landscape Painting
- Lino Block Printmaking
- Ceramic Sculpture
- Australian, Indigenous and international artists and artworks

## ASSESSMENT

- Finished artworks
- Folio
- Artwork Analysis

# VISUAL COMMUNICATION

(2 periods per week for a semester)

## COURSE OUTLINE

### Visual Communication Practice – Creating and Making

Students will be introduced to a range of visual communications practice. It will include the development of skills in both freehand, instrumental drawing and rendering. Students will complete preliminary exercises in their sketch books as well as final presentations.

### Responding to Visual Communication and Design – Exploring and Responding

Students will begin to distinguish between forms of visual communication and identify design elements and principles.

## MAIN AREAS OF STUDY

- Visual Communication Practice including
  - Creative Design
  - Logo and Symbol Design
  - Lettering
  - Freehand and Instrumental Drawing
- Responding to Visual Communication & Design

## ASSESSMENT

- Exercises
- Visual Diary
- Final Presentation Pieces

# DRAMA

(2 periods per week for a semester)

## COURSE OUTLINE

Drama allows students to explore ideas, situations, feelings and attitudes. Drama also builds confidence, improves communication skills and encourages students to find inventive solutions to tasks individually and through group work. Students will perform short self devised scripted plays, develop different acting techniques and experiment with stagecraft elements.

## CLASS WORK

Class work will involve exploring drama skills and techniques such as voice, movement, awareness of space, mime, short self devised scripted plays and stagecraft. Participation in group work is important.

## ASSESSMENT

Assessment will be based on:

- Participation as an individual
- Contribution to group work
- Understanding shown of dramatic elements by demonstrating a range of skills
- Maintenance of a logbook
- Recording observations and activities.

# FOOD STUDIES

(2 periods per week for a semester)

## COURSE OUTLINE

Food Studies at Year 7 level introduces food preparation through the technology process. Recipes and simple meals are planned and produced. Students then evaluate the suitability of the selected food products, equipment and processes.

Basic nutrition principles are examined, along with appropriate safety and hygiene procedures. Cooperative as well as independent work skills are actively encouraged.

## ASSESSMENT

- Research assignment/digital folio
- Production exercises

# TECHNOLOGY/WOOD/METAL

(2 periods per week for a semester)

## COURSE OUTLINE

Students make simple projects that introduce them to the basic problem solving in design, hand tools, materials, construction and finishing techniques. All students are expected to complete at least three projects, these being a pencil case, key tag and a nickel band ring.

As each new tool or material is introduced the relative technology is discussed with each group. Notes, sketches and designs are recorded by each student.

## HOMEWORK

Students will not have homework on a regular basis due to the practical nature of the course, but they will have to plan designs and catch up on any bookwork which they have missed through absence or other reasons.

## ASSESSMENT

- Practical
- Bookwork

# MUSIC

(2 periods per week for a semester)

## COURSE OUTLINE

This course is designed as a general introduction to the field of music.

Students are exposed to a wide variety of musical styles through active listening and analysis. There is also a practical focus on learning the basic language of written music and students' theory and aural abilities are developed, as well as creative skills such as composition. Students use music software to aid in their study of theory and for projects and research.

Students have the opportunity to both observe and play many different instruments across all major musical family groups, including singing. Individual and group practical work is used to actively engage students in the study and performance of the basic elements of music.

## HOMEWORK

This will generally involve instrumental practice, the completion of unfinished class work, studying for tests and completing assignment work given during the year.

## ASSESSMENT

Students will be assessed on:

- Practical work
- Theory
- Tests and assignments
- Participation in class