GRADE 7 PROGRAM 2013
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Montrose Bay High is made up of two campuses. The main campus has Grades 7-10 and the second campus is our Big Picture campus at Goodwood for selected Grade 9 & 10 students.

Our Grade 7 program is the foundation year of high school. It is an exciting time for students as they embark on their secondary education journey.

At Montrose Bay High we provide a structured transition program to give Grade 7 students the best possible start.

Our High School is divided into the Junior and Senior Schools with Mrs Anne Stewart being the Head of the Junior School and Mrs Fiona Szczerbanik being the Head of the Senior School.

PASTORAL CARE

Grade 7 has one grade leader, Miss Jo Longbottom and an AST senior teacher, Janelle Reeves. These two staff are key teachers for the Grade 7 cohort. They are happy to meet and talk with parents if there are any concerns about a student’s welfare or progress.

Each student is allocated to a CONNECT group and their CONNECT teacher is their first point of contact at the start of the day.

We believe that the involvement and support of parents in educating their children is crucial. We encourage parents to maintain regular contact with their child’s CONNECT teacher. Parents are invited to meet home group and Grade 7 teachers early in term 1.

CONNECT teachers are happy to meet or talk with parents if there are any concerns about a student’s welfare or progress.

Each student will be allocated to one of the four houses, Faulkner (Blue), O’Brien (Orange), Dowsing (Green) or Austin (White). The allocation is based on a need to maintain a gender balance, spreading talents across the four houses and a family connection with the house.

Early in Term 1, Grade 7 students will participate in a two or three day camp which enables them to build friendships with other students and provides the opportunity to get to know the teachers.

The main focus of the camp is working and learning together, and being respectful and responsible.
CURRICULUM STRUCTURE

In Grade 7 students will experience a wide range of subjects enabling them to make informed choices for Year 8-10. They will cover all eight learning areas: English, Society & History, Maths, Languages other than English (Japanese & Chinese), Science, Vocational Applied Learning, Health and Wellbeing and The Arts.
Throughout Grade 7 we will be focussing on building fundamental literacy & numeracy skills, social skills, organisational skills and thinking processes for deeper learning.

LEARNING SUPPORT

Support is provided for identified students to work on a one on one basis with an aide or in small groups with a teacher focussing on the skill area that requires development. This could include literacy, numeracy, social skills or life skills.

ENGLISH

All students in Grade 7 study English. English supports students in developing their knowledge in order to effectively communicate and express ideas, attitudes, feelings and opinions through written and spoken language.
The new National Curriculum has refocussed English and, consequently, students will explore the following strands:

LANGUAGE
Students will learn how language enables people to effectively communicate. This strand focuses specifically on the skills of grammar, spelling, oral language and vocabulary.

LITERATURE
The Literature strand is the study of texts. Students will engage with a wide variety of literature including different mediums (film, books, advertising, cartoons) as well as different genres and writings for different social purposes (eg to persuade or inform).

LITERACY
The Literacy strand is designed to allow students to use their skills learned in English in everyday life, particularly for later schooling and out of school experiences.

Grade 7 Content in English includes:

- Persuasive writing
- Advertising
- Novel and film studies
- Narrative writing and graphic novels

HEALTH AND WELLBEING

Our Health and Wellbeing program focuses on the five components of Health; Mental, Social, Emotional, Spiritual and Physical. Each of the five elements is a fundamental building block for a healthy lifestyle.
Being healthy is a learned behaviour and like any learning it needs a scaffold. The five dimensions of health underpin learning throughout our school and they give students a language and process that enables them to be positive and learn effectively when making successful health choices.
Our program is scaffolded from Grade 7 through to Grade 10 and integrates knowledge and practical aspects. An example is below:

**Will I continue to try new things?**

**Who Dares Wins**
- What makes someone a winner?
- How can I be a winner?
- What stops people trying new things?
- What skills and strategies do I need to continue trying new things?
- How can I use these strategies to help me try new things?

**Dare To Be Different**
- What does it mean to do something?
- What is difference?
- Why do people fear difference?
- How can we overcome these fears?
- What are the benefits of difference?
- What strategies and skills do I need to help myself and others cope with difference?

**Fear Factors**
- What are my fears?
- Do I understand my fears and the fears of others?
- How do my fears affect myself and others?
- Am I applying strategies to overcome my fears?
- Am I prepared to try new things?
In our program students are encouraged to:

- Demonstrate physical health by giving 100% in the program and demonstrate a positive attitude to their health and wellbeing and the health and wellbeing of others.
- Value and enjoy the benefits gained from regular participation in a wide range of activities.
- Demonstrate emotional health by being themselves, accepting difference and stepping outside their comfort zone.
- Demonstrate social health by interacting positively with a wide range of peers.
- Demonstrate mental health by listening, asking and answering questions, understand how the brain works and work their way up the thinking thermometer.
- Demonstrate spiritual health by believing in themselves, respecting themselves and making connections.

In Grade 7, students participate in the following learning experiences:

- Am I Healthy?
- Celebrating Success
- Smart Choices
- Who Dares Wins
- Aquatics
- Athletics
- Fun Run

Within these units, students are exposed to various forms of sport and recreational activities.

**LANGUAGES OTHER THAN LOTE**

Grade 7 students at Montrose Bay High study both Japanese and Chinese at an introductory level. Each of these languages is studied for a half year block and students have the option of continuing their language study into Grade 8. The courses are designed to provide an enjoyable introduction to language learning and give students some basic ability to communicate in the language studied and develop cultural understanding.

Montrose Bay High School’s new Language Learning Centre is a stimulating learning environment which is equipped with current computer technology. This enables the delivery of structured interactive language programs that model pronunciation and fluent speech patterns.

**JAPANESE**

Students are introduced to the Japanese language through learning basic greetings, a self introduction and numbers. There is an emphasis on verbal communication which is reinforced through the study of Hiragana and Katakana, two of the Japanese writing systems. Students are also introduced to some basic Kanji (writing that originated in China).

Much of the course is delivered within a cultural perspective which gives a relevant context for the language points studied. Cultural awareness is also fostered through the use of texts, videos, the Internet and opportunities to cook and taste Japanese food. Where possible, learning opportunities are also cultivated with native speakers.

**CHINESE**

Students are introduced to the Chinese language through learning basic greetings, a self introduction, classroom objects and numbers. There is a focus on verbal communication and students are taught the use of tones in the Chinese language. Students are also taught how to read and write basic Chinese characters and the Pinyin system.
Much of the course is delivered within a cultural perspective which gives a relevant context for the language points studied. Cultural awareness is also fostered through the use of texts, the Internet and videos. Where possible, learning opportunities are also cultivated with native speakers.

**MATHEMATICS**

Students in Grade 7 study Mathematics for 5 periods per week, for the whole year. Students are initially assessed using Progressive Achievement Tests in Mathematics (PAT Maths) to ascertain incoming ability level. This information is used to inform and guide the teaching and learning program. Students are then re-tested in November.

Support is offered through the *Hot Maths* program which focuses on improving Numeracy skills.


The first 8 weeks of the Mathematics program is designed to revise and develop student skills and understandings in the areas of number, space, chance and data, pattern and algebra and measurement, culminating in NAPLAN testing in May each year. The remainder of the year continues the development of these areas with a particular focus on pre-algebra, fractions, percentages and decimals. The underlining purpose of the program is to foster an interest in Mathematics.

Lessons begin with ‘Bell Work’ which consists of a range of mental maths tasks, graded to ability. The purpose is to develop the basic skills of addition, subtraction, multiplication and division. Teaching is targeted at students’ individual ability levels and achieved through individual, small group and whole class activities.

This variety of programmes and approaches ensures the development of all students, with Stage 9 by the end of Grade 7, being the minimum standard.

**SCIENCE**

Students in Grade 7 study Science for 4 periods per week, for the whole year. Whilst the programme aims to introduce students to a broad range of content, a large emphasis is placed on students developing the skills of scientific inquiry and communication. Units studied by all students include an Introduction to Science; incorporating Safe Science; Scientific Inquiry and Matter, while other units may include Disasters, Electric Circuits, or Forensics.

An assessment of Stage 9 by the end of Year 7 is considered to be the minimum standard.

**SOCIETY AND HISTORY**

All students in Grade 7 study Society and History. In Grade 7 students will explore people and places, both in the present and past, which make the world we know today.

A major focus of Grade 7 Society and History is the study of History through the process of historical inquiry. Students will examine the distant past and more recent events to gain an understanding of people, places and events and their impact on the world today. Geography is also being introduced in Grade 7 through the new National Curriculum.

In particular, Grade 7 students will focus on:

- What is History?
- Ancient Civilisations
- Geography
- Australian Identity
- The Australian Political System
THE ARTS

In Grade 7, students are given the opportunity to study Drama, Music and Visual Arts. This is a critical time to learn basic skills and concepts.

For many, these creative experiences will be both new and exciting and for others, it is an opportunity to expand their previous knowledge base. Students will then be able to make informed judgements as to their elective subjects in Grade 8, 9 and 10.

DRAMA

Grade 7 Drama is essentially a skill building course focussing heavily on increasing self confidence, working cooperatively in group situations and developing an understanding of basic dramatic techniques. Students learn through co-operative games, improvisation and movement the ways how to communicate both verbally and non verbally. The drama framework provides a structure for students to create their own work. They are encouraged to reflect on both their own work as well as the shared work of others. Through participation, students are expected to make a commitment to specific tasks and commit to a whole group presentation.

MUSIC

Grade 7 foundation Music offers students the opportunity to learn how to read notation, develop aural skills, create compositions, understand Music theory and Music history. Students will start the year learning to read and play Music on a woodwind or brass instrument with a focus on producing good sound and technique. Each class will learn elements of musicianship while performing as a large ensemble. All students have the opportunity to be extended beyond classroom music as a member of the Montrose Bay High Junior Concert Band.

VISUAL ARTS

The Grade 7 semester course is a taster course to learn how to develop technical and expressive skills in the areas of drawing, painting and sculpture. Students are given an opportunity to try a variety of two-dimensional and three-dimensional media, for example, pencils, paint, papier-mâché, clay, pastels, dyes, pen and ink.

Students will study the Art Elements- line, colour, shape, form, texture, space and pattern. This course will contain both practical and theory, with students creating a folio of work, utilising a sketchbook and theory book

VOCATIONAL AND APPLIED LEARNING

The Year 7 Technology course has the following main aims:

- To introduce and stimulate an interest in the many areas of Technology.
- To enhance the Technological skills of designing, making and appraising.
- To encourage the translation of skills learned in one area of the curriculum to another.

HOME ECONOMICS

Home Economics is studied in a half year block, with ten weeks spent in both Foods and Textiles. In Foods, students gain basic skills in food preparation, nutrition and occupational health and safety. In Textiles students explore the origin of fibres, the structure and care of fabrics and they develop basic hand sewing techniques. In both disciplines students undertake set projects and conclude with a design brief to demonstrate the skills and knowledge they have acquired.
**MATERIALS DESIGN AND TECHNOLOGY**

Materials Design and Technology is a part of the Vocational and Applied Learning Syllabus, giving students challenges in problem solving, design and innovation. It teaches them skills and techniques for working with resistant materials. The learning opportunities will be framed within a project-based context, where each project builds on the skills learnt and techniques developed. The theory component includes the safety requirements involved with working in the workshop and also looks at timber as the main natural resource that is used in our workshop.

**ASSESSMENT AND REPORTING**

Assessment tasks are carried out throughout the year and reports are issued three times a year, as a progress, mid year, and end of the year report.

The first report is a quick snapshot of how your child is settling into high school. The second report at mid year is a detailed assessment of your child’s subject results so far and the third report is a record of assessment ratings achieved and key concepts covered.

There are advertised opportunities for parents to meet with home group and subject teachers during the year, however parents are encouraged to contact teachers should the need arise.

**COMPUTERS**

Montrose Bay High has a school wide WiFi network and information technology will be incorporated into most learning areas. Every Grade 7 student will have a personal laptop computer. Guidelines for the proper use of computers will be a component of the students program and all students will take part in an orientation program designed to help them understand and learn how to use and care for their computer. This will include a session with parents prior to students being allowed to take their computers home. Students are required to sign a Computer Use Agreement in order to have access to the schools information technology resources.