

# YEAR 7

## AT A GLANCE



The Year 7 Tutorial Program covers topics designed to enhance student learning, social awareness and emotional development. In Semester 1, students complete a series of activities to help support their transition into Northcote High School. These include forming positive relationships, building resilience skills and developing good study techniques. Students then explore the topic of bullying and examine the effects of this behaviour. Students are educated on ways to respond to and report bullying. In Semester 2, students study the impact of the Global Food Crisis and complete a series of activities on communication, helping them to understand the importance of being able to communicate effectively. Students then examine how puberty affects social, emotional and physical development.

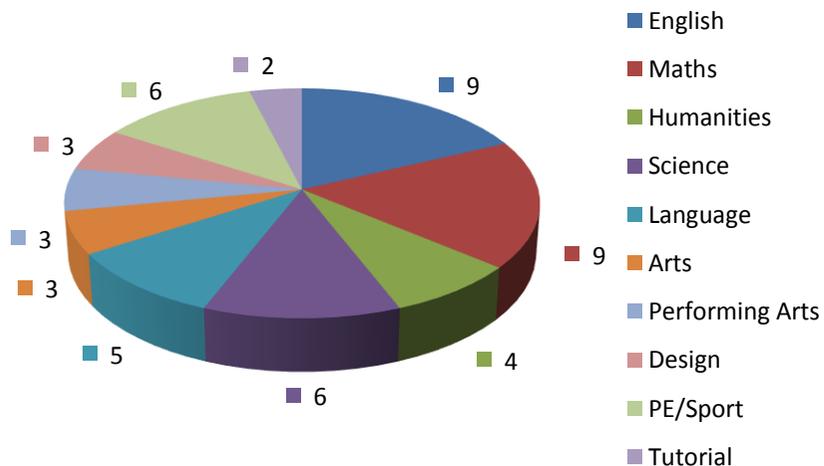
 ENGLISH (Y)	 MATHS (Y)	 SCIENCE (Y)	 HUMANITIES (Y)
Students explore universal themes, character, genre and narrative construction through set novel texts. They actively maintain a wide reading program, recording and reporting in a range of formats on their text choices. Students develop language skills including punctuation, spelling and the recognition and application of word classes. Argument, persuasion and point of view are explored through essays and a class activity on a community issue. Students learn about key elements of narrative and poetry.	Students study topics including positive integers, decimals, fractions, percentages, indices, algebra, linear equations. Initial concepts are introduced and students gain practice with standard skill questions as well as problem solving exercises and project work. Use of calculators and technology is encouraged where possible to enhance student understanding.	Students are introduced to safety and practical skills in the laboratory, including observations and report writing. Students explore topics such as mixtures, separation techniques and solutions, forces, the history of flight and the classification of organisms and habitats.	Students are introduced to the discipline of History in Semester One. They examine the reliability of historical evidence and become familiar with related vocabulary. Students apply these skills when studying the emergence of the civilisations of Greece and Imperial China. In Semester Two, students explore Geography. They examine how maps communicate information and how to interpret them and develop geospatial skills.
 VISUAL ART (Y)	 PE (Y)	 Languages (Y)	Y= Year long subject S= Semester based subject
Students build on their drawing skills through a series of observational drawings where they experiment with different art media and materials. They explore how art elements and principles are manipulated to generate art works and use these in their own compositions. Students use a Visual Diary to document their art thinking and processes.	Students participate in activities and games aimed at developing the fundamental motor skills of striking, throwing and catching. Students work in both individual and group or team settings to improve skills and fitness. Students test and assess their own fitness levels and participation rates.	Students learn to speak, listen, read and write in their chosen language. They develop an understanding of the culture associated with the language they are studying. The topics that they have covered in addition to learning the basic grammar include greetings and farewells, self-introductions, understanding and responding to questions, nationalities and where they live, family, colours, pets and using adjectives.	
 DRAMA (S)	 MUSIC (S)	 FOOD (S)	 DESIGN (S)
Students work in groups to develop and perform their own plays. They draw ideas from a diverse range of sources using dramatic styles from other times and places. Students experiment with character development in theory and practice. They are encouraged to reflect on and evaluate their own work.	Students create, make, explore and respond to the various elements of music. They participate in composition, notation study, music review, music appreciation, percussion skills and aural recognition.	Students gain an understanding of factors influencing food selection and the health consequences of their food choices. Students explore food through investigation, design, production and evaluation. Production exercises provide students with the opportunity to become competent learners in both group and independent situations.	Students produce two out of three projects selected by their teachers. These are drink coasters, bio-mouse and kooky containers. Students are assessed on three components : Investigating and designing- sources of inspiration and development of their own design ideas; Producing- utilising their own production skills and knowledge of materials and processes to construct their chosen design; and Analysing/Evaluating- reflecting on their work.

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### No. of periods per fortnight



#### ICT: iPad Program

Students use iPads in class and at home to support their learning. Access to technology in the one to one program enables engagement with the learning process in new and creative ways. Students become increasingly skilled at using technology to access and present information; to problem solve; and to work collaboratively.

#### Information systems that support communications with families and students:

The school utilises two main information platforms to communicate with families and students.

Compass is used to communicate regarding upcoming events, reports and process on line payments.

My Northcote High is a learning management system that allows students to access class resources at any time and track student work completion and progress.

Compass



#### The Year 7 Level Experience is complemented by the following activities:

##### Camp

All Year 7 students at Northcote High School attend a three day camp with their tutor and peer support leaders. The camp provides students with an opportunity to bond with their year level in a relaxed setting and the chance to develop friendships beyond the classroom.

##### Year 7 family picnic

Following the Year 7 Camp, parents and guardians are invited to attend the Year 7 family picnic. This special event provides students with the opportunity to introduce their families to their teachers and for parents/guardians of the Northcote High School community to connect with other parents.

##### Year 7 tutorial group excursion

All Year 7 students work with their tutorial group and tutors to organise tutorial group excursion which serves to strengthen tutorial group connections and build leadership skills.

##### Peer support

Each Year 7 tutorial group is assigned a Year 10 Peer Support Leader whose role is to help students feel engaged with the Northcote High School community. They facilitate a smooth transition into high school, and are part of an important support network.

##### Whole-year level experience

Year 7 students attend performances and workshops designed to support learning in the tutorial program curriculum learning. These performances also assist students to connect as a year level.

#### Feedback

Feedback to students and parents occurs both formally and informally.

Informal feedback occurs through teacher observations and verbal and written comments in response to learning activities. It involves identifying points of strength and weakness and as well as outlining the next steps in learning for the student.

Formal feedback comprises:

- a grade point average based on learning behaviours completed at Week 6 and Week 12 in each semester
- online feedback on up to 3 learning tasks (Common Assessment Tasks for Years 7 to 10 and Outcomes for VCE) per semester that identifies standards demonstrated and next steps in learning for the student.
- formal semester reports provided at the end of Terms 2 and 4.
- a parent-student-teacher interview each semester at the end of Terms 1 and 3 that allows face to face conversations about student performance.