



STRATHMORE SECONDARY COLLEGE

YEAR 7 – 2025
CURRICULUM BOOKLET

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Please note: College Council reviews and updates fee schedules annually in September. The fees will be published on the college website shortly afterwards.

CURRICULUM INTRODUCTION: YEAR 7

The curriculum at Strathmore Secondary College provides a comprehensive program based on the current Victorian Curriculum, published by the Victorian Curriculum and Assessment Authority (VCAA).

The program provides depth and diversity. All Students from Years 7-9 study English, Mathematics, Science, Humanities, Health & Physical Education and Sport. In addition, each student studies subjects selected from an array of Individual Program Units (IPU). This approach recognises and develops individual talents and abilities.

Through the curriculum the College hopes to develop research skills, problem solving techniques and the ability to work cooperatively.

Not all students develop at the same rate, and some require additional learning support in areas such as literacy. From Years 7 to 10, literacy intervention is provided through a structured intervention program.

Special encouragement is also given to Performing Arts, Interschool Sport and a variety of extracurricular options such as debating, public speaking, College productions and student leadership opportunities. These activities outside the classroom add to the rich diversity of our program.

During their six years at Strathmore, we expect students to explore their talents and strive for their personal best.

WHAT YOUR CHILD WILL STUDY IN 2025

Our program for Year 7 students is divided into three parts. The **first part** is compulsory for all students and consists of:

- English
- Mathematics
- Science
- Humanities (History, Geography, Economics & Business, and Civics & Citizenship)
- Health & Physical Education and Sport.

Brief descriptions of these subjects can be found on pages 7 and 8.

The **second part** of the Year 7 course consists of Languages.

Students must select a Language for the entire year. The study of that language will continue throughout Year 8.

- Individual Program Unit - Languages

Brief descriptions of Languages can be found on page 9.

The **third part** of the Year 7 course consists of Individual Program Units (IPU). Each unit runs for half a year and is designed to suit individual students' abilities and interests. Students will study two Individual Program Units per semester (four per year).

Students have access to:

- Studies in Arts and Technology – it is expected that students will complete units in each of these areas over Year 7 and 8.
- Advanced English and Maths aimed at extending students with high ability in these areas. Note that students will only be able to select one of Advanced English or Advanced Maths.
- STEAM Project aimed at extending students with high ability in science and an interest in Engineering and Technology.
- Literacy Intervention Program.
- Music.

The range of subjects in the Individual Program available to Year 7 students is shown on page 4.

HOW YOUR CHILD'S INDIVIDUAL PROGRAM WILL BE DEVELOPED

Your child will be placed into Individual Program Units using information gathered from a number of sources.

Of particular importance are:

- Parent and student preferences
- Information gathered from your child's primary school.

After this information has been put together, we will design an Individual Program for your child.

Within the Individual Program all students will study 2 units per semester (4 per year).

To ensure that all students gain a broad range of skills and knowledge, students will be expected, generally, to study:

- 1 semester of Arts (half a year of Arts)
- 1 semester of Technology (half a year of Technology)

Some examples of possible Individual Programs are shown on page 6.

To assist us in designing your child's program we will ask you to complete and submit an online form using the Edval Choice portal. The Enrolment Pack that will be emailed to you during Term 3 this year will include a unique webcode and instructions for how to access the portal, including how to submit your child's selections for their Individual Program. This will provide us with information about your child's preferences in Language other than English, Instrumental Music, Arts & Technology and Health & Physical Education (HPE) for 2025.

You will be informed of your child's Individual Program for 2025 at the Parent Information Evening on **Monday 9th December 2024**

If you require any more information about this process, please contact:

Mr Rohan Nicholls - Assistant Principal (Teaching and Learning & Pathways)

Ms Vanessa Pratt - Assistant Principal (Enrolments)

Ms Zelda Astell - Enrolments Officer

SUBJECTS IN THE INDIVIDUAL PROGRAM

Languages
Greek
Italian
Japanese
Visual Arts
Art 1: Line, Shape & Colour
Art 2: Real & Imagined
Performing Arts
Dance
Drama
Music Ensemble (whole year)
Media
Technology
Design & Technology (Wood, Plastics & Textiles)
Digital Technology
Food Technology
Systems Technology
Enrichment Program
Advanced English
Advanced Maths
STEAM Project
Literacy Intervention Program
Support for Literacy (recommended students)

Brief descriptions of subjects in the individual program can be found on pages 9-12.

YOUR CHILD'S PREFERENCES ON EDVAL CHOICE

The Enrolment Pack that will be emailed to you during Term 3 will include a unique webcode for the Edval Choice portal and instructions for how to access the portal, including how to submit your child's selections for their Individual Program. Individual Program units include Arts units, Technology units, Language units, Enrichment units, and Literacy Intervention Program. Students will be allocated by the College to the Advanced English Program, STEAM Project, or Literacy Intervention Program on the advice of their Grade 6 teachers and/or assessment.

Parents and students are asked to nominate their preferences in the other areas.

1. Languages (see page 9 for details)

Other than the exception outlined below*, all students will study a language in Year 7. They can choose from Greek, Italian or Japanese.

On the Individual Program Return indicate your child's language preference.

*If your child needs to participate in the Literacy Intervention Program, they may not be required to study a language.

2. Instrumental Music (see pages 11 and 12 for details)

Your child can study an instrument as part of their Individual Program. Students studying an instrument will automatically be involved in the Music Ensemble subject, which runs all year as part of the Individual Program Units.

Tuition is available on the following instruments, many of which are available for hire:

- Strings (Violin, Viola, Cello, Double Bass, Classical Guitar)
- Woodwind (Flute, Clarinet, Saxophone, Oboe, Bassoon)
- Brass (Trumpet, Trombone, French Horn, Tuba)
- Percussion
- Voice

Please see the Music Ensemble description on page 11 and 12 for details of instruments available for hire. Hire fees will be included in the Parent Payment Policy of 2025, which will be posted on the school website later this year.

On the Individual Program Return indicate whether you wish your child to be a part of the Instrumental Music Program. Unfortunately, places are limited in Instrumental Music.

3. Arts & Technology Units (see pages 9 and 11 for details)

Students are free to select from the following group of units:

- Art 1: Line, Shape & Colour
- Art 2: Real & Imagined
- Dance
- Drama
- Media
- Digital Technology
- Food Technology
- Design & Technology (Wood & Textiles)
- Systems Technology
- STEAM Project: Agronomics

After reading the unit descriptions, please nominate on the Edval Choice portal your preferences in order from 1 (most preferred) to 9 (least preferred) for Arts & Technology units. You will be able to do this shortly after 21st August when you will be sent the unique webcode and instructions on how to access the portal.

EXAMPLES OF POSSIBLE INDIVIDUAL PROGRAMS

The Program for All Students in Each Semester

English	Mathematics	Humanities	Science	Health & Physical Education & Sport	LOTE	Individual Program Unit	Individual Program Unit
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Individual Program Samples

Example 1: Typical student program							
Year 7	Semester 1	Japanese		Design & Technology		Art 1	
	Semester 2	Japanese		Systems Technology		Drama	

Example 2: A student needing Literacy Intervention							
Year 7	Semester 1	Support for Literacy		Design & Technology		Food Technology	
	Semester 2	Support for Literacy		Art 2		Media	

Example 3: A student with an interest in Advanced English							
Year 7	Semester 1	Greek		Music Ensemble		Design Technology	
	Semester 2	Greek		Music Ensemble		Advanced English	

Example 4: A student with an interest in STEAM Project							
Year 7	Semester 1	Japanese		Media		STEAM Project	
	Semester 2	Japanese		Art 2		Dance	

BRIEF DESCRIPTION OF SUBJECTS STUDIED BY ALL STUDENTS

English

This course aims to develop students' ability to speak, listen, read, view, and write for enjoyment, as well as with purpose and confidence in a wide range of contexts. Students are encouraged to connect their knowledge and understanding of the texts studied to their personal experience and to increase their understanding of contemporary society. The texts may include novels, short stories, film, and media, such as newspapers and texts associated with information and communication technology. Students also produce a range of texts, writing for different purposes and audiences.

Mathematics

The Year 7 course covers all dimensions of the Victorian Curriculum. The intention of the Year 7 Mathematics program is to expose students to a range of mathematical concepts, techniques and standard practices that enables development of mathematical knowledge and computational skills. It also aims to progress students' critical and creative thinking ability, allowing them to solve novel technical, and real-life problems.

Humanities

History

Year 7 Historians study our earliest human communities through to the end of the 'Ancient' period of history (60,000 BCE – 650 CE). They will study how societies developed and how they were organised, including important discoveries and unsolved mysteries of the time periods. The focus is on *Ancient Australia*, *Ancient Rome*, and *Ancient China*.

Geography

Year 7 Geographers develop their geospatial skills through the study of two topics: *Water in the World* and *Place and Liveability*.

Water in the World examines the many uses of water, how it is valued and how it is used as a resource, as well as the scarcity of water in the world.

Place and Liveability examines how we decide what liveability means, what services and facilities we need to support and enhance our lives, and how people manage places.

Economics & Business and Civics & Citizenship

The Economics and Business unit introduces students to explore how individuals, businesses and governments make decisions to efficiently allocate resources. Students focus on key skills, consumer rights and responsibilities, and setting and achieving financial goals.

The Civics and Citizenship unit explores how Australia's secular system of government supports a diverse society with shared values. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Science

The Year 7 Science course introduces students to basic scientific concepts across various disciplines, including biology, chemistry, physics, and earth science. The course allows students to develop their understanding of the scientific method through hands-on experiments and engaging activities, using a range of scientific equipment and learning about laboratory safety. Students will develop their curiosity as well as their analytical and critical thinking skills through observation, experimentation and problem solving.

Health & Physical Education

Health Education

The Year 7 Health Program is designed to introduce students to a range of issues that face young people today. Students study the physical, emotional, and social changes associated with adolescence. They describe influences that shape their personal identity and relationships. They gain awareness of drug use in the community focusing on

tobacco. They develop strategies to protect their own and other's health. Students explore the key concepts of healthy eating habits. The Respectful Relationships program is incorporated into the health program.

Physical Education

The Physical Education course aims to provide students with lifelong approaches to creative and healthy use of leisure time. Through active participation students develop and refine skills that are required for physical activity. These include fundamental motor skills, gymnastic, athletics and games sense.

Sport Education

In the Sport Education Program students develop sport skills, an understanding of the rules and tactics of various sports and an understanding of the codes of behaviour. During sport students will develop fundamental motor skills into sport specific skills and it encourages students to work cooperatively with team members in a variety of roles.

Interschool Sport

Strathmore Secondary College has an extensive inter-school sports program involving a number of both individual and team sports. Strathmore competes in the Moonee Valley Division in team sports, swimming, athletics and cross-country.

Inter-school sport participation schedule:

Term 1 – Swimming, baseball, cricket, softball

Term 2 – Cross-country, football, netball, soccer

Term 3 – Hockey, basketball, athletics

Term 4 – Zone and State Finals from various sports

BRIEF DESCRIPTION OF SUBJECTS IN THE INDIVIDUAL PROGRAM

LANGUAGES

Greek

This course aims to give students a basic understanding of the structure of the Greek language and of how it compares with the English language. The course will be divided into topics where vocabulary, grammar and structure will be taught in a sequential manner. The course content will be taught using a variety of written, visual, and audio material, with emphasis on language skills. Some basic geographical, historical, and cultural facts about Greece will also be covered. Students will participate in excursions and/or incursions to complement their language and to broaden their cultural awareness. This is a year-long subject.

Italian

This course aims to give students a basic understanding of the structure of the Italian language and of how it compares with the English language. The course will be divided into topics where vocabulary, grammar and structure will be taught in a sequential manner. The course content will be taught using a variety of written, visual, and audio material, with emphasis on all language skills. Some basic geographical, historical, and cultural facts about Italy will also be covered. Students will participate in excursions and/or incursions to complement their language learning and to broaden their cultural awareness. This is a year-long subject.

Japanese

This course aims to give students a basic understanding of the structure of the Japanese language and of how it compares with the English language. Students will be introduced to the three systems of Japanese writing and will learn to recognise and write the complete hiragana syllabary. The course will be divided into topics where vocabulary, grammar and structure will be taught in a sequential manner. The course content will be taught using a variety of written, visual, and audio material, with emphasis on all language skills. Some basic geographical, historical, and cultural facts about Japan will also be covered. Students will participate in excursions and/or incursions to complement their language learning and to broaden their cultural awareness. This is a year-long subject.

VISUAL ARTS

Art 1: Line, Shape & Colour

This unit develops knowledge and skills in drawing, painting, and lino printing. Students learn about the art elements of line, shape and colour and apply these to produce artworks. They learn artistic vocabulary when analysing and responding to artworks related to their practical activities and artists they study. By the end of this unit students will create a finished lino print and an acrylic painting inspired by Howard Arkley.

Art 2: Real & Imagined

This unit introduces students to 3D art and perspective. Students develop knowledge and skills in drawing and painting creating the illusion of depth through various techniques. They explore physical form by learning the techniques related to clay construction. By the end of this unit students will create a finished watercolour impressionist still life and an imaginary clay creature. A gallery excursion to the NGV will provide them with firsthand experience in understanding artworks, helping to develop their vocabulary and ability to reflect on their own art-making skills.

PERFORMING ARTS

Dance

In Dance, students explore different dance styles as well as the possibilities of choreography. They use a range of themes, both independently and in groups, to create dance sequences. Throughout the unit, there is also a focus on developing their dance technique, coordination and flexibility. Students perform their dances to an audience as

a culmination of their learning in the unit. Students analyse their own and others dance works and write responses to these to complete the Dance Analysis work requirement.

Drama

The focus of the Year 7 Drama course is on the development of each student's ability to use role-play to express and present ideas and feelings in drama. Students create situations and characters in collaboration with others. They develop scripts for their work using basic approaches to scriptwriting. Students discuss, rehearse and refine improvised and scripted works for performance. They respond to these works and to the works of others in discussion and in their writing. Drama students are required to attend a professional production and write a response to complete the Performance Analysis work requirement.

Media

Students explore the creative capabilities of video, photo and music editing software. They use technology as a compositional tool whilst adding music and audio effects to moving and still images. Students manipulate selected software and hardware to capture, record, edit and refine their creative products. Students form small media production teams to create short films which explore themes relevant to their age group.

Music Ensemble – Strings, Wind & Brass, Voice

STUDENTS STUDYING MUSIC ENSEMBLE WILL LEARN AN INSTRUMENT OR VOICE AT SCHOOL AND WILL TAKE THIS UNIT AS A YEAR-LONG STUDY.

Year 7 Music Ensemble students will engage in activities that allow them to perform music, displaying sensitivity to its style and purpose. They will explore a range of theoretical concepts, different styles of music and develop skills in instrumental performance. Students will be required to take part in school concerts.

INSTRUMENTAL TUITION

Students who elect to study music will have a weekly small group lesson delivered by a specialist tutor. These lessons occur in addition to the ensemble classes: Strings, Wind & Brass, or Voice. The particular Ensemble is allocated as part of the school enrolment process. In the first two weeks of Year 7, students will participate in instrument demonstration/trial classes and will be asked to submit three preferences of instruments to learn. Students will be advised by music staff on the type of instrument that is best for them and for the balancing of the school music program. Please note that there are waiting lists in some areas of Music Ensemble and that we cannot guarantee all students will be allocated their ensemble or first instrument of preference. Parents are advised **NOT** to purchase an instrument until confirmation of a place in the Music Ensemble Program and confirmation of instrument selection by the third week of term 1.

In addition to the theory book and other items listed on the booklist for Music, there are other costs and considerations, depending on the stream of music undertaken.

Instrumental tuition is available in the following areas:

STRINGS – *Violin, Viola, Cello, Double Bass, Classical Guitar*

There are a limited number of places for the study of Classical Guitar.

Students of Classical Guitar will be required to buy their own instrument, as these are not available for hire. The school can purchase a suitable instrument on behalf of families at the start of the year. Other string instruments are available for hire. A fee schedule for musical instrument hire will be issued with the Parent Payment Policy later this year.

Other items may need to be purchased depending on your instrument (eg a footstool for Classical Guitar) and details will be provided in the fee schedule.

BAND - *Woodwind, Brass and Percussion*

Woodwind – Flute, Clarinet, Saxophone, Oboe, Bassoon

Flutes, clarinets, oboes and bassoons are available for hire. A fee schedule for musical instrument hire will be issued with the Parent Payment Policy later this year.

There are limited College saxophones available for student hire at Year 7 level.

Brass – Trumpet, Trombone, French Horn, Tuba

Trumpets, Trombones, French Horns, and Tubas are available for hire. A fee schedule for musical instrument hire will be issued with the Parent Payment Policy later this year.

Percussion – Tuned and un-tuned percussion including Timpani, Xylophone and Drum kit

Students are not permitted to study the drum kit as their first instrument. They will need to choose another instrument with an option of learning drum kit as a second instrument in the future. There is no instrumental hire fee applicable. There are a limited number of places for the study of percussion.

Students are required to purchase a kit bag, which includes drumsticks, a selection of mallets, and a practice pad, which is available from the college at the start of term 1. A fee schedule will be issued with the Parent Payment Policy later this year.

VOICE

Students studying voice will be required to participate in the Junior College Singing Ensemble.

Please note, the college does not offer piano as an instrument for study at the college. Piano students are encouraged to learn a new instrument at school and continue their piano studies privately.

TECHNOLOGY

Design & Technology (Wood, Plastics & Textiles)

This unit is an introduction to the use of textiles, wood and plastic as materials to design and make products. Students will use creative and critical thinking skills, the design process and a design thinking approach to develop solutions to design problems. There will be an emphasis on problem solving and skill development using a variety of hand tools, machinery and new technology.

Food Technology

In this unit students develop their knowledge and skills about preparing and cooking food using safe and hygienic work practices. They study the importance of making healthy food choices and use a variety of strategies to analyse their food intake which assist them in making informed choices. The design process is used to create new food products systematically.

Systems Technology

In this unit, students will investigate how things work using simple machines as a focus. Students will use critical and creative thinking skills, the design process and a problem-solving approach to develop simple mechanism solutions to design problems.

Digital Technology

This subject will give students the opportunity to discover how digital technologies are involved in their everyday lives. Students will be introduced to the power of computing and its ability to solve problems in unique and personalised ways. They will be supported to become ethical digital citizens by leveraging the interconnectedness of the digital-world and given tools to navigate an ever-evolving digital landscape.

ENRICHMENT

Advanced English: Literature Investigations

This unit is aimed at extending students with high ability in English. Students will be allocated by the College to the Advanced English Program after consideration of test results. The unit forms part of the Individual Program.

As part of the course, students are encouraged to read a selection of texts from a broad range of genres, developing their ability to respond to literature in meaningful ways. They advance their creative and critical thinking skills, building confidence in their ability to discuss and analyse more challenging texts.

Advanced Maths

This subject aims to challenge students with high ability and curiosity in mathematics. Students will have the opportunity to engage in exploratory and open-ended tasks that encourage questioning, visualisation, formulating conjectures, articulating explanations, generalisation, and justification. This unit will have a strong focus on peer collaboration, creativity, and reflection to allow a deep exploration into a variety of mathematical concepts. An emphasis on valuing mistakes to cultivate a growth mindset will be at the forefront of all tasks completed. In their

final project, students will undertake an in-depth investigation where they will employ numerical, abstract, and visual approaches to problem solving.

- Note that students will only be able to select one of Advanced English or Advanced Maths

STEAM Project – Hydroponics vs. Agronomics: The Quest for Global Food Security

This subject aims to apply concepts related to the science, technology, engineering, arts, and mathematics curriculum through an integrated student-based project.

Students will work on projects that are meaningful and relevant to their everyday life and their future. They will learn deeply, think critically and creatively, and strive for excellence by collaborating with other students.

Students will learn to use a project management process that enables them to progress effectively from initiation to completion. Students will reflect on their work and learning throughout the project focusing on growth, improvement, and potential applications. A focus will be placed on the development of appropriate language to effectively convey researched concepts and justification for design elements.

Students will present their final submission to teachers and peers for discussion and critique.

LITERACY INTERVENTION PROGRAM

Support for Literacy

STUDENTS STUDY THIS SUBJECT THROUGHOUT THE YEAR.

Support for Literacy is an intervention program aimed at assisting students with their literacy skills. Students will be allocated by the College to the Literacy Intervention Program after consideration of their PAT test results and information provided by their Grade 6 teachers. Students are provided with the opportunity to develop literacy skills.

Class sizes are kept small to maximise the program's impact.