

Quality eLearning Centre – Mordialloc College - Year 7 Program - Curriculum

Year 7 Curriculum at Mordialloc College has been developed within a Quality framework based upon the Victorian Essential Learning Standards. The standards are used to provide a wholly integrated, self directed curriculum.

Initial planning began with the curriculum team identifying essential learning elements within the standards for each dimension. These essential elements were formatted into a document that became a referenced framework. **(See diagram 1)**

Monthly Capacity Matrices - Areas of Interest

- Once we had created our referenced framework, we created Capacity Matrix documents for each month that detail the essential learning elements that students are expected to address each month. The Matrices are self evaluations of depth of learning and evidence based.
- Each monthly Capacity Matrix includes essential learning elements from all dimensions. **(See diagram 2)**
- Students link the elements together within multiple projects during the month.
- The matrices are colour coded so that students, parents and teachers can identify from which domain the learning element is sourced. **(See diagram 3)**
- Areas of interest are not 'Topics' they are given names that can be interpreted by students in any variety of ways as long as the student is able to justify the connection. For example, The Area of interest for March was 'Around the world in 14 days,' so named because there were 2 school weeks in March and the Commonwealth Games were in Melbourne, etc. Students were not restricted to linking their learning to the Commonwealth Games but could use this event if they wished. Alternately they could link projects to world travel, Olympics, global affairs, etc.
- Each Capacity Matrix includes directed learning tasks/activities that students must complete to the level of 'Knowledge.' All students are expected to attempt each element to at least the information level. Though the matrices are monthly, students are encouraged to complete their current Matrix before moving on to the next one. It should be noted that the matrices for Year 7 include all standards for level 5, (excluding Mathematics and Science standards which have been organised into year 7 and year 8 separately.) Effectively this enables students to accelerate their learning during year 7 in all other dimensions.

**ENGLISH LEVEL 5
Standards - Writing**

At Level 5 students produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. They write extended narratives or scripts with attention to characterisation, consistency of viewpoint and development of a resolution. They write arguments that state and justify a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues. They edit their writing for clarity, coherence and consistency of style, and proofread and correct spelling, punctuation and grammatical errors.

Diagram 1 Excerpt of referenced VELS framework Mordialloc College

Level 5 Literacy	D3 A	Read and view variety of Imaginative Informative & Argumentative texts related to challenging themes and issues.	
	Reading	D3 B	Identify the themes and issues explored in these texts, and provide supporting evidence to justify their interpretations.
		D3 C	Produce personal responses, for example, interpretive pieces and character
		D3 D	Infer meanings and messages in texts,
		D3 E	Analyse how social values or attitudes are conveyed,
		D3 F	Compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.
Level 5 Literacy	D3 G	Produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting.	
	Writing	D3 H	Write extended narratives or scripts with attention to characterisation, consistency of viewpoint and development of a resolution.
		D3 I	Write arguments that state and justify a personal viewpoint;
		D3 J	Write reports incorporating challenging themes and issues;
		D3 K	Write personal reflections on, or evaluations of, texts presenting challenging themes and issues.
		D3 L	Edit writing for clarity, coherence and consistency of style, and proofread and correct spelling, punctuation and grammatical errors.

Diagram 2 Excerpt from 'Around the world in 14 days' Capacity Matrix.

This matrix excerpt illustrates approximately ½ of the essential learning tasks for the 2 week learning period in March.

AROUND THE WORLD IN 14 DAYS		LEARNING PROCESS						EVIDENCE
		VICTORIAN ESSENTIAL LEARNING STANDARDS						Activity, Portfolio, class presentation, Project, Video, Assignment, ICT Presentation
NAME:		I have heard about this/I have done work with this	I can <u>do</u> or <u>describe</u> this with <u>help</u>	I can do or describe this <u>on my own</u>	I can <u>explain</u> and <u>teach</u> this to <u>others</u>	I have used this knowledge in a <u>different situation or task</u> .	I <u>know when and where to do/use</u> this without help	
VELS REF	Essential Learning Element/or skills /knowledge							
D.4.B.	Demonstrate your detailed knowledge of where French speaking countries are.							
D.5.C D.5.M	Demonstrate an ability to describe your self in detail in French in paragraph form.							
D.9.B.	Construct a map that includes all the B.O.L.T.S.S. conventions.							
D.6.B D.7.A D.7.B	Demonstrate how the Commonwealth Games would boost jobs and the economy in Melbourne?							
D.10.C.	Develop a timeline on an aspect of the Commonwealth Games.							
D.3.R	Demonstrate note taking skills from Immersion sessions.							
D.3.A D.3.K	Read, plan and produce an interpretive response to the text, Little Brother,							
P.8.D	Work with others and participate in decision making							
P.5.A	Set realistic short and long term goals within a variety of tasks and describe progress towards these.							
D.12.J	Show that you can round off all numbers to two and three decimal places .							
D.12.J D.16.D	Complete 1.7 skill builder.							
D.16.D	Add words to Glossary: Science and choose six different fields of Science (e.g. mineralogy, chemistry).							
	Find a scientist or scientific organisation who has contributed to sport in some way. Include in your research an investigation into how these technologies or discoveries have influenced the sports industry .							
IN.7.L	Attend a Work shop Introduction to Digital Portfolio. Set up a structured folder system in preparation for storing evidence.							
IN.8.H	Explain understanding of the problems associated with using Digital Communciation. Eg. Security, speed, Impact on individuals. Email report to Family teacher.							
IN.11.A	Explain the purpose of a range of thinking tools and use them in appropriate contexts							

Diagram 3 Capacity Matrix Colour Key

Learning area section		Compulsory task	Resource
LOTE	Pink	TASK - Red writing white background	Resource matrix link
ENG/SOSE	Green	TASK - Green writing white background	Resource matrix link
MATH/SCIENCE	Blue	TASK - Blue writing white background	Resource matrix link
INTER STRAND	Purple	TASK - Purple writing white background	Resource matrix link
PERSONAL STRAND	Orange	TASK - Orange writing white background	Resource matrix link

AROUND THE WORLD IN 14 DAYS: RESOURCES

Diagram 4

Excerpt from ‘Around the world in 14 days’ Resource Matrix

Students access their copy of the resource matrix when they need information, explanation and/or examples related to essential elements. On their capacity Matrix a bolded, coloured word indicates that the resource matrix will have additional learning support material or contacts.

VELS REF	Essential Learning Element/or skills /knowledge	Resource	Location
D.4.B.	French speaking countries	Encarta and World Book Encyclopaedias B.O.L.T.S.S Wall Chart	Learning Centre Network
D.5.C D.5.M	Describe your self in French	Voila! 1, Unite 1	Textbook
D.9.B.	B.O.L.T.S.S. conventions	B.O.L.T.S.S. Wall Chart & B.O.L.T.S.S. Information sheet Jacaranda Humanities Alive p. 152-155	Learning Centre Textbook
D9.A.	Commonwealth competitors Country and present geographical data	http://www.melbourne2006.com.au/?s=aboutthegames Encarta www.lonelyplanet.com http://www.cia.gov/cia/publications/factbook/docs/profileguide.html	Internet Network Resource Centre
D.6.B D.7.A D.7.B	Jobs and the economy in Melbourne?	Jacaranda Humanities Alive p. 260-263 Workshop- Jobs and Economy in Melbourne	Textbook
D.8.A.	Different cultures and living conditions. Commonwealth nations.	http://www.melbourne2006.com.au/?s=aboutthegames Encarta Encyclopaedia World Book Encyclopaedia www.lonelyplanet.com http://www.cia.gov/cia/publications/factbook/docs/profileguide.html	Internet Network Resource Centre