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ST PATRICK'S COLLEGE  
TOWNSVILLE

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2021

*Curriculum Handbook*

YEAR 7

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# CURRICULUM MATRIX

| KEY LEARNING AREA                                  | YEAR 7  |
|--|---|
| <b>CAREERS/VOCATIONAL EDUCATION</b>                | ❖ Hospitality   |
| <b>DRAMATIC ARTS &amp; PERFORMANCE</b>             | ❖ Performing Arts   |
| <b>ENGLISH</b>                                     | ❖ English<br>❖ Intensive English<br>❖ Japanese                |
| <b>HEALTH &amp; PHYSICAL EDUCATION &amp; SPORT</b> | ❖ Health & Physical Education                                 |
| <b>HUMANITIES</b>                                  | ❖ Humanities  |
| <b>LEARNING SUPPORT &amp; ENRICHMENT</b>           | ❖ Language, Literacy and Numeracy Support (LLNS)*             |
| <b>MATHEMATICS &amp; DIGITAL TECHNOLOGIES</b>      | ❖ Mathematics<br>❖ Intensive Mathematics<br>❖ Design Thinking |
| <b>MUSIC &amp; PERFORMANCE</b>                     | ❖ Music   |
| <b>PERSONAL DEVELOPMENT</b>                        | ❖ Healthy Fearless Women Project<br>❖ Personal Development    |
| <b>RELIGION</b>                                    | ❖ Religion  |
| <b>SCIENCE</b>                                     | ❖ Science   |
| <b>VISUAL ARTS &amp; EXHIBITIONS</b>               | ❖ Visual Art  |
| <b>OTHER</b>                                       | ❖ Reading   |

**\*Language, Literacy and Numeracy Support (LLNS)** – this subject is made available to students who require more intensive Language, Literacy & Numeracy Support to help them succeed across all of their subject areas. Please liaise with the Head of Faculty – Learning Support regarding this subject area.

# YEAR 7

Education must equip students to live in a diverse and ever changing technology-based world. Students must know how to problem solve, work independently and collaboratively with others, be a contributing member of the community and to be resilient in the face of adversity. The subjects offered in Year 7 at St Patrick's College Townsville allow students to experience a diverse range of subjects before they are asked to make more specific choices in Year 8 and 9 and then again in the Year 10 Pathways year before progressing into Year 11 and 12.

All students will undertake the same core course of study in Year 7. All subjects will be studied for the year, except for elective subjects which will be offered on a rotational basis.

## CORE SUBJECT DESCRIPTIONS

### ENGLISH

English will focus on three strands: Language, Literature and Literacy in alignment with the Australian Curriculum standards. The course is concerned with language in all its forms, and thus a wide range of written and spoken texts encompassing both cultural and social constructs. Several texts students will encounter acknowledge the contribution of Aboriginal and Torres Strait Islander people and also Australia's link to Asia, which will expand the scope of their experiences and understanding of the broader community to which they belong.

The central focus is the development of students' abilities to comprehend and compose diverse texts for a range of purposes and audiences. We seek to foster a culture of reading and writing with a fundamental emphasis on the control and refinement of the skills and processes of effective communication and increasing complexity. This will be accomplished by focusing on studying and creating imaginative, informative, analytical and powerful persuasive text types. It is through the study of English that each student will learn to analyse, understand, communicate with and build relationships with others. Formal homework will be given. When it is not, it is expected that students read or work on assessment.

### INTENSIVE ENGLISH

St Patrick's College Townsville will be offering some identified Year 7 students in 2021 the option to select an English subject pathway that provides intensive language and literacy support. Students in Year 7 will have the choice of either studying English or Intensive English. Intensive English is also a course of study that may be suitable for students who speak English as an additional language or dialect, particularly if they require intensive language and literacy support.

With a smaller class environment that allows students to be supported through meeting their individual literacy needs, students will study and create a range of imaginative, informative and analytical texts. Whilst the units and subject content will reflect the topics studied in Year 7 English, teaching and assessment will be tailored to allow for a deeper focus on reading, writing, listening and speaking skills.

It is through the study of Intensive English that each student will learn to analyse, understand, communicate and build relationships with others. Formal homework will be given. When it is not, it is expected that students read or work on assessment.

Consultation with parents/guardians will be undertaken to ensure this course is suitable for the student, as well as consultation with the Head of Faculty - Learning Support.

## **HEALTH & PHYSICAL EDUCATION**

All students in Year 7 study Health and Physical Education (HPE). The subject involves areas of study in Health, Personal Development and Physical Education. The objective of the course is to develop the skills, knowledge and understanding to strengthen students' sense of self. Students learn to practice maintaining a healthy lifestyle through respectful relationships, personal and community safety and wellbeing. Whilst also developing a range of physical skills through participation in a variety of individual and team sports and activities.

The objective of the subject is to enhance the following key areas for all students:

- ❖ Developing movement and performance skills
- ❖ Understanding and learning through movement
- ❖ Being healthy, safe and active
- ❖ Communicating and interacting for health and wellbeing
- ❖ Contributing to healthy and active communities

Each term students will undertake one theory unit that encompasses Health, Personal Development or Physical Education, and also one practical unit. Practical units may include Swimming, Aerobics, Track and Field, Touch, Cricket, Netball, Fitness, Gymnastics and a selection of other sports and activities.

In HPE, assessment is conducted in all areas of study. Theory instruments may include reports, examinations, presentations and response to stimulus. Practical assessment is conducted through skill tests, game play and performance evaluation. The HPE program encourages full participation from students, emphasising the need for regular and varied physical activities.

## **HUMANITIES**

In Year 7, Humanities consists of a combination of History and Geography.

### **HISTORY**

When studying the History units, the Ancient World is the historical period covered. Through studying this historical period, students recognise and explain patterns of change and continuity over time; describe the effects of change on societies, individuals and groups; describe events and developments from the perspective of different people who lived at the time; explain the role of groups and how they were influenced by the beliefs and values of their society; and different interpretations of the past.

Topics may include:

- ❖ Investigating the Ancient Past
- ❖ The Mediterranean World (Egypt)
- ❖ The Ancient World (China)

### **GEOGRAPHY**

Throughout the Geography units, students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world, and propose actions designed to shape a socially just and sustainable future.

Topics may include:

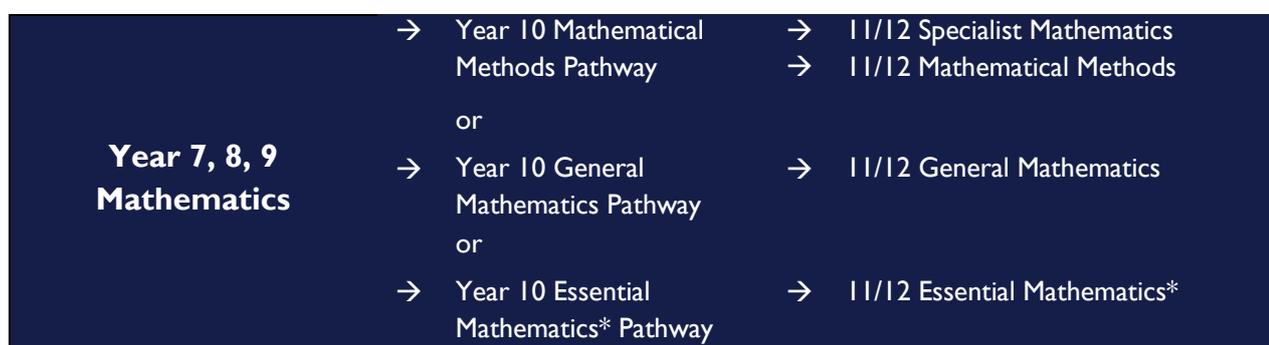
- ❖ Water in the World
- ❖ Places and Liveability

## MATHEMATICS

Mathematics has its own value and beauty and aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention.

Mathematics at the Year 7 level focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. In keeping with current trends, a greater emphasis is placed on technology and problem solving.

Depending upon mathematical ability, various courses may be pursued after Year 9. These are displayed in the diagram below:



## INTENSIVE MATHEMATICS

Intensive Mathematics has been designed to assist students who find mathematics difficult and have struggled to keep up with the curriculum requirements. Intensive Mathematics focuses on teaching students using different learning styles to ensure students can perform mathematical operations required in the work force. Intensive Mathematics aims to prepare students for the applied Essential Mathematics subject offered in Years 10-12.

Consultation with parents/guardians will be undertaken to ensure this course is suitable for the student, with guidance from the Head of Faculty - Learning Support.

## MUSIC

The study of Music encourages the development of the whole musician through a well-trained mind, ear, heart and hand. Over the course of the year, performance skills are given priority and are developed and applied through performance on voice, keyboard, guitar, ukulele, and percussion. Students also develop foundational music reading, writing, analysing, composing and improvising skills. From these experiences, students gain a deep understanding into a vast variety of musical genres and styles. Active music listening experiences are facilitated, including the exploration of classical art music, folk music, and popular music.

The classroom Music program has a focus on musical skill development and is founded in sound pedagogical practice based on the Kodály concept of music education. Hungarian Zoltán Kodály believed that music is a gift for everyone, and as such, should be taught in a way that allows students the opportunity to access and engage with music while developing a deep understanding of the elements of music. The St Patrick's College Townsville classroom Music program embraces this philosophy, and methodology is continuously developed to cater for a diverse range of learning styles.

Students will be assessed through a variety of techniques, such as:

- ❖ Performance – Vocal and Instrumental Performances, Musicianship Tasks that develop part-thinking and audiation
- ❖ Responding – Dictations, Music and Genre Analysis, Examinations
- ❖ Composition – Creation of melodies, rhythms, lyrics in own works, use of technology to compose and record

## **RELIGION**

Religious Education aims to assist students in their understanding and knowledge of religion. For many students the Catholic school will be their only experience of church. Some will be hearing the Good News for the first time. Some will bring their own faith traditions to our community, bringing with them a wealth of different religious understandings. It is important to remember that Religious Education does not presuppose that students have a Catholic faith, but all students in their own way are seeking meaning in their lives. Religious Education can be a valuable support in that search for meaning. All students at St Patrick's College Townsville participate in Religious Education.

The Religious Education curriculum is divided into four strands: Sacred Texts, Beliefs, Church and Christian Life. Each unit of work will incorporate a variety of descriptors from these strands, and pose a question to students that they seek to answer through scholarly investigation.

In Year 7, Students will explore topics including:

- ❖ How should we read the Bible?
- ❖ What are the core Catholic beliefs?
- ❖ How has the Catholic faith thrived?
- ❖ How should Catholics contribute to the world?

It is important to note that the Christianity explored in the St Patrick's College Townsville classrooms is uniquely Catholic. While we honour all Christian traditions, and respect that many of our students may have a different understanding of Christianity, the Christian content covered in class is explicitly Catholic in nature. However, in studying the topics outlined above, students will begin to explore Judaism and Islam in order to understand the historical and spiritual context of the broader Christian tradition. In Year 9 and 10, students will begin to examine Hinduism and Buddhism as they learn more about the way faith is revealed in religions outside the Judeo-Christian tradition.

## **SCIENCE**

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-Sun-Moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Assessment is based on three criteria from the Australian Curriculum:

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

Assessment tasks include:

- ❖ Examinations
- ❖ Reports on experiments conducted in the laboratory
- ❖ Research assignment

## **ROTATIONAL SUBJECT DESCRIPTIONS**

These subjects will be studied in Year 7 on a six month rotational basis, except for Language, Literacy and Numeracy Support which is studied for 12 months in place of Japanese and Design Thinking.

### **DESIGN THINKING**

Design Thinking is a new subject in 2021 which will provide students with the opportunity to critically analyse, design and solve technology and engineering type problems. Students will receive education in Microsoft Excel to improve their statistical and mathematical manipulations enabling them to generate tables, graphs and perform complex calculations using technology as is conducted in modern professions. Students will also be taught how to use other software programs such as Microsoft PowerPoint, as well as advanced functions in Microsoft Word and design programs such as TinkerCad.

Teaching the process of how to analyse a complex problem to develop the optimal solution will be an important aspect of this course. Using iterative and collaborative techniques will help students learn how to break complex problems up into smaller more manageable tasks. Students will use these skills along with software programs to generate solutions to assigned problems. Communication and presentation of these results is also seen as critical and as such, this course will also focus on technical writing which will assist students not only this subject but also in their mathematical and scientific report writing.

The subject Design Thinking prepares students for the senior pathway subject of Engineering which is a general (ATAR) subject that will be offered from Year 11, 2022 at St Patrick's College Townsville.

### **HEALTHY FEARLESS WOMEN PROJECT**

Healthy Fearless Women Project is based on the Rock and Water Program, which provides students with a pathway to self-awareness, increased self-confidence and social functioning. It is a subject that focuses on personal growth as students learn to respond to life with either a 'rock' or 'water' attitude.

The subject is designed to support students to find their grounding and does not include summative assessment. Specifically, Healthy Fearless Women Project focuses on a number of key areas including:

- ❖ Intuition
- ❖ Body Language
- ❖ Attitude
- ❖ Mental Health and Strength
- ❖ Empathetic Feeling
- ❖ Social Interactions
- ❖ Self Confidence
- ❖ Communication Skills
- ❖ Positive and Cooperative Relationships
- ❖ Identity Development

Some of the topics covered throughout the Healthy Fearless Women Project include:

- ❖ Bullying
- ❖ Sexual harassment
- ❖ Life goals, desires and following an inner compass

## **HOSPITALITY**

Hospitality offers a hands-on learning environment where students can explore and develop essential life skills including preparation, cooking and presentation of food. Students will be introduced to basic safety and hygiene in the kitchen. The primary focus will be placed on healthy eating and its link to adolescent eating. Students will demonstrate learning through:

- ❖ Designing simple food solutions
- ❖ Investigating how a recipe can be modified to enhance health benefits
- ❖ Generating, planning and producing quality, safe and nutritious food items
- ❖ Gaining experience with varying cooking techniques which can be reapplied to everyday food preparation
- ❖ Evaluating and justifying decisions made when choosing healthier alternatives

## **JAPANESE**

Languages are a means of communicating across cultures and promoting socio-cultural understanding and competence. A Year 7 language student is expected to:

- ❖ Comprehend simple oral communications; speak on basic everyday topics
- ❖ Understand simple written material, produce basic written language
- ❖ Acquire some knowledge of the life and customs of another culture

The primary aim of Japanese at this level is to develop a student's linguistic ability beyond their native language and lay the foundations of, and stimulate motivation for further study in, the language.

## **LANGUAGE, LITERACY AND NUMERACY SUPPORT (LLNS)**

In Year 7, St Patrick's College Townsville provides support to students with English as an additional language and/or who have learning gaps in areas of numeracy and literacy. It is a subject designed to support students and is studied instead of Japanese and Design Thinking. Students will have an opportunity to revise key concepts, complete set tasks and prepare for assessment. In addition to the development of skills specific to other subject areas, LLNS aims to improve students' organisational, research and study skills.

New students to the College will be offered a place in the Language, Literacy and Numeracy Support program after a series of initial tests and in consultation with Learning Support staff, parents/guardians and teachers. There is no formal assessment for this subject; however, there will be continual monitoring of students' literacy and numeracy skills. Classes are capped to allow for individualised support.

## **PERFORMING ARTS (Drama and Dance)**

History tells us that stories rich in tradition are often passed on through both the spoken word and movement. Drama and Dance are essential to the development of self-confidence and communication skills which will assist students in all subjects. The study of Performing Arts instils this confidence through a focus on body confidence, which is achieved through practical presenting tasks. Through both theory and practical work, students will experience tasks devised to improve visual literacy and analytical skills, speech clarity and diction, use of eye-contact, correct posture and facial and physical expression when communicating with an audience.

Assessment may include:

- ❖ Practical performances
- ❖ Improvisation skills
- ❖ Choreographic devices
- ❖ Analysis and Evaluation
- ❖ Journal writing

## **VISUAL ART**

Visual Art promotes the development of visual literacy skills and design skills. Year 7 Visual Art is a general art program which will expose students to a variety of art forms and processes including; painting, drawing, sculpture, design, printmaking and computer based art programs. Activities undertaken in Year 7 will introduce students to the elements of art, whilst they consider intended meaning by investigating the work of artists. During the course students will also be introduced to art theory with an emphasis on learning appropriate terminology and appreciation of art.

Through both responding and making activities students experience tasks including:

- ❖ The elements of art
- ❖ Experimentation across a range of media areas including drawing, painting, printmaking and ceramics
- ❖ Art theory and appreciation

During the course of the semester students will complete formative and summative assessments.

## **OTHER CURRICULUM SUBJECT DESCRIPTIONS**

### **PERSONAL DEVELOPMENT EDUCATION**

Students in Year 7 at St Patrick's College Townsville participate in Personal Development Education. The content of the course is taken from various sources including Positive Psychology, the Health section of the HPE curriculum, restorative practices and the Religious Education program.

Focus areas may include:

- |                             |                                     |
|-----------------------------|-------------------------------------|
| ❖ Moral Judgement           | ❖ Global Citizenship                |
| ❖ Healthy Relationships     | ❖ Leadership                        |
| ❖ Perseverance & Resilience | ❖ Growing Up (Puberty)              |
| ❖ Decision Making           | ❖ Study Skills                      |
| ❖ Risk Taking Behaviour     | ❖ Digital Citizenship               |
| ❖ Drug Education            | ❖ Bullying                          |
| ❖ Social Responsibility     | ❖ Strengths, Values and Self-Esteem |

Students in Year 7 will study one lesson per cycle of Personal Development Education. This subject will not complete summative assessment.

### **READING**

Students in Year 7 at St Patrick's College Townsville participate regularly in reading classes. It has been said that silent reading can not only improve attention span but increases vocabulary, comprehension and fluency of the English language. Our College library supports these reading classes by providing a relevant and interesting collection and availability to assist students in their pursuit of finding appealing resources.

# FACULTY EMAIL CONTACT LIST

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