



ST PATRICK'S COLLEGE
TOWNSVILLE

Curriculum Handbook

YEAR 7 - 2024

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CURRICULUM MATRIX

KEY LEARNING AREA	YEAR 7
DRAMATIC ARTS, DANCE & PERFORMANCE	<ul style="list-style-type: none"> Performing Arts (Dance & Drama)
ENGLISH & LANGUAGES	<ul style="list-style-type: none"> English Intensive English Japanese
HEALTH & PHYSICAL EDUCATION	<ul style="list-style-type: none"> Health & Physical Education
HOSPITALITY & FUNCTIONS	<ul style="list-style-type: none"> Hospitality
HUMANITIES	<ul style="list-style-type: none"> Humanities
INCLUSIVE EDUCATION	<ul style="list-style-type: none"> Language, Literacy and Numeracy Support (LLNS)*
MATHEMATICS & DIGITAL TECHNOLOGIES	<ul style="list-style-type: none"> Mathematics Intensive Mathematics Design Thinking
MUSIC & PERFORMANCE	<ul style="list-style-type: none"> Music
PERSONAL DEVELOPMENT	<ul style="list-style-type: none"> Healthy Fearless Women Personal Development
RELIGION	<ul style="list-style-type: none"> Religion
SCIENCE	<ul style="list-style-type: none"> Science
VISUAL ARTS & EXHIBITIONS	<ul style="list-style-type: none"> Visual Art
OTHER	<ul style="list-style-type: none"> 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 subject areas. Please liaise with the Head of Faculty – Inclusive Education 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. Subjects will be studied for the year, except for elective subjects which will be offered on a semester 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. English seeks 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 offers some identified Year 7 students the option to select an English subject pathway that provides intensive language and literacy support. 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 - Inclusive Education.

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
- Basketball
- Aerobics
- Athletics
- Touch Football
- Cricket
- Netball
- Fitness
- Gymnastics

In HPE, assessment is conducted in all areas of study. Theory instruments may include reports, research tasks, examinations, presentations and response to stimulus.

Practical assessment is conducted through:

- Skill Tests
- Game Play
- 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, Rome or Greece)
- 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:

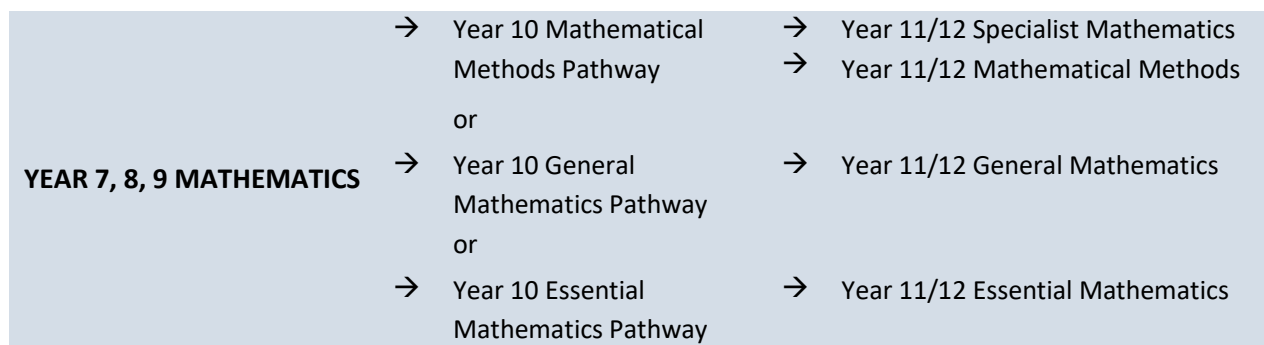
- Water in the World
- Places and Liveability

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 is designed to provide students with intensive numeracy support to assist them to meet 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 - Inclusive Education.

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 classroom 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 Years 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. Students 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. Students 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 Assignments

ROTATIONAL SUBJECT DESCRIPTIONS

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

DESIGN THINKING

Design Thinking provides students with the opportunity to critically analyse, design and solve technology and engineering type problems. Students will use 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 is an important aspect of this course. Using iterative and collaborative techniques will help students learn how to break complex problems 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 in this subject, but also in their mathematical and scientific report writing.

HEALTHY FEARLESS WOMEN

Healthy Fearless Women is a personal growth program, exploring and developing health from a holistic perspective. Through self-evaluation and reflection, students are encouraged to take more responsibility for their general wellbeing and are challenged and empowered to make good decisions. Role play, challenge-based games and activities through both theoretical and practical lessons will provide opportunities for development of self-value and respect, teamwork and communication skills. Aspects of the Rock and Water Program are also introduced to provide students with a pathway to self-awareness, increased confidence and social functioning. This subject does not include summative assessment.

Specifically, Healthy Fearless Women focuses on a number of key areas including:

- Identity development
- Self-reflection and self-confidence
- Communication and teamwork skills
- Individual and collective decision-making
- Positive and cooperative relationships
- Inner-strength, perseverance and resilience

Some of the topics covered throughout Healthy Fearless Women include:

- Holistic health development
- S.M.A.R.T.E.R. goals
- Time management skills
- Bullying and harassment

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

Students who study Japanese learn the importance of communicating across cultures and promoting socio-cultural understanding and competence. Japanese as a subject, blends both the study of culture and language so that students gain an understanding and appreciation of Japanese life. A Year 7 Japanese student is expected to:

- Comprehend simple oral communications; speak on basic everyday topics in Japanese
- Understand simple written material, produce and understand basic written Hiragana
- Acquire general knowledge of the life and customs of Japanese culture

The primary aim of Japanese at this level is to develop a student's linguistic ability beyond their native language, generate appreciation for and interest in the culture, and motivate learners to engage in the long-term study of Japanese.

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 literacy and numeracy. 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. This will involve utilising a broad range of strategies that focus on building students' strengths and adapting to their different learning styles. 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 Inclusive Education 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)

Students in Year 7 Performing Arts are introduced to the captivating world of Drama and Dance, allowing students to continue their journey of self-discovery. Students develop confidence, communication skills, and body awareness as they explore both practical and theoretical aspects. Students study storytelling, ignite their creativity, and unlock their unique voice. They embrace teamwork, forge lasting connections, and nurture a deep appreciation for the arts. Students cultivate essential skills for success in academics, relationships, and their future, while igniting a passion for Drama and Dance in a diverse and ever-changing society.

In Dance students will explore the following:

- Elements of Dance and master Safe Dance Practices
- Choreography and performance of a Flash Mob dance
- Manipulate dance elements, use choreographic devices, and create dance sequences
- Express choreographic intent through written descriptions, analysis, and evaluations

In Drama students will explore the following:

- Explore role, character, and situation through improvisation and belief-building
- Medieval context of the City of Ayam and its connection to the Black Plague
- Draw parallels to their own experiences of isolation during COVID-19
- Refine mime, movement, stagecraft, and expression while reflecting on performances and storytelling through critical analysis.

Assessment includes:

- Performances: Individual and group assessments in dance and dramatic works.
- Forming: Creating original dance and dramatic works individually or collaboratively.
- Responding: Written and spoken analysis and evaluation of viewed and devised works, demonstrating critical analysis and interpretation of artistic choices.

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 digital 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 assessment.

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 Health & Physical Education curriculum, restorative practices and the Religious Education program.

Focus areas may include:

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

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.

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