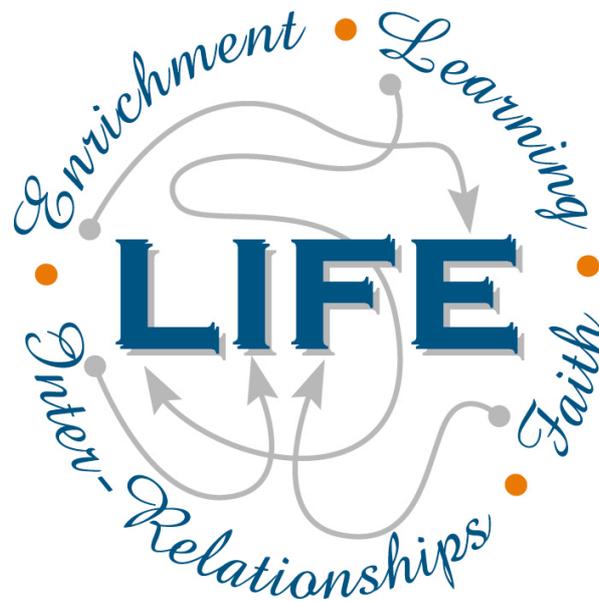

HOLY CROSS COLLEGE



YEAR 7 - 2016

CURRICULUM INFORMATION HANDBOOK

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INTRODUCTION

At Holy Cross College we aim to support students in making a smooth transition from Primary School to Middle School. A team of Year 7 teachers work collaboratively to develop a strong sense of connection with students and to deliver the curriculum in an integrated way. We are committed to providing opportunities to all our learners and the curriculum is relevant, engaging and meaningful. Students are given a range of learning experiences which will give them a strong foundation for their secondary school years. There is a strong focus on literacy and numeracy. Support and extension opportunities are provided in the programme.

In Middle School the focus is on meeting the needs of early adolescent learners:

- Individual Differences - learning occurs at different rates, in different ways and in a range of contexts
- Relationships – opportunities to develop productive and meaningful relationships with peers and adults. Opportunities to work independently and collaboratively.
- Reflection and Feedback – Self-reflection and feedback from teachers are critical for learners to gain insight into their learning and understanding
- Engagement and Purpose – students need to be able to make connections with previous learning. They need to see the relevance of their learning and to have opportunities to negotiate learning that is useful now, as well as in the future. Active learning situations with real life problems and situations are important for middle school learners.
- Rigor – students need to be challenged in their learning and to take intellectual risks
- Security and success – students need to learn in a safe, caring and stimulating environment

Year 7 students have their own base learning studios which gives them a sense of consistency and security as they transition to a secondary school environment. The physical environment provides for many different styles of learning. Soft and hard furnishings allow for group work and comfortable gatherings of large numbers of students. The use of digital technology access allows for learning to take place in a variety of contexts and settings.

It is vital that students develop sound study habits. Successful students are generally those who have made substantial efforts both inside and outside the classroom.

Parent interest in and support of their child's education is a vital ingredient in student success. I encourage you to maintain an active role in your child's learning experience at Holy Cross College.

Mr Paul Murphy
Assistant Deputy: Enrichment

Ms Anita Walmsley
Assistant Deputy: Learning

11 November 2014

COURSES OF STUDY

COMMON CORE SUBJECTS

Year 7 students will study a range of subjects which will give them a strong foundation for their secondary schooling.

The following subjects are a common core which students study throughout their Middle School years:

- Religious Education
- English
- Mathematics
- History and Geography (one per semester)
- Science
- Big Ideas
- Health and Physical Education

The English, Mathematics, History and Science courses are aligned to the Australian Curriculum and will give students a strong foundation for their Middle School studies. Students will participate in a variety of sports in their Health & Physical Education course.

LANGUAGE AND LITERACY ENRICHMENT

Students study Italian as a Language other than English. Students who require greater development in literacy skills will be given the opportunity to participate in Literacy Enrichment instead of studying Italian.

THE ARTS AND TECHNOLOGIES

During Year 7 students have the opportunity to study a range of subjects from the Arts and Technologies Learning Areas. These give them a good basis from which to make choices for elective subjects in the following years:

- Drama
- Food Technology
- Music
- Visual Arts
- Woodwork

CHRISTIAN SERVICE LEARNING - *GIVING LIFE*

Christian Service Learning is a response to the Gospel message to love our neighbour. Each of us has a responsibility to give hope to others and, in doing so, to contribute to making the world a better place. Through, *Giving Life*, the College's Christian Service Learning programme, students will be challenged to enhance the opportunities of others to have '*life to the full*'. Awareness of social justice issues and the principles of Christian Service will be developed through the College curriculum. All Year 7 students must complete the requirements for Christian Service Learning which include both active service and reflection.

HOMework AND STUDY

Home study is an integral component of the learning process. The purpose of home study is to:

- reinforce knowledge and skills covered in class
- complete work commenced in class
- undertake work such as reading and note-taking in preparation for future lessons
- extend class work through further reading, written and practical work
- work on and complete assignments
- revise for tests and exams
- develop skills to work independently

The recommended minimum amount of time for homework and study each day is as follows:

Monday – Thursday

1 hour

Weekend

1 – 1 ½ hours

COURSE DESCRIPTIONS

RELIGIOUS EDUCATION

Religious Education is the learning area which focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church. The Religious Education programme aims to help students learn the teachings of the Gospel as proclaimed by the Catholic Church and to develop a sense of the nature of Christianity and of how Christians are trying to live their lives. It seeks to show non-Christians something of the mystery of Christ.

The Year 7 Religious Education Programme is structured around content in the broad areas of:

- Understanding that people discover God through experiences in creation
- Distinguishing a range of human experiences that relate to the Christian message
- Identifying experiences of knowing Jesus, the model for living out the Christian mission to the world
- Giving examples of how Catholics are empowered to live like Jesus the Saviour as they draw on the power of the Holy Spirit
- Identifying the Catholic practices that are part of Church life.

In Year 7, students will study eight units:

- Called to the common good
- Created individually by God
- Freed to live like Jesus
- Gifted by the Spirit
- Lord of Life
- No Greater Love
- Spirit of Truth
- We Wonder, We Praise

Two units are studied each term and students communicate and demonstrate their understandings of the content in a variety of ways.

ENGLISH

In Year 7 English students interact with peers, teachers, individuals and groups in a range of face-to-face and online/virtual environments. Learning experiences include a variety of independent and collaborative situations which involve community, local regional and global contexts. Students engage with a variety of texts for enjoyment, evaluating how text structures can be used in

innovative ways by different authors. They analyse a variety of visual and written texts to discover conventions and use this knowledge in the creation of their own works. Students develop their responses and interpretation of texts with specific focus on interpersonal relationships, ethical dilemmas and real world situations that require critical analysis and differing perspectives.

MATHEMATICS

By working mathematically through the stages of Understanding, Fluency, Problem Solving and Reasoning students explore and develop the skills necessary to build on the knowledge learned through each of the three content areas of Year 7 – Number and Algebra, Measurement and Geometry and Statistics and Probability.

GEOGRAPHY

Geography is a structured way of exploring, analysing and explaining the characteristics of the places that make up our world through perspectives based on the concepts of place, space and environments. A study of geography develops students' curiosity and wonder about the diversity of the world's places and their peoples, cultures and environments. Students will learn to develop the skills of geographical inquiry through investigations and the collection and interpretation of information on which to draw conclusions. Year 7 students will study two units:

Water in the world

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways in which it is perceived and valued, its different forms as a resource, the way it connects places as it moves through the environment, its varying availability in time and across space and its scarcity. *Water in the world* develops the students' understanding of the concept of environment including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region and countries from West Asia and/or North Africa.

Place and liveability

Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines the factors that influence liveability and how it is perceived, the idea that places provides us with the services and facilities needed to support and enhance our lives and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

HISTORY

Year 7 History focuses on a study of history from the time of the earliest human communities to the end of the ancient period. It was a period defined by the development of cultural practices and organised societies.

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

SCIENCE

Students develop Science Inquiry Skills learn to appreciate Science as a Human Endeavour. By the end of Year 7 it is expected that students can:

- Identify questions that can be investigated scientifically
- Plan fair experimental methods, identifying variables to be changed and measured
- Select equipment that improves fairness and accuracy and describe how they considered safety
- Draw on evidence to support their conclusions
- Summarise data from different sources
- Describe trends and refer to the quality of their data when suggesting improvements to their methods
- Communicate their ideas, methods and findings using scientific language and appropriate representations
- Describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem
- Explain how the solution was viewed by, and impacted on, different groups in society

Year 7 students study the following content areas:

Biological Sciences

Predict the effect of environmental changes on feeding relationships

Classify and organise diverse organisms based on observable differences.

Physical Sciences

Represent and predict the effects of unbalanced forces, including Earth's gravity, on motion.

Earth and Space Sciences

Explain how the relative positions of the Earth, sun and moon affect phenomena on Earth.

Analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.

Chemical Sciences

Describe techniques to separate pure substances from mixtures.

HEALTH & PHYSICAL EDUCATION

Health and Physical Education aims to address the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for the student to learn about and practice ways of adopting and maintaining a healthy productive and active life. Through participation, students will develop fundamental motor skills. Skills involving hand-eye coordination, general body coordination and components of fitness will be developed. There is a special focus on improving students' capacity to move with the skill and confidence in a variety of contexts. It promotes the value of physical activities in their lives.

BIG IDEAS

In Big Ideas students will be challenged to focus on deep learning in meaningful concepts and to think critically, creatively and laterally. Through this inter-disciplinary programme students will have the opportunity to come to a greater understanding of themselves, their community and the world in which they live. Studies in Big Ideas give greater depth to the studies in each of the disciplines, as well as teaching students essential skills for learning in the 21st century. Assessment from Big Ideas is included in the assessment of individual learning areas.

LANGUAGES, LITERACY AND LEARNING

ITALIAN

During the year the students will learn about greetings, how to describe themselves physically and how to describe their personality. At the beginning of the year we will also focus on culture and traditions in Italy especially learning about Carnevale in Venice.

The students will also learn about birthdays, how to tell the time, days of the week, months and seasons. They will concentrate on learning to communicate amongst each other in Italian and sharing information.

Additionally during their learning journey they will constantly explore the similarities and/or differences between Italian and Australian children. The teaching practices will include various activities, games and the use of technology to provide multiple means of learning for the student.

LITERACY

Students who require greater development in literacy skills will be given the opportunity to participate in Literacy Enrichment instead of Italian.

TECHNOLOGIES AND THE ARTS

DRAMA

This course will introduce students to the skills and processes associated with different forms and styles of theatre. Students are given the opportunity to develop their verbal, non-verbal and characterisation skills through play building, improvisation and group work activities. This gives them the chance to develop the skills required to create believable characters and to build confidence through group work and by participating in performance opportunities.

FOOD TECHNOLOGY

This course provides introductory experiences in the areas of interpersonal relationships, problem solving, food and nutrition. Home Economics provides workable tasks by having the opportunity to learn and develop skills. The content aims to provide knowledge, understanding and practical applications associated with food technology and textiles.

Students will complete activities relating to the theme of 'meals throughout the day' and types and purposes of textiles. Students will be required to adhere to the Occupational Health and Safety dress requirements in practical lessons and to work safely with others and independently. Students will work individually and in small groups.

The course will include:

- Prepare simple meal and snack style recipes
- Discovering nutrients found in the foods we eat
- Understanding textile fibres
- Developing hand sewing skills
- Devising plans of action
- Methods of cookery
- Simple food terminology

In this course, students will have the opportunity to be innovative while using the technology process to investigate, devise, produce and evaluate their own food products as well as

considering the materials used. Essential learning's/theory and the Principles of the Curriculum Framework underpin the teaching and learning experiences. This includes content and utility knowledge and practical skills.

MUSIC

The Music course will introduce students to a contemporary music context in which they explore the elements of music. Through composition, listening, performing and responding, students develop an appreciation for various styles of contemporary music ranging from the 1950's through to the present day. Students are given the chance to develop their musical skills in both individual and collaborative activities and a balance between practical and theoretical tasks is provided.

VISUAL ARTS

The Visual Arts programme is designed to facilitate the development of visual literacy (the ability to both deconstruct and interpret art) and to create increasingly complex and sophisticated art works. Each year within the programme builds on the skills, techniques and understandings acquired in the preceding year and over time leads to a broad appreciation of the cultural base for art practice. Australian Art is highly valued within the programme and both Indigenous and non-Indigenous forms are studied.

The Year 7 Visual Arts course has a focus on encouraging students to develop their inner-artist through the study of art and the importance of traditional art in history. The course encourages students to develop problem-solving skills together with creative and analytical ways of thinking and interpretation of other art works including that of their peers. Innovation is encouraged through a process of inquiry, exploration and experimentation. They engage in art making processes which involve exploring, selecting and manipulating materials, techniques, processes, and emerging technologies. This course allows them to engage in drawing, painting, ceramics and textiles. Students will require a large apron or oversized long sleeved t-shirt to protect their uniform clothing.

WOODWORK

This course will introduce students to working with timber, plastic and metal using the correct tools and equipment safely and efficiently. Students will learn how they can use design aspects to change the form and appearance of their projects.

Students will have the opportunity to learn new technology processes and develop skills and techniques in the workshop. Safety and safe working procedures will be a focus as well as clean working habits.

A number of projects will be produced in practical classes to enable students to learn to manipulate different materials to achieve an end product.