



2024

YEAR 7

**CURRICULUM
HANDBOOK**

7

YEAR 7

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YEAR 7

INTRODUCTION

Moving to Secondary Schooling means a lot of changes and a new environment. This time can be stressful for students and families, and as such, the College has put a lot of consideration into the process and how best to support both our new Year 7s and their families.

TRANSITION

The Transition process for Year 7s is and has been tried, tested and tweaked over the past 10 years. 'Transition' lasts for the first three weeks of Term 1, with several initiatives to support families during this time:

1. **Staggered Start** giving our Year 7s a much less crowded first day and targeting support
2. **Training on how to use lockers**
3. **Year 7 Camp** with students working in House groups to complete activities with the goals of getting to know each other and building friendships.
4. **Focus on building relationships** with key staff and making new friends
5. **Induction into College Culture** where students complete a Transition Booklet, learning about the College Mission, logo, values, song, history and traditions.
6. **Study Skills** - Students are taught how to read their timetables, fill out and utilise their Diary, and how much homework is required. Basic study skills are also explicitly taught.
7. **Targeted Etiquette** - Prior to heading off on Year 7 Camp, College staff present to the students on health, hygiene and personal grooming.
8. **Behaviour and Expectations** - Strong and clear expectations are communicated to students about behaviour
9. **Catholic Life** - Year 7 students learn about the purpose and format of liturgies, Mass, prayer and Catholic traditions.

PROXIMITY

To support the transition, all Year 7s will have a core classroom in C Block - a dedicated hub for Year 7s. Teachers of core classes come to students. The only time students venture out of the block is for specialist subjects. This process helps bridge the gap between Primary and Secondary school practises.

BELONG AND CONTRIBUTE

The Wellbeing Theme for Year 7 is Belong and Contribute. Students need to have a sense of belonging for wellbeing and success. They need to learn to trust and feel included and valuable to the community. Students are guided to become a valuable member of the Mandurah Catholic College community and learn to belong and contribute positively. Students are also given the opportunity to participate in the Peer Support program with Year 11 students. Staged events in student growth include the Year 7 Transition Camp and later in the year the students host a Year 7 Family Mass. Year 7s are encouraged to take on a leadership role and serve their peers, with a Year 7 Leadership Training Afternoon put on for successful applicants.

The College promotes values through developing virtues with a focus on each of the school terms:

- Term 1 - Peace & Hope: Respect
- Term 2 - Learning: Persistence
- Term 3 - Faith: Honesty
- Term 4 - Love: Compassion

Students in Year 7 have a Flourish day away from scheduled classes to focus on wellbeing, with topics like gratitude, mindfulness, resilience, character strengths, finding your flow and positive relationships discussed. Year 7s are addressed by several expert guest speakers throughout the year, who talk to them about various themes including keeping safe online, bullying, experiencing uncaring behaviour, wellbeing, self-esteem; image and self-acceptance; coping with change and resilience.

Mr Troy Francesconi
PRINCIPAL



YEAR 7

CHRISTIAN SERVICE LEARNING

The Christian Service Learning Program commenced at Mandurah Catholic College in 2007 and enables students to grow from a Catholic faith perspective as people of service and justice. Whilst providing students with opportunities to meet people with needs, the program focuses on learning life skills and encourages the habit of giving and using personal gifts and abilities to care for others. Underpinned by the spirituality of the Holy Family and College motto to "Seek Truth", the program has a unique educational value for our students as well as impacts on their personal, academic and social development.

The Year 7 Christian Service Learning program has three main goals:

1. To engage students in the action of service learning;
2. To engage students in guided reflection about their service learning activities;
3. To prepare students for the senior years of community service learning.

Year 7 students complete a minimum of 10 hours of 'Home Based' Christian Service Learning (volunteer work) by the end of Term 3, Year 7. These hours may be completed either with the student's family or at the Parish.

The College's Year 7 Christian Service Learning program provides opportunities for young people to give something back to their family/Parish while developing the values, skills and understandings needed to contribute to civic wellbeing. By educating students to 'think of other', the program enables students to address many of the core shared values outlined in the National Curriculum and the Christian values of the Gospel.

Christian Service is defined as:

'Activities undertaken for the benefit of individuals and/or community for no financial reward.'

RECORDING HOURS:

A Journal, provided by the College, is the official record of a student's Christian Service Learning work. It is a student's responsibility to maintain, keep safe and submit the Journal to their Religious Education teacher so the hours can be recorded by the College. Students will complete the Journal's guided reflection questions/activities in class with the support of their Religious Education teacher. For more information, please contact the Coordinator of Christian Service Learning.



YEAR 7

CURRICULUM OVERVIEW

Year 7 students at Mandurah Catholic College study the following Core courses:

- Religious Education
- English
- Digital Creativity
- Digital Technology
- Health Education
- Humanities and Social Sciences
- Italian and Indonesian or Language Support
- Mathematics
- Physical Education
- Science

As well as this, they experience six (6) introductory courses. Students study these for one trimester each in Year 7 (two subjects per trimester). The introductory courses for Year 7 are:

Design Technology

- Design Technology Food & Textiles

Performing Arts

- Dance
- Drama
- Music

Visual Arts

- Media
- Visual Arts

It is important to read the course information later in this book to understand what each course entails.

YEAR 7

CORE COURSES



CORE COURSES

RELIGIOUS EDUCATION

OVERVIEW

The Bishops of Western Australia have prime responsibility for Religious Education and authorise the content and process of the curriculum for schools in Western Australia.

Religious Education has a mandated and formal curriculum for classroom learning and teaching for Years K-12. All students in Catholic schools in Western Australia are required to learn Religious Education.

The Religious Education Curriculum is modelled on the School Curriculum and Standards Authority (SCSA) Western Australian curriculum. As with other curricula, the Religious Education curriculum specifies the knowledge, understanding, skills, values, and attitudes that students are expected to acquire and provides guidelines for the assessment of student achievement.

The Religious Education curriculum draws on Sacred Scripture and the Catechism of the Catholic Church as principal sources for the content of teaching and learning of Religious Education. The Directory for Catechesis guides the processes that are appropriate for effective teaching and learning in Religious Education.

AIMS OF THE COURSE

Religious Education in Catholic Schools is designed to offer students the key understandings of faith and enables student to develop knowledge of church teachings and beliefs in a non judgemental way. Students are not assessed on their beliefs but purely on an understanding of church teachings and the development of these teachings in the church. All teachings come from the basic understanding that God created all humans in his image and likeness, and this understanding is built on through looking at Jesus' life and actions and what they taught the church.

COURSE OUTLINE

- 7.1 Christians are Followers of Jesus
- 7.2 Living as Church
- 7.3 The Love and Goodness of God
- 7.4 Living in Gods Love

RELIGIOUS EDUCATION OUTCOMES

At Standard, students explore how people grow and learn from human experiences. They identify how people come to discover God, the Creator, and how God offers love and goodness to all. Students identify important Christian beliefs about God's Son, Jesus, who modelled love and goodness. Students identify from Scripture and Church teachings, connections between the life of Jesus and the human potential to respect life and live for the common good.

Students describe how the Church, the Body of Christ, is present and active in the world today. They identify examples of how the Church is guided by the Holy Spirit to continue the mission of Jesus and to deepen people's relationship with God. Students explain how the Church throughout history has drawn from Scripture and Tradition to hand on the teachings of Jesus. They identify diocesan structures that support the work of the Church. Students describe how the sacramental life of the Church, initiated in Baptism and nourished through the Eucharist, is a new way of living that promotes the common good. This new way of living is modelled on Jesus' teachings about reconciliation, social justice and peace.

CORE COURSES

ENGLISH

AIMS OF THE COURSE

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs have been developed to balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

COURSE DESCRIPTION

Students undertake activities in the focus areas of Reading and Viewing, Writing and Creating, and Listening and Speaking.

Students create a range of imaginative, informative and persuasive texts including for example, narratives, procedures, performances, reports and discussions, and are beginning to develop literary analyses and transformations of texts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is enjoyment, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, magazines and digital texts, early adolescent novels, non-fiction, and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience.

Students are also introduced to concepts and activities designed to develop and enhance Higher Order Thinking Skills to encourage engaged and enthusiastic learners.

ASSESSMENT

Students will participate in a range of formative assessments designed to support their learning of specific concepts and to practice and revise skills to build understanding prior to undertaking summative assessments. Students will be assessed in the elements of reading comprehension, writing creatively and in speaking and listening.

It is a SCSA requirement that student in all years from 7 to 12 are assessed in Speaking and listening at least once per year.

EXCURSION/INCURSION

Students in Year 7 will have the opportunity to take part in two Incursions. The first is to support their persuasive and narrative writing skills in preparation for NAPLAN and secondly in a Viewing Incursion designed to develop visual literacy.

CORE COURSES

DIGITAL CREATIVITY

AIMS OF THE COURSE

The Digital Creativity course at the college has been implemented to provide students with some of the skills and attributes that they will require during their time at school and beyond as they move into the work place.

Today's world calls for individuals who can think for themselves, generate creative ideas and work collaboratively with others to turn those ideas into unique solutions. Our world also needs individuals who are adept at working with a range of technology and using the internet to find and use information in order to complete and share tasks. This is exactly what we will be working on within this course.

COURSE DESCRIPTION

- To develop and communicate new ideas with peers and the wider learning community
- To develop and use problem solving skills
- To take personal ownership of learning by exploring options and experimenting with solutions
- To use and stretch imaginative skills to see possible (and currently impossible) solutions
- To connect their learning in Digital Creativity with other Learning Areas

ASSESSMENT

The Digital Creativity course is a cross curricular course and therefore draws on the Achievement Standards for several different subject areas; mainly English, Maths, Technologies and HASS. The course also draws heavily from the General Capabilities in the following areas: Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding, Literacy and ICT.

The following grades will be awarded for each piece of work as students complete it: (they will be able to upgrade their work until they achieve a WD, however they will have limited class time to carry out these upgrades after the initial lessons given to each task.)

- WD - Independently able to extend (continue to learn) this skill/attribute on their own
- NT - Nearly there, time for some upgrades
- WTW - Where's the work - I can't see the work so I'm unable to mark it

CORE COURSES

DIGITAL TECHNOLOGY

COURSE DESCRIPTION

The Year 7 Digital Technology course is an immersive introduction to the fundamental concepts of digital literacy and technology. Designed to inspire curiosity and creativity, this course aims to equip students with essential skills for the digital age.

Throughout the curriculum, students delve into diverse topics such as computational thinking, coding fundamentals using languages like Scratch or Python, understanding hardware components, cybersecurity basics, and exploring the ethical implications of technology. Hands-on projects and collaborative activities form the core of this course, encouraging problem-solving, critical thinking, and teamwork. By the end of the year, students develop a strong foundation in digital literacy, enabling them to navigate the digital landscape confidently and responsibly. Through engaging lessons and practical applications, this course ignites a passion for technology while fostering skills crucial for future academic and professional endeavours.

ASSESSMENT

Digital Technology - Knowledge and Understanding

- Theoretical Digital Workbook
- Grok Academy
- Education Perfect

Digital Technology - Process and Production

- Minecraft Education
- Robotics
- Cyber Security

YEAR 7

CORE COURSES

HEALTH EDUCATION

OVERVIEW

In Year 7, the content expands student's knowledge, understanding and skills to help them achieve successful outcomes in personal, social and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices. The Health Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

ASSESSMENT

Students will have a range of assessments throughout the year.

CORE COURSES

HUMANITIES AND SOCIAL SCIENCES

COURSE DESCRIPTION

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. In Year 7, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

COURSE OUTLINE

In Civics and Citizenship, students will examine the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change.

Students will focus on the interdependence of consumers and producers, and entrepreneurial behaviour contributes to business success in Economics and Business. Work and work futures are also introduced, as students consider why people work.

The nature of water as a natural resource will be studied and students will investigate of the liveability of their own place in Geography.

In History, students will develop their historical understanding within the context of how we know about the ancient past, and why and where the earliest societies developed.

COURSE OUTCOMES

Students will:

- develop essential skills in literacy, numeracy, critical and creative thinking, intercultural and ethical understandings, and information and communication technology.
- develop key Humanities and Social Sciences skills, including questioning and researching, analysing, evaluating, communicating, and reflecting.
- develop their knowledge and understanding of Geography, Economics and Business, History and Civics and Citizenship concepts.

ASSESSMENT

A range of assessment types will be used in this course, including research assessments and topic tests.

YEAR 7

CORE COURSES

INDONESIAN

AIMS OF THE COURSE

Indonesian aims to enable all students to communicate proficiently by providing students with essential communication skills in Indonesian, an intercultural capability, and an understanding of the role of language and culture in communication.

COURSE DESCRIPTION

In Year 7, students will communicate in Indonesian, interacting with peers and known adults to exchange information about self, family and friends, and interests. They will engage in individual and collaborative tasks that involve making arrangements, inviting, planning, deciding, and responding, or work together to highlight their language learning for family, friends, and their school community.

ITALIAN

AIMS OF THE COURSE

Italian aims to enable all students to communicate proficiently by providing students with essential communication skills in Italian, an intercultural capability, and an understanding of the role of language and culture in communication.

COURSE DESCRIPTION

In Year 7, students will communicate in Italian, interacting with peers and known adults to exchange information about self, family and friends, and interests. They will engage in individual and collaborative tasks that involve making arrangements, inviting, planning, deciding, and responding, or work together to highlight their language learning for family, friends, and their school community.

CORE COURSES

LANGUAGE SUPPORT

AIMS OF THE COURSE

Not every child's learning develops in the same way or in the same timeframe. In order for every student to be supported in their literacy and language development, The Language Support programme specifically addresses areas of skill development and learning need for students who need additional support to become successful learners. The programme specifically addresses the development of literacy through a focus on the following:

- Reading comprehension strategies
- Writing development
- Word recognition and spelling
- Grammar skills

The key objectives for the programme are for students to develop:

- Improved comprehension of curriculum specific reading materials
- Increased vocabulary development, including word recognition and application

COURSE DESCRIPTION

There are five main elements to the Language Support Programme which target specific language skills for students. These include:

Word knowledge

This involves students understanding the increasingly specialised vocabulary and spelling needed to compose and comprehend learning area texts. It includes the development of strategies and skills for acquiring a wide topic vocabulary in the learning areas and the capacity to spell the relevant words accurately.

Text knowledge

This involves students understanding how the spoken, written, visual and multimodal texts they compose and comprehend are structured to meet the range of purposes needed in the curriculum areas.

Comprehending texts through listening, speaking and viewing

Students are instructed in using a range of strategies to comprehend, interpret and analyse these texts, including retrieving and organising literal information, making and supporting inferences and evaluating information

Composing texts through speaking, writing and creating

Students create formal and informal texts as part of classroom learning experiences including group and class discussions, talk that explores and investigates learning area topics, and formal and informal presentations

Grammar knowledge

This element involves students understanding the role of grammatical features in the construction of meaning in the texts they compose and comprehend.

CORE COURSES

MATHEMATICS

SUMMARY

Students will be placed into one course as they commence Year 7 Mathematics which will ensure that all students develop the necessary rigour, skills and background knowledge to be successful in Mathematics. At the beginning of Semester 2, students will be placed into classes that will be working at a level consistent with their ability displayed during Semester 1. The pace at which content is covered will vary only slightly between courses. Students will be exposed to the proficiency strands understanding, fluency, problem-solving and reasoning which are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability.

AIMS OF THE COURSE

The courses are designed to give students a broad base in mathematics education at a level of difficulty designed to offer a challenge to the students, while still allowing them the opportunity to achieve success.

COURSE OUTLINE

- Acquire mathematical knowledge, skills and terminology
- Interpret, organise and analyse mathematical information and data
- Value mathematics as an important component of their lives
- Apply mathematical knowledge and skills to solve problems
- Communicate mathematical information and data
- Justify mathematical results and make connections between important mathematical ideas and concepts

TECHNOLOGY

Students will be shown a variety of and the purpose of technology, how to apply the technology, and to evaluate the effectiveness of the application.

ASSESSMENT

A range of assessment types will be used including class tests, examinations, assignments, homework, investigations, problem solving and class work.

CORE COURSES

PHYSICAL EDUCATION

SUMMARY

Students continue to develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. They have opportunities to analyse their own and others' performance using feedback to improve body control and coordination. They learn about health-related and skill-related components of fitness and the types of activities that improve individual aspects of fitness. The application of fair play and ethical behaviour continues to be a focus for students as they consider modified rules, scoring systems and equipment, which allows participants to enjoy physical activities and experience success. They begin to link activities and processes to the improvement of health and fitness.

ASSESSMENT

Students will be assessed by ongoing observation and rated for each sport based on rubriks from the SCSA Judging Standards.

CORE COURSES

SCIENCE

COURSE DESCRIPTION

In Year 7, students explore the diversity of life on Earth and 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.

TECHNOLOGY

In Year 7, the use of two online learning platforms will be engage, Stile Education and Education Perfect.

COURSE OUTCOMES

Semester 1

- Working Scientifically
- Chemistry
- Biology

Semester 2

- Earth Science
- Physics

Over Year 7, students will develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

ASSESSMENT

Each unit will have a unit test, a mid-topic test and either and/or laboratory report.

YEAR 7

INTRODUCTORY COURSES

COMPULSORY INTRODUCTORY COURSES



YEAR 7

INTRODUCTORY COURSES

DANCE

AIMS OF THE COURSE

Year 7 Dance is aimed at introducing students to some basic skills in Dance. It is a fun and practical course that enables students to learn about Social Ritual and Artistic Dance. Students have the opportunity to learn specific social dances including the Nutbush, Jeruselema and Cha Cha slide.

COURSE DESCRIPTION

Students work with their peers to learn and perform social dances and collaborate to choregraph their own dances. Students are introduced to safe dances practices, dance terminology and have the opportunity to perform a short dance for their peers. Students are further introduced to the history of Dance. The course allows for students to respond and reflect on their own work and the work of others.

ASSESSMENT WEIGHTING

80% Practical
20% Response

INTRODUCTORY COURSES

DESIGN TECHNOLOGY FOOD & TEXTILES

COURSE DESCRIPTION

This course provides students with a basic introduction to the world of Design and Technology, specifically Food and Textiles. Students will explore fundamental concepts of these specialised subjects including hygiene and safety, oven and stove management, knife skills, measuring and recipe comprehension. Similarly, in Textiles, students will develop knowledge in safety, use of a sewing machine, sewing skills and CAD/CAM mainstream software, Cricut. Both subjects provide students with an ability to demonstrate important interpersonal skills such as working collaboratively, thinking critically and creatively and problem-solve.

ASSESSMENT

Design Technology Food

- Theoretical Digital Workbook.
- Practical (cooking) assessment.
- Practical and theoretical Loaded Wedges assessment.

Design Technology Textiles

- Theoretical Digital Workbook.
- Threading test.
- Apron construction and Cricut application.

YEAR 7

INTRODUCTORY COURSES

DRAMA

AIMS OF THE COURSE

The Year 7 Drama course introduces students to different styles of drama, including Mime, Circus and Improvisation. Students will learn basic stage performance skills and create their own group mime and circus performances.

COURSE DESCRIPTION

The course includes an emphasis on hands-on experience and collaborative learning. Throughout this course, students will explore and develop their creativity, confidence and teamwork. Students further learn about the history of Circus and have the opportunity to respond to their own work and the work of others. Students are introduced to some basic drama terminology.

ASSESSMENT WEIGHTING

90% Practical
10% Response

INTRODUCTORY COURSES

MEDIA

AIMS OF THE COURSE

The Year 7 Media Course provides students an opportunity to explore and develop photographic and animation skills. Students will specifically learn about photography, photo editing and animation. They will be introduced to technical elements of media including composition, different production skills as well as collaboration and teamwork.

COURSE CONTENT

The following key concepts form the basis of the course content for Media:

- Introduction to key terminology and technologies related to selected context and focus
- Codes and conventions of media type, genre and/or style studied
- Narrative conventions in the context of the media type, genre and/or style studied.
- Basic media production skills to integrate codes and conventions in media work for a specific purpose and meaning.
- Awareness and safety when using technologies and resources.
- Team skills and specific role responsibilities.
- Production process using basic technical skills and processes, scripts, storyboards and layouts.

ASSESSMENT

Students will complete two main tasks which include a Photo Treasure Hunt and a Stop Frame Animation. Student participation and collaboration will also be measured.

INTRODUCTORY COURSES

MUSIC

AIMS OF THE COURSE

This course provides a brief introduction into Music here at Mandurah Catholic College. In Year 7, student will have the opportunity to identify and understand the concepts that musicians and producers use to compose and perform music. These concepts will then be explored and utilised through instrumental skills as well as through student's own compositions.

COURSE DESCRIPTION

In Year 7, students will:

- Interpret and analyse the basic "elements" that go into creating a piece of music.
- Implement specific terminology and notation used with the subject.
- Learn skills to play common contemporary instruments such as the guitar.
- Compose short pieces of music based around particular emotions using production software.

ASSESSMENT

Making (Practical) - 70%
Responding (Written) - 30%

INTRODUCTORY COURSES

VISUAL ARTS

AIMS OF THE COURSE

The aims for this course is to bring all students to a similar knowledge base to provide a strong foundation to build upon in later years. As Our Year 7 students come from a variety of knowledge backgrounds, it is important to establish a broad understanding of both subject specific written and practical skills. Some of these afore mentioned skills being: art terminology (Elements and Principles of Art); practical skills (drawing, ceramic construction and painting); and the relationship between these two components.

COURSE DESCRIPTION

Students are introduced to different artists such as Grotti Lotti, Salvador Dali and more which help to inspire them within their own creative journey to create hybrid animals. Before, during and post making these hybrid animals, students will learn about the correct joining techniques and drying stages of clay, create drafts and illustrations to develop their ideas for the making process as well as evaluate their work and process they used to get to their completed artwork.

This course not only aims to teach students about foundational Visual Art knowledge and broaden their creative horizons if they wish to pursue a 'fine art' pathway in high school but also, it equips students with the tools and creative mindset to see the world around them in a different light – to eventually make our world a little better and brighter with wonderful ideas that are spoken and seen through their artworks.

ASSESSMENT

Practical: 80%
Written: 20%