THOMAS CARR
COLLEGE
TARNEIT EST.1997

YEAR 7
CURRICULUM INFORMATION

INTRODUCTION

Thomas Carr College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. Beginning Year Seven at Thomas Carr College continues the Middle School journey for students.

Year Seven students enjoy a broad curriculum that continues to strengthen their skills and understanding in each subject area. All Year Seven students participate in the Australian Co-educational Schools (ACS) sport program.

COMPULSORY SUBJECTS

All Year 7 students are required to study the following subjects for the entire year.

- Religious Education
- Pastoral Care
- English
- Humanities
- Language: Indonesian & Italian (1 per semester)
- Mathematics
- Health & Physical Education
- Science
- Art
- Drama
- Food Technology
- Music
- Wood Technology

CURRICULUM INFORMATION

Religious Education	
Rationale:	The world is the primary context and place of God's self-disclosure to all of humanity. It is in the lived reality of our daily lives that we are called to experience God as Creator, Jesus as Saviour and the Holy Spirit as Guide. The Catholic school is part of the world and part of the community of the Church and invites all the members of the school community to search for God in the world and to live a life framed by the life and words of Jesus.
Learning Focus:	In Year 7, students will be learning to appreciate the local Church community and its connection to their school. They will be able to demonstrate knowledge of the tradition of their school and local Church community within the diocese by compiling information about the lives of individuals who contributed to the life of the school and local Church community. They learn to value the role of personal prayer, and the Church as a community who worship together. They prepare for and participate in prayer by identifying a variety of ways in which people pray. Students become aware of God's creativity experienced in human activity and the natural environment and describe how God is active in all creation. By doing this they can identify a range of expressions of God's presence in the natural environment and human experiences. Students locate and interact with stories and passages in the Old and the New Testaments by describing the nature of sacred stories and the structure of the Bible as the Word of God. They learn to appreciate the vitality and potential of story, and the variety of books, people and messages.
Outcomes / Assessment:	The primary purpose of assessment is to assist in better teaching and learning. Assessment of student achievement across all the content strands (Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacraments, Morality and Justice) is an essential component of the educational nature of Secondary Religious Education. Students will have one formative Assessment Task and one Summative Unit Test at the end of each term.
Pathways:	Students continue to study Religious Education in Year 8. This supports each student to develop understanding and appreciation for the five content strands, through studying the following components in Year 8: Jesus the Jew, Jesus our Model for Living, St. Paul and the early Christian communities and Signs, Symbols and Sacraments.

English	
Rationale:	Language shapes our understanding of the world in which we engage. The study of English encourages students to experiment with ideas as well as create engaging and original texts. English studies develop in students the skills to become active and independent learners, to work with one another and to be reflective learners. Responding and composing texts helps students understand the power, value and art of language.
Learning Focus:	In Year Seven, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students create and engage with a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions and are beginning to create literary analyses and transformations of texts. Texts are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.
Outcomes / Assessment:	In Year Seven, students complete a variety of in-class and out-of-class assessments including: ▪ writing genres and the introduction to essay production ▪ reading responses ▪ oral presentations ▪ semester examinations ▪ NAPLAN ▪ on-demand testing ▪ PAT Reading
Pathways:	Students continue with English as core throughout the Middle and Senior School. The study of the subject English is regarded as a priority through- out secondary schooling and is compulsory at every level. At the VCE, students can select English or English Literature.

Humanities	
Rationale:	The study of Humanities is central to the learning and development of all young Australians. It helps create confident communicators, and informed citizens. By studying Humanities, students will be equipped with the skills to use a variety of sources to describe key aspects of different societies and the ability to analyse change and continuity over time and compare key aspects of past and present societies.
Learning Focus:	Students develop knowledge and understanding about ancient societies and their role in providing the foundations of modern society. Students explore the key concepts of Democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, and culture. They investigate daily life, the role and work of various groups, the division of labour between men and women, education, rituals and family. They explore the values and beliefs of societies through their religions, myths and legends, and their social and political structures. Students examine the ways the culture was expressed through art, music, literature, drama, festivals and education. They learn about key events, significant individuals, and the influence of trade and contact with other cultures. Students also use a variety of geographic tools and skills, together with an inquiry-based approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica.
Outcomes / Assessment:	Students studying Humanities will be expected to: ▪ Describe, analyse and evaluate the emergence of human settlements, representation of the Ancient Civilisations of Egypt and China, working with both primary and secondary sources. ▪ Describe, compare and contrast aspects of Ancient Civilisations such as democracy, social structure, daily lives, rituals and governance from the past and the present. ▪ Students will also apply geospatial skills allowing them to compare and analyse a range of Asia-pacific countries to Australia on a variety of geographic levels.
Pathways:	Students will continue to study Humanities in Year 8, further enhancing their historical knowledge and understanding, geospatial, inquiry and literacy skills.

Language: Indonesian	
Rationale:	In learning a language, students develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying. Learners are also provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of intercultural aware citizens, of increasing importance at a time of rapid and deep globalisation.
Learning Focus:	Students learn why there are similarities and differences between languages and how these are related. They begin to have a grasp of the his- tory of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains. They participate in activities where they practise exchanging simple personal information on topics such as self, friends, family, time, school, likes, dislikes, foods, daily routines and pastimes. They talk about themselves in response to questions and learn to ask questions.
Outcomes / Assessment:	Students studying Indonesian will be expected to complete: ▪ Written Task ▪ Speaking Task ▪ Listening Task
Pathways:	Students continue with the study of Indonesian in Year Eight for one semester. Students may continue to study Japanese in Year Nine, Ten, Eleven and Twelve. Languages studies at VCE attract bonus points for candidates facilitating higher education entry. Second language study can be a good predictor of a student's ability to pursue a demanding post-compulsory program of study. This is because a second language requires sustained effort over time.

Language: Italian	
Rationale:	In learning a language, students develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying. Learners are also provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of intercultural aware citizens, of increasing importance at a time of rapid and deep globalisation.
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Outcomes / Assessment:	Students studying Italian will be expected to complete: ▪ Written Task ▪ Speaking Task ▪ Listening Task
Pathways:	Students continue with the study of Italian in Year Eight for one semester. Students may continue to study Italian in Year Nine, Ten, Eleven and Twelve. Languages studies at VCE attract bonus points for candidates facilitating higher education entry. Second language study can be a good predictor of a student's ability to pursue a demanding post-compulsory program of study. This is because a second language requires sustained effort over time.

Mathematics	
Rationale:	Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their person, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.
Learning Focus:	By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Stu- dents solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.
Outcomes / Assessment:	Students studying Year 7 Mathematics will complete the following assessments: ▪ Topic tests ▪ Assessment tasks ▪ Completion of a workbook demonstrating their learning throughout the year ▪ Semester examinations
Pathways:	After completing Year 7 Mathematics students will continue to build on this knowledge in Year 8 Mathematics.

Health & Physical Education	
Rationale:	Health & Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.
Learning Focus:	In Health, students will learn the factors that shape personal identity. Students will explore the changes that occur throughout the lifespan and identify the health needs necessary to promote and maintain growth and development during puberty. Students develop an understanding of the right to be safe when looking at Sunsmart and Water Safety and explore the concepts of risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimise these harms. In Physical Education, students will learn the skills and rules of the following sports; Netball, Basketball, Soccer, Softball, Table Tennis, Cricket, Athletics and Dance. Students will be involved in developing of skills from these sports as well as being involved in individual, non-competitive activity and competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students' progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely, to using equipment safely and confidently. Students will also be involved in term by term fitness testing, allowing students to analyse their results throughout the year.
Outcomes / Assessment:	Students studying Year 7 Health and Physical Education will complete the following assessments: ▪ Working in teams ▪ Practical observations ▪ Written reports ▪ Research assignments
Pathways:	After completing Year 7 Health and Physical Education students will continue to build on this knowledge in Year 8 Health and Physical Education.

Science	
Rationale:	Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.
Learning Focus:	In Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environ- mental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on, different groups in society. Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.
Outcomes / Assessment:	Students studying Year 7 Science will complete the following assessments: ▪ Research Assignments ▪ Topic Tests ▪ Reports on Experiments ▪ Semester Examinations
Pathways:	After completing Year 7 science students will continue to build on this knowledge in Year 8 science.

Art	
Rationale:	The study of Visual Art equips students in Year 7 with the skills to explore and use a variety of sources and ideas that draw upon their experiences of direct observation and imagination. The course consists of two components, art production – art making and art appreciation – art response.
Learning Focus:	Students undertake a series of rotating practical workshops of one semester's duration, which cover two and three dimensional activities. The main areas to be covered are two dimensional drawing & painting and three dimensional collage or ceramics/sculpture. Each unit is broken down into a series of smaller studies related to a common theme. Themes studied in Year 7 consist of Abstract Art, European art movements, Asian Arts and Indigenous Arts. In Art Appreciation and Art response students extend their understanding of art by analysing and interpreting artworks and challenging their perception of art through the understanding of the history of art and the big ideas associated around art concepts and their relevance in Australian culture.
Outcomes / Assessment:	▪ Practical Visual Arts Folios - mixed media and ceramics ▪ Theoretical Assignments - Art Analysis
Pathways:	Year 7 Visual Arts provides a foundation which Year 8 students can use as a basis for further learning. Opportunities for students to create and critically explore a range of mediums and concepts to develop a comprehensive understanding of the importance of Visual literacy in our culture. The study of Visual Arts provides students with an explorative, creative and expressive learning environment and pathways through to Year 9 and Arts domains of Studio Arts and Visual Communication and Design.

Drama	
Rationale:	The study of Drama allows students to create and critically explore performances in contemporary and traditional genres. Learning in this domain allows students to develop skills in creativity, to refine their expressive skills and to communicate ideas through performance.
Learning Focus:	Each student completes a Semester of Drama in Year 7. The focus of the course is the Mind Matters Bullying Behaviours Programme, where students explore notions of bullying through various performance activities. Students participate in various role plays and activities around themes of power, status and belonging. They create performances from real-life stories which they present to the class. Students also use devices such as gibberish, mime, animalisation, mask and exaggeration to create performances in various non-naturalistic styles. Through warm-up activities, students participate in various improvisations and theatre-sports games. They make workbook entries and participate in group discussions to reflect critically on their arts practice.
Outcomes / Assessment:	Students in Year 7 Drama will be expected to create and present to the class the following two performances: ▪ Real Life Story to Performance ▪ Non-Naturalistic Group Project
Pathways:	Year 7 Drama leads directly to Year 8 Drama, also a compulsory semester subject. Students then have the option of studying Drama to Year 12.

Food Technology	
Rationale:	The study of Food Technology gives students a broad understanding of the integral role of food in our lives. Through food preparation, planning and design, students gain essential practical skills as well as an understanding of the cultural, social and environmental impacts of commercial food production. Through study of nutrition and diet, students develop an awareness of the health impact of food consumption.
Learning Focus:	In Semester One, students develop an understanding and knowledge of the importance of breakfast. Aspects of snack foods and their link to general wellbeing are also studied. Students investigate various breakfast and snack food choices and their nutritional implications using the healthy eating pyramid as a guide. Working independently and in pairs, students design, produce and evaluate the various ingredients used in a variety of breakfast and snack foods. They use simple and complex tools and equipment in producing recipes. This enables students to gain experience and confidence in basic kitchen skills and preparing simple but healthy recipes. In Semester Two, students examine and reflect on the range of influences on personal food intake such as peers, advertising, mass media, mood, convenience, cultural beliefs and values, and access to food products and services. They explore topical issues related to eating, and identify personal and community factors that influence food selection.
Outcomes / Assessment:	Students studying Year 7 Food Technology will be expected to complete the following assessment tasks: ▪ Safety poster ▪ Breakfast/ snack bar ▪ Sweet muffin ▪ Fruit survey ▪ Recipe scrap book
Pathways:	Year 7 Food Technology is a compulsory semester subject. Students then have an option to study Food Technology in Year 9 as an elective.

Music	
Rationale:	Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the School. Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people's identity and self-esteem. Music offers unique opportunities for creativity and self-expression.
Learning Focus:	Year 7 Music focuses on introducing and developing the skills and discipline required to play a musical instrument, as well as the enjoyment that can be derived from it. Students are allocated one of the following band instruments on the basis of the results of the Bentley Test for Musical Ability: flute, clarinet, saxophone, trumpet, trombone, bass guitar and percussion, and are provided with opportunities to explore group tuition with specialist teachers. Students create music by playing in both small and large ensemble situations and by participate in a concert at the end of each semester. They explore elements of music notation, rhythm and basic musical terminology. Students experiment with tone production and dynamics and explore how the body works in kinaesthetic movement when playing an instrument. Students respond to aural and ensemble activities with practical and written exercises and tasks.
Outcomes / Assessment:	Students studying Music will be expected to: Create and make music by playing short solo pieces to demonstrate they have mastered the technique and notes appropriate to their level of performance. Play their instrumental part accurately within small and large ensembles with attention paid to pitch and intonation (where appropriate), correct rhythms and the ability to explore dynamics and to follow the directions of a conductor.
Pathways:	Students continue to study Music in Year 8 and explore composition and musical genres through the use of keyboards and music software such as "Sibelius". Elective music in Years 9 -12 further enhances and builds on these skills. Music Pathways include both Music Industry (Sound Re- cording and Technician) and Performance related areas.

Wood Technology	
Rationale:	During the semester, students explore technology by applying theoretical and practical outcomes to develop a product produced from timber. Stu- dents develop skills in the preparation of design briefs; they also develop their understanding of the technology process (investigating and designing; producing; analysing and evaluating) and its application in Wood Technology. Students begin to develop an understanding of workshop and personal safety. They make use of Computer Aided Design/Drafting (CAD). Students develop production techniques begin to become skilled in the safe use of tools. They develop skills in the application and use of joints in joining timber. Students develop an understanding of timber and timber products.
Learning Focus:	In Year 7 Wood Design Technology students work towards the achievement of Level 4 standards in Design, Creativity and Technology. Students complete 1 semester of Wood Technology in Yr 7 with a focus on safety in the workshop. Students use hard materials, hand and power tools to produce products using a range of measuring, marking, joining/combining techniques to alter materials with a focus on safety and hygiene. Students produce and assess a pencil box as well as a polymer key ring. They record their progress for assessment purposes and reflect on their designs as they develop in their Technology work books.
Outcomes / Assessment:	Students in Year 7 Wood Design Technology are required to complete the following for assessment. A research Task on 'Safety in the Workplace' as well as a research paper related timber and timber products. Students are also required to produce and evaluate a product (pencil case and USB-ring) to design brief specifications.
Pathways:	Year 7 Wood Design Technology allows students exposure to hard materials technology and the development OH&S awareness as well as basic tool skills to make an informed choice in Year 9 technology electives.