



St Francis de Sales
COLLEGE

Year 7, 2019
CURRICULUM HANDBOOK

FAITH

JUSTICE

INTEGRITY

PERSEVERANCE

WISDOM

COMPASSION

RESPECT



Dear Parents/Caregivers and Students

I am delighted to introduce to you the contents of the Year 7 Curriculum Handbook for 2019, which outlines our commitment to catering for the diverse needs of our Middle Year students as we strive to offer engaging and challenging studies that foster a natural love of learning and a desire to achieve. Our Middle Years' programs are of course also focused on providing suitable preparation for students to be successful during their work in the senior years, and this preparation is especially important in our community where students are undertaking many South Australian Certificate of Education Stage One subjects from the commencement of Year 10.

There are a range of keys to success for our students in Years 7-9 and our commitment to providing Key Teachers in each class that are not only the Homeroom Teacher, but teach the class for a number of their core subjects, is a reflection of the link that we believe exists in the middle years between building strong relationships and successful academic outcomes. In alignment with the Australian Curriculum, which guides our work with your sons and daughters, we strive to encourage students to think creatively and critically whilst developing a genuine sense of social and personal responsibility in their learning and lives. In this way, our students can become confident, compassionate and capable learners who will discover and develop their strengths, take pride in their achievements and be well prepared for life in the Senior School and their life post school in the global community.

Please engage with your sons and daughters, not just about their areas of learning where they are required to make choices, but with regard to all of the learning planned for them in 2019 so that they may see the importance we place on the school-home partnership working to support them to develop to their full potential. The exciting conversations, visioning and planning for learning that this handbook invites you into will be an important first step in their success in 2019 and beyond.

Best wishes

Gavin McGlaughlin
Principal



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Year 7-9 Curriculum

Year 7

Two Semester Subjects

English
Humanities and Social Sciences
Health and Physical Education
Languages – Japanese
Mathematics
Music
Religious Education
Science

STEAM

Technology and Engineering
The Arts

Year 8

Two Semester Subjects

English
Humanities and Social Sciences
Health and Physical Education
Languages – Japanese
Mathematics
Religious Education
Science

One Semester Subjects

Art Principles
Dance
Design and Technologies
Digital Technologies
Drama
Home Economics
Music

Year 8/9 Specialist Sports Program

Basketball Academy
Soccer Academy

Year 9

Two Semester Subjects

English
Humanities and Social Sciences
Health and Physical Education
Languages – Japanese
Mathematics
Religious Education
Science

Electives

Art Design
Dance and the Media
Design and Technologies
Digital Technologies
Drama
Home Economics
Music

Year 8/9 Specialist Sports Program

Basketball Academy
Soccer Academy





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Year 7
Full Year
Core Subjects

English

Subject Description

The study of English is central to the learning and development of all young Australians. Students will study a range of texts which explore a variety of themes according to each year level. They will also create their own texts such as poetry and creative writing reflecting on their own on the chosen themes.

Aims

- Learn to listen to, read, view, speak, write, create and reflect on basic through to increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Year 7-9 Level Description

In Years 7, 8 and 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Assessment

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Please refer to the following link for:

- Year level descriptions 7-9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- Achievement Standards which highlight the expectation of learning in each of the year levels 7-9

<http://www.australiancurriculum.edu.au/English/Curriculum/F-10>

Please note: Each year level may negotiate with students in the class possible thematic approaches to engage students in their learning of English.

(Descriptors and Statements from the ACARA Website)



Humanities and Social Sciences – History and Geography

Both History and Geography are semester length subjects. Civics and Citizenship and Business and Economics are integrated throughout the two semesters.

Subject Description

History is a disciplined process of inquiry into the past that develops student's curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others.

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

The Civics and Citizenship component gives students an understanding government systems including the core values that underpin Australia as a democratic society.

The Economics and Business component provides students with a general understanding of business in our current economic climate.

Learning Concepts

History and Geography use an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry, collect, evaluate, analyse and interpret information, and suggest responses to what has been learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These are skills that can be applied in everyday life.

Assessment

Curriculum content is based on the achievement standards outlined in the Australian Curriculum. Students can be assessed through the following examples:

- Letters
- PowerPoint presentations
- Debates
- Essay writing
- Interviews
- Interpretation of primary and secondary sources
- Oral Presentations
- Report - guest speaker visits
- Field Work/Study

Please refer to the following link for:

- Year level descriptions 7-9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- Achievement Standards which highlight the expectation of learning in each of the year levels 7-9

<http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10>

<http://www.australiancurriculum.edu.au/History/Curriculum/F-10>

Please note: Each year level may negotiate with students in the class possible thematic approaches to engage students in their learning of Humanities and Social Sciences.

(Descriptors and Statements from the ACARA Website)



Health and Physical Education

Subject Description

Lower Secondary Physical Education is a compulsory subject for students in Years 7, 8 and 9. The theory and practical components are taught separately. The focus in the theoretical component is on personal, social and community health. In practical lessons, the focus is on moving our body, understanding movement and learning through movement.

Aims

Lower Secondary Physical Education will offer a course that provides students with the opportunity to:

- Develop a range of practical skills in individual and team environments
- Look at issues relating to personal, social and community health
- Understand how students are to be healthy, safe and active as well as communicate and contribute to health and wellbeing
- Move their body, understand their movement and learn through movement

Assessment

- The ability to identify issues relating to personal, social and/or community health
- The ability to demonstrate skills relating to movement and physical activity
- Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity

Languages – Japanese

Subject Description

The study of Japanese comprises an explicit and integrated focus on language (vocabulary, grammar, and idiomatic expressions), script, katakana, hiragana, kanji, and culture. The study of this subject offers an opportunity to explore how to communicate meaningfully in diverse contexts and to prepare students for further study in Japanese at a SACE level, or for those who wish to continue with the study of Japanese language at a higher level. Opportunities for authentic interaction in Japanese are provided by integration lessons with visiting Japanese student groups, language-rich excursions to Japanese environments at which time prepared and culturally appropriate use of the language is required, and teaching is focused towards the SFdSC trip to Japan which is conducted every alternate year from Year 10 onwards.

Japanese Language

Learning Japanese broadens students' horizons to include the personal, social and employment opportunities that an increasingly interconnected and interdependent world presents. It assists in raising student's awareness that despite its status as a world language, a capability in English is not sufficient interaction and understanding of the thinking patterns and feelings of people from a country of non-Anglo-Saxon cultural and linguistic heritage. Students explore the religious and ethical differences that are part of our separate social and cultural heritages, and are encouraged to think outside the square of a world reality that is otherwise rarely questioned. The study of Japanese, in particular, leads to inquiry about, and exploration, of social expressions and cultural imperatives around the notion of respect and how, why and where it is expressed in Japanese and Anglo cultures.

Learning Concepts

The four macro skills of listening, speaking, reading and writing are all addressed at each year level. Written work includes the use of the alphabet script where grammatical structures in sentence patterns are introduced and practised. Kanji is used in the Japanese educational system where if the kanji (ideographic) form of a word can be written by students in a sentence, it is used. Explicit teaching of capabilities such as Numeracy, Literacy and Intercultural Understanding at a level which is within the cognitive grasp of each student cohort underpins the content components of each year level course. Extensive written work underpins and consolidates the linguistic components of the course. At Year 8 and 9, students will begin the use of the textbook iiTomo.

Assessment

Each program outlines the assessment processes for each year level, and is consistent with the achievement standards and assessment processes outlined in the Australian Curriculum for Languages. In the Language component of the courses, the four macro skill domains are assessed through oral, written and listening activities, tests, and games with individual and group work production/participation being part of the assessment process. Increasingly complex production or recognition of integrated and culturally appropriate language choices are required in Years 7, 8 and 9, and almost all of these requirements must be produced or understood through the use of any or all of the three scripts studied. Towards the end of Year 9, students' production is increasingly task-based (e.g. letters, responses, role-plays, interviews), requiring demonstration and integration of multiple skills and knowledge bases.



Mathematics

Subject Description

The study of Mathematics includes four proficiency strands: Understanding, Fluency, Problem Solving and Reasoning. All are an integral part of Mathematics content across the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of Mathematics.

Through research and investigation methods, students develop an awareness of the interconnectedness of the vast array of patterns within our world and Mathematics. They develop an understanding that patterns are the foundation of our world and they use this comprehension to create and further explore these concepts.

Aims

The following aims ensure that students develop:

- Engagement in their learning of mathematical concepts
- The confidence to be analytical, investigative, skillful and informed mathematicians, both individually and collaboratively
- Mastery of mathematics through developing skills of understanding, problem solving, reasoning and fluency
- Understanding of how to use knowledge and skills to build a future as a lifelong learner of mathematics

Year 7-9 Level Description

In Years 7, 8 and 9, students develop knowledge, understanding and skills about mathematics as tool to understand patterns and use the patterns to help construct the world around us. Students investigate the relationship between mathematics and foundation patterns to develop an understanding of the strong interconnectedness between the two and how the development of mathematical skill and understanding can assist them to construct their understanding of both. Through research, investigation, application of skills and patterns developed, students make responses to mathematics independently, with their peers, teachers and community whilst developing confidence in their research skills to collect, analyse, and reconstruct data in a meaningful way.

Assessment

Curriculum content is based on the achievement standards outlined in the Australian Curriculum. Students are assessed through a selection of the following:

- Investigations
- Tests (pre and post)
- Anecdotally
- Class quizzes
- ICT presentations
- Class presentations
- Research notes
- General bookwork

Please refer to the following link for:

- Year level descriptions 7-9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- Achievement Standards which highlight the expectation of learning in each of the year levels 7-9

<http://www.australiancurriculum.edu.au/Mathematics/Curriculum/F-10>

Please note: Each year level may negotiate with students in the class possible thematic approaches to engage students in their learning of Mathematics.

(Descriptors and Statements from the ACARA Website)



Music

Subject Description

Music is exploring, performing, creating, listening and responding to sound and silence. In the curriculum area of Music, students engage with music from diverse cultures and places. Through this practice they construct and communicate ideas, meanings and values about their personal, social and cultural worlds. Like all art forms music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in Music allows students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students. Student's active participation in music fosters learning for life-long well-being, developing understanding of other times, places, cultures and contexts.

Learning Concepts

Music is chiefly inquiry-based learning where students are encouraged to direct their own learning with the teacher facilitating their musical interests and needs. Students individually and collaboratively engage with the elements and concepts of music, through listening, composing, performing and responding to create, communicate and evaluate music ideas.

Aims

- The confidence to be creative, innovative, thoughtful, skilful and informed musicians
- Skills to compose, perform, improvise, respond and listen with intent and purpose
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- An understanding of music as an aural art form as they acquire skills to become independent music learners.

Assessment

Students rehearse and perform songs and instrumental pieces expressively and with accuracy. They investigate and apply techniques relevant to the styles of the music they perform and they manipulate elements of music to create, shape and refine compositions in a range of structures and styles. Students document their music using stylistically appropriate notations and available technologies. They use music terminology as they reflect, offer and accept feedback.

Please refer to the following link for:

- Year level descriptions 7-9 from the Australian Curriculum (ACARA)
- Foundation Year Content Descriptions
- Achievement Standards which highlight the expectation of learning in each of the year levels 7-9

<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music/>

Please note: Each year level may negotiate with students in the class possible thematic approaches to engage students in their learning of Music.

(Descriptors and Statements from the ACARA Website)



Religious Education

Subject Description

Religious Education supports the integration of faith, life and culture. It grounds a faith based education within the broader evangelising mission of a Catholic school.

Year 7

Learning Concepts

The teaching and learning of this faith based curriculum can include teacher presentation, immersion in films, inquiry learning and biblical inquiry and encompasses the following key learning areas:

- MITIOG (Made in the Image of God)
- Church and Community
- Religious Traditions
- Believing and Living Faith

Assessment

Students work in groups to discuss and problem solve scenarios involving moral decision making and religious doctrine. Assessment will take the form of discussion, role play, visual ICTs, essay writing, debate and varied means of assessing knowledge and interpretation.

Year 8

Learning Concepts

The teaching and learning of this faith based curriculum can include teacher presentation, immersion in films, inquiry learning and biblical inquiry and encompasses the following key learning areas:

- MITIOG (Made in the Image of God)
- Religious Truth and Believing
- Parables
- Symbol and Ritual Sacraments
- Community connection through project based learning

Assessment

Students work in groups to discuss and problem solve scenarios involving moral decision making and religious doctrine. Assessment will take the form of discussion, role play, visual ICTs, essay writing, debate and varied means of assessing knowledge and interpretation.

Year 9

Learning Concepts

The teaching and learning of this faith based curriculum can include teacher presentation, immersion in films, inquiry learning and biblical inquiry and encompasses the following key learning areas:

- MITIOG (Made in the Image of God)
- Students interpret and explore revelation given in Scripture, the Creeds and other foundational texts
- Promoting an appreciation of how the process of informing one's conscience enables individuals to exercise authentic freedom when making decisions
- Researching and communicating how the life, death and resurrection of Jesus is celebrated in the seasons and feasts of the Church's Liturgical Year
- Critically reflecting on and applying a Christian ethic of life to a range of contemporary justice and ethical issues

Assessment

Students work in groups to discuss and problem solve scenarios involving moral decision making and religious doctrine. Assessment will take the form of discussion, role play, visual ICTs, essay writing, debate and varied means of assessing knowledge and interpretation.



Science

Subject Description

Within its practical applications, students experience scientific discovery and are nurtured in their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

The Science Curriculum has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through a clearly described inquiry processes.

Learning Concepts

Science is inquiry-based and delivered by a combination of methods including direct instruction, individual and small group work, class discussion and practical work. Multi-media animations, YouTube and DVDs are used to enrich teaching and some learning is driven by internet-located materials. All teaching and learning is consistent with the rationales and aims of *The Australian Curriculum: Science*, and is supported by the Oxford Big Ideas Science textbook.

Assessment

Curriculum content is based on the achievement standards outlined in the Australian Curriculum. Students are assessed through the following:

- Investigations
- Tests (pre and post)
- Anecdotally
- Class quizzes
- ICT presentations
- Class presentations
- Research notes
- General bookwork

Please refer to the following link for:

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- Foundation Year Content Descriptions
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<http://www.australiancurriculum.edu.au/Science/Curriculum/F-10>

Please note: Each year level may negotiate with students in the class possible thematic approaches to engage students in their learning of Science.

(Descriptors and Statements from the ACARA Website)





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Year 7 STEAM

STEAM: Technology and Engineering

Subject Description

The STEAM program of Technology and Engineering will provide students with the opportunity to develop the skills and capabilities to reflect contemporary educational philosophies and 21st Century skills requirements, through their participation in a broader and more integrated curriculum. To make a change or improve the world, students need to understand what influences the quality of their environment and how to manage those influences by achieving sustainability through the use of technology. Students will gain a familiarity with engineering solutions and approaches in a Project Based Learning environment.

Aims

Students will be participating in a broader curriculum model providing them with opportunities to engage in a wider and more sophisticated range of experiences. The aim is to better develop the holistic skills and capabilities required in an increasingly complex and connected global environment. Technological and engineering based education is both present and future-oriented. This leads to students developing an overall capacity to contribute to our society for present and future generations, with students planning, designing and managing environmental and digital projects. Through Project Based Learning (PBL) STEAM: Technology and Engineering will include engaging activities that aim to captivate student's attention and work toward formulating an understanding of the big ideas.

Assessment

Assessment is based on short written pieces, design and practical work.

STEAM: The Arts

Subject Description

The STEAM program of The Arts will provide students with the opportunity to develop the skills and capabilities to reflect contemporary educational philosophies and 21st Century skills requirements, through their participation in a broader and more integrated curriculum. Creativity is the use of innovation, enthusiasm, and individuality. Simply put, an integrated creative curriculum is one that engages a student's intellect and emotions; it focuses on big ideas, interesting projects, and individual students' passions and needs. Often when we think of creativity, we think about tangible art such as literature and music; these things are an important part of a creative curriculum; however, in STEAM, we will also focus on a curriculum that is inspirational and promotes lifelong learning.

Aims

Students will be participating in a broader curriculum model that provides them with opportunities to engage in a wider and more sophisticated range of experiences. The aim is to better develop the holistic skills and capabilities required in an increasingly complex and connected global environment and to foster a creative learning environment that encourages young people to use their imaginations and engage their natural curiosity, to see age-old problems in a new light, to experiment and test ideas, to apply mixed mediums and interdisciplinary approaches, to pursue their interests and strengths and to develop a life-long love of learning. STEAM: The Arts aims to develop student's ability to tolerate ambiguity and take risks, develop their capacity to think critically, empathetically and independently and to be resilient, collaborative and resourceful. These skills will be necessary for student's to navigate the complexities of living in a global economy and equip them for the challenges of an unpredictable future. Through Project Based Learning (PBL) STEAM: The Arts will include engaging activities that aim to captivate student's attention and work toward formulating an understanding of *the big ideas*.

Assessment

Assessment is based on short written pieces, design and practical work.



References

- Australian Curriculum Assessment and Reporting Authority (ACARA), <http://www.acara.edu.au/default.asp>
- Australian Curriculum <http://www.australiancurriculum.edu.au/>

Personal Notes

