



# YEAR 7 COURSE OUTLINE SEMESTER 2

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This handbook has been created in accordance with guidelines set by the Victorian Curriculum and Assessment Authority.

Catholic Regional College, Caroline Springs reserves the right to make changes to this document when they are found to be necessary. In such instances, the College undertakes to keep students and parents informed about the changes that have been made.

**PLEASE NOTE:**

The College does not endorse or encourage taking students out of school for holidays as our experience suggests that there is always an impact on student learning when a student misses classes as most learning is sequential. We do, of course, respect your right to make decisions regarding your child's attendance.

# COURSE OUTLINE : YEAR **7**

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CATHOLIC REGIONAL COLLEGE  
CAROLINE SPRINGS

## VISION

***At Catholic Regional College Caroline Springs, we aim to provide a curriculum which:***

- is rigorous, creative, meaningful and purposeful
- cultivates a learning and teaching culture of innovation, responsibility awareness and independence
- is developed with respect for the learner at its centre and
- aims to provide our students the opportunity to critically engage in a dialogue with the Catholic tradition and the world around them.

## MISSION

Caroline Regional College Caroline Springs commits us to learning in all forms, styles and situations: formal and informal, mutual and collegial. Underpinning all that we do is the education and wellbeing of our students.

***We have an obligation to provide educational experiences that ensure that:***

- students have engaging and meaningful learning experiences
- students achieve to the highest of their learning potential.

## VALUES

***In striving to live fully and act justly, we commit ourselves to being a community which builds on four pillars:***

**LEARNING** in all forms, styles and situations, formal and informal, mutual and collegial

**STEWARDSHIP** of all in and of God's creation: self, others and the world

**COMPASSION** which, guided by respect, moves us to action

**PRAYER** as a way of living and knowing.

# 1. RELIGIOUS EDUCATION

## COURSE OUTLINE

The Year 7 Religious Education course was based on the Religious Education Curriculum Framework. Students considered the literary form, audience, authorship and story setting to derive meaning from sacred stories within the bible using both Old and New Testament texts. In the 'Our Story Our History' and 'Our Story Our Faith' units students explored the themes in the Exodus story as well as examined the social, political, religious and geographical setting in First Century Palestine.

## COURSE OVERVIEW

### Crossing the Threshold

**Pillar: Prayer - as a way of living and knowing.**

In striving to live fully and act justly, we commit ourselves to being a community which builds on four cornerstones.

- Learning: in all forms, styles and situations, formal and informal, mutual and collegial
- Stewardship: of all in and of God's creation: self, others and the world
- Compassion: which, guided by respect, moves us to action
- Prayer: as a way of living and knowing.

In all we do, say and are, our mission and privilege is to invite all in our community into a life lived in relationship with the God we proclaim and seek, in a world which awaits the fullness of God's love.

The Semester two Religious Education Curriculum consists of two units of study;  
Our Story Our History & Our Story Our Faith

### ***Our Story Our History***

In the Our Story Our History unit students are introduced to the study of the texts of the bible using LASMO. Student will consider how; literary form, authorship, the original audience that the text was written and the setting of the story can enable us and others to discern meaning from sacred text. Students will undertake detailed analysis of the book of Exodus.

### ***Our Story Our Faith***

The Our Story Our Faith unit students will investigate the geography, the daily life experience, religious and political situation of 1st Century Palestine to better understand the story's of the Gospel in the context in which they were written. Students will continue to develop the skill of LASMO using selected texts from the Gospels.

### **Assessment**

Students will be assessed using the achievement standards as outlined in the Religious Education Curriculum Framework. The achievement standards are written as three strands of learning;

- Knowledge and Understanding
- Reasoning and Responding
- Personal and Communal Engagement

Year 7 students are expected to demonstrate their;

**Knowledge and Understanding**

- Explaining the Catholic Tradition and its elements
- Comparing and contrasting their understanding with at least two other perspectives

**Reasoning and Responding**

- Interpreting their life in dialogue with the Catholic Tradition and the cultural context
- Making sense of how religious beliefs illuminate human experiences/Issues

**Personal and Communal Engagement**

- Reflecting on experiences that provoke spiritual and religious insights
- Demonstrating openness to ambiguity, beauty and mystery
- Integrating new insights
- Highlighting the complexity of significant issues and to propose a personal stance

**ASSESSMENT TASKS**

1. Our Story Our History – Exodus LASMO analysis
2. Our Story Our Faith – People of First Century Palestine

## 2. ENGLISH / ENGLISH SKILLS

### COURSE OUTLINE

The Year 7 English course is built around the Victorian Curriculum strands of Reading and Viewing, Writing, and Speaking and Listening. During this semester students completed their study of 'Maleficent' focusing on how film techniques create meaning for an audience. They then began a novel study of 'Parvana'. Through discussion and analytical writing, students examined the use of language and themes in author Deborah Ellis' presentation of contemporary social issues.

### COURSE OVERVIEW

#### Unit Three: Text Study 'Wonder' by R.J Palacio (10 weeks)

Students explore the following essential skills:

- Direct and Inferred information in text
- Identify and understand embedded themes
- Use evidence to support understanding of relevant themes
- Understand how authors create meaning in text through characterisation
- Understand how characters can have varying perspectives on the same event
- Construct a coherent written essay incorporating correct structure and using evidence to support stated themes

#### ASSESSMENT TASKS

1. Creative Writing Piece
2. Thematic Essay

#### Unit Four: Film Study 'Maleficent' (10 weeks)

Students explore the following essential skills:

- Identify and understand how film techniques are used to convey messages to an audience
- Identify and understand embedded themes within a film
- Use film techniques as evidence to support discussion in analytical writing
- Understand the transformation of fairy tales and how they are used convey important morales and messages to a target audience
- Construct a coherent written essay incorporating correct structure and using evidence to support stated themes

#### ASSESSMENT TASKS

1. Film Techniques Essay
2. Fairy Tale Portfolio Task (formative-not on report)

### 3. MATHEMATICS

#### COURSE OUTLINE

The Year 7 Mathematics course is designed around the Victorian Curriculum content strands of Number & Algebra, Measurement & Geometry and Statistics & Probability. In Semester Two, students worked with fractions, decimals and percentages and solved related problems. In the unit Geometric Reasoning, angle, triangle and quadrilateral properties were discussed and used to find unknown angles. Students covered the basic skills of Algebra by using variables to create algebraic expressions and evaluating them by substituting a given value for each variable. By learning about the Cartesian Plane, students plotted and read the coordinates of points. Using the Cartesian Plane, students also investigated various transformations, namely translations, reflections and rotations of points and objects. In each unit students worked and were assessed on the Maths Proficiencies of Understanding, Fluency, Reasoning and Problem Solving.

#### COURSE OVERVIEW

This Year 7 course is designed around the Victorian Curriculum content strands for Mathematics and the associated proficiency standards. In Semester Two, students have studied how to convert between Fractions, Decimals and Percentages. They have also studied the properties of shapes in Geometric Reasoning and are able to transform equations in Algebra.

Students work on the following topics during Semester 2:

- -Fractions
- -Decimals
- -Percentages
- -Geometric Reasoning
- -Algebra

#### ASSESSMENT TASKS

1. **Class Survey Task**
2. **Number Test**
3. **Fraction, Decimals and Percentages Test**



Term 1 (9 weeks)			
Week	Topic	Victorian Curriculum	Content description
1 - 7	Whole numbers, factors and multiples	VCMNA238 VCMNA239 VCMNA240	Investigate index notation and represent whole numbers as products of powers of prime numbers Investigate and use square roots of perfect square numbers Apply the associative, commutative and distributive laws to aid mental and written computation and make estimates for these computations
8 – 9	Integers, fractions and Numberlines	VCMNA241 VCMNA242	Compare, order, add and subtract integers
Term 2 (10 weeks)			
1- 3	Surveys and displaying data	VCMSP268 VCMSP269 VCMSP270 VCMSP271	Identify and investigate issues involving numerical data collected from primary and secondary sources Construct and compare a range of data displays including stem-and-leaf plots and dot plots Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data Describe and interpret data displays using median, mean and range
4 - 7	Fractions	VCMNA243 VCMNA244 VCMNA246	Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line Solve problems involving addition and subtraction of fractions, including those with unrelated denominators Multiply and divide fractions and decimals using efficient written strategies and digital technologies Express one quantity as a fraction of another, with and without the use of digital technologies <b>Compare fractions using equivalence.</b> <b>Locate and represent positive and negative fractions and mixed numbers on a number line</b>
8 - 10	Decimals	VCMNA244 VCMNA246	Multiply and divide fractions and decimals using efficient written strategies and digital technologies (VCMNA244) Round decimals to a specified number of decimal places (VCMNA1246)  <b>Locate and represent positive and negative decimals on a number line.</b>
Term 3 (10 weeks)			
1 - 4	Percentages & Simple ratios	VCMNA247 VCMNA248 VCMNA249 VCMNA250	Connect fractions, decimals and percentages and carry out simple conversions (VCMNA247) Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (VCMNA248) Recognise and solve problems involving simple ratios (VCMNA249) Investigate and calculate 'best buys', with and without digital technologies (VCMNA250)
5 - 7	Angles, Lines and shapes	VCMMG262 VCMMG263 VCMMG264	Classify triangles according to their side and angle properties and describe quadrilaterals (VCMMG262) Demonstrate that the angle sum of a triangle is $180^\circ$ and use this to find the angle sum of a quadrilateral (VCMMG263) Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal (VCMMG264)
8 - 10	Length & Area	VCMNA258 VCMNA259	Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving. Calculate volumes of rectangular prisms
Term 4 (9 weeks)			
1 - 6	Algebra & Solving Equations	VCMNA251 VCMNA252 VCMNA253 VCMNA254	Introduce the concept of variables as a way of representing numbers using letters (VCMNA251) Create algebraic expressions and evaluate them by substituting a given value for each variable (VCMNA252) Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (VCMNA253) Design and implement mathematical algorithms using a simple general purpose programming language (VCMNA254)
7-10	Cartesian Planes & Transformations	VCMNA255 VCMNA257 VCMMG261 VCMNA256 VCMNA257	Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point (VCMNA255) Investigate, interpret and analyse graphs from real life data, including consideration of domain and range (VCMNA257) Describe translations, reflections in an axis, and rotations of multiples of $90^\circ$ on the Cartesian plane using coordinates. Identify line and rotational symmetries (VCMMG261) Solve simple linear equations (VCMNA256) Investigate, interpret and analyse graphs from real life data, including consideration of domain and range (VCMNA257)

## 4. HEALTH

### COURSE OUTLINE

Students in Year 7 have been working on the standards of Personal, Social and Community Health. During Health classes, students explored concepts relating to changes in the body throughout puberty, the effects that smoking tobacco has on the body and the community as well as the benefits of physical activity and consequences of physical inactivity.

### COURSE OVERVIEW

In Year 7 Health classes, students explore the physical, social and emotional changes that occur during puberty and the impact of these on their relationships with family, peers and teachers. They develop an understanding of the risks of smoking and explore harm minimisation strategies to minimise risks. Students develop an understanding of the vast benefits of physical activity and plan an event to promote inclusion and diversity in sport and physical activity.

#### Areas of study include:

- Physical changes for males and female
- Social changes during puberty
- Emotional changes
- The menstrual cycle
- Influences on smoking
- Physical effects of smoking
- Chemicals found in cigarettes
- New and old anti-smoking adverts
- Benefits of physical activity
- Influences on physical activity levels
- Preventative health
- 

#### ASSESSMENT TASKS

1. Puberty Survival Guide Resource
2. Anti-smoking Advert
3. Sport Inclusion Promotion

## 5. PHYSICAL EDUCATION

### COURSE OUTLINE

Students in Year 7 have been working on the standards of Movement and Physical Activity. During Physical Education classes, students have had an opportunity to participate and enhance their skill development and tactics in soccer, whilst taking on roles and responsibilities such as refereeing, scoring, coaching and collecting statistics, promotions, managing and organising a competition. Students also actively participated in netball and cricket, further developing fitness, ball skills and teamwork.

### COURSE OVERVIEW

Students in Year 7 have been working towards the Year 8 level standards of Movement and Physical Activity. During Physical Education classes, students develop their understanding of fitness through participating in fitness tests and a variety of games and activities. Students have the opportunity to participate and enhance their skills and tactics in the games of soccer, netball and cricket. Students participate in soccer tournaments that require them to work in teams as well as undertake roles and responsibilities of their choice, such as refereeing, coaching, keeping score and statistics, promotions, managing and organising a competition. They develop further fitness, ball skills, teamwork and leadership through participation and involvement in netball and cricket.

Students explore the following subject areas:

- Fitness testing
- SEPEP Soccer
- Netball
- Cricket

### ASSESSMENT TASKS

1. **SEPEP Soccer** – Skill Development, Participation, Strategies and tactics, SEPEP role, Reflection questions
2. **Netball** – Skill Development, Participation, Strategies and tactics, Teamwork, Test
3. **Cricket** - Skill Development, Participation, Strategies and tactics, Teamwork

## 6. HUMANITIES

### COURSE OUTLINE

The Year 7 Semester Two Humanities course was based on the Victorian Curriculum focus areas of Geography and Civics & Citizenship. Students investigated water as a renewable resource. They explored the nature of water scarcity and considered strategies to reduce water wastage. Students studied the concept of liveability, and investigated the factors that influence it. Within Civics & Citizenship, students explored the origins of democracy and how citizens can participate in Australia's democratic system.

### COURSE OVERVIEW

The Year 7 Semester 2 Humanities course is based on the Victorian Curriculum and includes the focus areas Geography and Civics & Citizenship.

Within Geography, students explore water as an example of a renewable environmental resource. They develop an 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 in different ways and that the environment has its specific hazards. Students also focus on the concept of place through an investigation of liveability. Students examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. Students participate in a field work excursion as part of their assessment of this unit. Within Civics and Citizenship, students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. They analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging. They identify ways they can be active and informed citizens, and take action in different contexts.

The Year 7 Humanities course covers the following topics;

#### Geography

- Water scarcity in our global world
- What makes a place 'liveable'?

#### Civics and Citizenship

- The origins of democracy and how citizens can participate in Australia's democracy.
- What it means to be Australian by identifying the reasons for and influences that shape national identity

#### ASSESSMENT TASKS

##### 1. Geography:

- Water in the World Assessment Task
- Place and Liveability Field Work Assessment

##### 2. Civics and Citizenship

- Civics and Citizenship Class Test

## **7. SCIENCE**

### **COURSE OUTLINE**

The Year 7 Science course was based on the Victorian Curriculum strands of Science Understanding and Science Inquiry Skills. In working towards the Level 7 standards, students in Semester Two were introduced to the topics of Classification, Ecosystems, Earth, Sun & Moon and Forces. The tasks used to assess student understanding of the units included a Classification topic test, Plastic pollution research project, Earth, Sun and Moon topic test and a Lever practical experiment.

### **COURSE OVERVIEW**

The Year 7 Science course is based on Victorian Curriculum strands of Science Understanding, Science Inquiry Skills and Critical & Creative Thinking. As students work towards the achievement of Level 7 standards they are also introduced to Classification and Ecosystems unit that allows students to explore how living organisms can be classified into major taxonomic groups based on observable similarities and differences. It also looks at the interactions between organisms can be described in terms of food chains and food webs and can be affected by human activity. In Semester Two, students focus on the Science of Physics, looking at Laws of Motion and simple machines. They investigate the change to an object's motion is caused by unbalanced forces acting on the object. Advancing into Astrophysics, students look at modelling how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth.

#### **Students will explore the following subject areas in Semester 2**

- Classification
- Ecosystem
- Forces & Simple Machines
- Earth, Sun & Moon

#### **ASSESSMENT TASKS**

1. Classification Incursion Booklet
2. Ecosystem Task
3. Forces and Simple Machines Task
4. Earth, Sun & Moon Topic Test
5. Concept Maps
  - Classification and Ecosystem
  - Forces and Simple Machines

## **8. PASTORAL CARE**

### **COURSE OUTLINE**

Students at Year 7 explored the topic of 'bullying' and participated in the "Bully NoWay!" workshop. The students were then required to create an anti-bullying campaign that highlights aspects such as the types of bullying there is, the effect of bullying and how to combat bullying. Students participated in opportunities to learn about how to keep well and to fully embrace life (Live Fully). They also actively participated in working on their Video Time Capsules.

## 9. LANGUAGE: ITALIAN AND JAPANESE

### ITALIAN SEMESTER UNIT

#### COURSE OUTLINE

The Year 7 Italian course is based on Victorian Curriculum strands of Communicating and Understanding. In Semester One and Two, Year 7 students of Italian have studied the following topics: Greetings, School, Family and Animals. In this unit students have developed their Italian communication skills, and have been assessed in the areas of writing, reading, listening and speaking.

#### COURSE OVERVIEW

The Year 7 Italian course is based on the Victorian Curriculum strands of Communicating and Understanding. Students were assessed on a variety of skills, each specifically reflecting an aspect of language learning.

Students will explore the following subject areas:

- Greetings
- School
- Family
- Animals

#### ASSESSMENT TASKS

1. **Speaking** - Una Conversazione a Scuola
2. **Listening** - Ciao Come Stai?
3. **Reading** - Il Mio Myplace/Chatta Online
4. **Writing** - Quali animali ti piacciono?

## **JAPANESE** SEMESTER UNIT

### **COURSE OUTLINE**

The Year 7 Japanese course is based on Victorian Curriculum strands of Communicating and Understanding. Year 7 students of Japanese have studied the following topics: Greetings, Self-introduction, Family and Japanese food. In this unit students have developed their Japanese communication skills, and have been assessed in the areas of writing, reading, listening and speaking.

### **COURSE OVERVIEW**

The Year 7 Japanese course is based on the Victorian Curriculum strands of Communicating and Understanding. Students were assessed on a variety of skills, each specifically reflecting an aspect of language learning.

#### **Students will explore the following subject areas:**

- Greetings in casual and polite way.
- Classroom command in Japanese. (please stand up, please take a seat, please look, please listen)
- Explore 2 Japanese writing systems.(Hiragana/Kanji)
- How to say and write their names in Japanese (Katakana)
- How to introduce themselves in Japanese. I am {Name}
- How to use honorific titles for people's names.
- How to ask someone's names
- Hiragana characters (5 new characters per lesson)
- How to talk about family ( Talking about your own family and other people's family)
- How to describe people using adjectives ( cute/cool/cheerful/interesting)
- How to count numbers and count people
- Learn about typical Japanese food

#### **Intercultural knowledge**

- Sakura (Cherry blossom season)
- Kimono and Yukata
- Japanese Studio Ghibli movies ( Ponyo and Totoro) This will be used in the topic of family.
- Japanese food (Typical Japanese food)
- What is Kawaii culture in Japan? (introduced during adjective topic)
- Making Sushi and Tamagoyaki
- Typical Japanese houses (Family topic)

#### **ASSESSMENT TASKS**

1. **Speaking:** Self Introductions
2. **Listening:** Family
3. **Reading:** Hiragana characters
4. **Writing:** Food



## **10. DIGITAL TECHNOLOGIES** SEMESTER UNIT

### **COURSE OUTLINE**

The Digital Technologies curriculum enabled students to become confident, creative developers of digital solutions through the application of information systems and problem solving techniques. Students acquired a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions.

Practical opportunities were provided for students to explore how information systems systematically and innovatively transform data into digital solutions using computational, design and systems thinking.

### **COURSE OVERVIEW**

#### **Introduction**

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking.

The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

The following areas of study are covered:

- Digital Systems
- Data and Information
- Creating Digital Solutions

Week	Topic	Victorian Curriculum	Content
<b>TERM 1</b>			
1	Digital Citizenship		<ul style="list-style-type: none"> <li>• What does it mean to be a digital citizen?</li> <li>• Review the Digital Citizenship Agreement</li> <li>• Define the terms digital footprint and data mining in respect to online safety</li> </ul>
2	Data and Information	VCDTDI036	<ul style="list-style-type: none"> <li>• How is data represented in a computer system?</li> <li>• Bits &amp; Bytes</li> <li>• What is ASCII and Unicode?</li> <li>• How are image files composed?</li> <li>• Bitmaps and Vectors</li> </ul>
3	Introduction to Making Apps	VCDTDI039	<ul style="list-style-type: none"> <li>• What is an app?</li> <li>• The different types of computer languages used – object orientated and general purpose</li> <li>• The App Development Process</li> </ul>
4	Defining Problems for Apps	VCDTCD040	<ul style="list-style-type: none"> <li>• Discussion of groupwork</li> <li>• Group selection of their final app idea</li> <li>• Research for the selected app idea</li> </ul>
5-6	Organising and Analysing Data for Apps	VCDTDI036 VCDTDI037 VCDTDI038	<ul style="list-style-type: none"> <li>• Difference between data and information</li> <li>• Quantitative and qualitative data</li> <li>• Different sources of data and information</li> <li>• Discussion of data currency, credibility and objectiveness</li> <li>• Visualising data</li> </ul>
7	YEAR 7 RETREATS		
8	Designing Solutions with Apps (User Interface)	VCDTCD041	<ul style="list-style-type: none"> <li>• Discussion of basic design principles</li> <li>• Design of app user interface</li> </ul>
9	Designing Solutions with Apps (Algorithms)	VCDTCD042 VCDTCD043	<ul style="list-style-type: none"> <li>• Defining an algorithm</li> <li>• Discussion of pseudocode and flowcharts</li> <li>• Use of the following control structures: sequence, selection and repetition</li> </ul>
<b>TERM 2</b>			
1	School activities disrupt classes		
2	Designing Solutions with Apps (Algorithms)	VCDTCD042 VCDTCD043	<ul style="list-style-type: none"> <li>• Completion of algorithm for app</li> </ul>
3-6	Designing Solutions with Apps (Coding)	VCDTCD043	<ul style="list-style-type: none"> <li>• Design of user interface</li> <li>• Coding of app in Scratch</li> </ul>
7-8	Testing & Debugging / Evaluation	VCDTCD044	<ul style="list-style-type: none"> <li>• Testing apps for errors</li> <li>• Evaluating the final design</li> </ul>
9	Any outstanding work on app project		<ul style="list-style-type: none"> <li>• Time to complete any outstanding project work</li> </ul>
10	Review of Completed Apps & Discussion of Careers		<ul style="list-style-type: none"> <li>• Review of all apps</li> <li>• Review of career opportunities in app development</li> </ul>

## 11. FOOD TECHNOLOGY SEMESTER UNIT

### COURSE OUTLINE

The Year 7 Food Technology course is based on the Victorian Curriculum Strands and Sub-strands as follows: Technologies and Society; Technologies Contexts: Food Specialisations; Creating Designed Solutions: Investigating, Generating, Producing, Evaluating and Planning and Managing. Students studied food safety and hygiene, appropriate use of equipment, cooking methods and processes, the design process in food and packaging production. Students produce a range of foods, while building on their knowledge and skills.

### COURSE OVERVIEW

The Year 7 Food Technology course is based on the Victorian Curriculum Strands and Sub-strands **Technologies and Society; Technologies Contexts:** Food Specialisations; **Creating Designed Solutions:** Investigating, Generating, Producing, Evaluating and Planning and Managing. Students have studied food safety and hygiene, appropriate use of equipment in the food technology kitchen, cooking methods and processes and the design process in food production. Through cooking and eating, students discovered many ways to prepare and creatively present a range of recipes, and learned to eat well for the future.

#### ASSESSMENT TASKS

1. Health Muffin Design
2. Evaluation Folio
3. Year 7 Food Technology Test

## 12. PERFORMING ARTS: DRAMA AND MUSIC SEMESTER UNITS

### DRAMA SEMESTER UNIT

#### COURSE OUTLINE

The Year 7 Drama course is based on the Victorian Curriculum Strands of Explore and Express Ideas, Drama Practices, Present and Perform and Respond and Interpret. This unit explored elements of Introduction into drama, role-play, stereotypes, theatre conventions, creating performances, scriptwriting, and teamwork. Students completed the Twisted Fairytale task that equated to a 50% of their overall result. Students also completed the Silent Film task also equating to 50 % of their overall result.

#### COURSE OVERVIEW

The Year 7 Drama course is based on Victorian Curriculum strands of Explore and Express Ideas, Drama Practices, Present and Perform and Respond and Interpret.

As student work towards the achievement of Level 7 standards they are also introduced to content that will help prepare them for future studies in Drama.

*Students explore the following subject areas:*

- Introduction to Drama
- Introduction to Expressive Skills and Improvisation
- Dreamtime Stories
- Fairytales
- Introduction to Mime
- Elements of Mime
- Analyzing Silent Movie

#### ASSESSMENT TASKS

1. Twisted Fairytale Task
2. Silent Film Task

# PERFORMING ARTS

## MUSIC SEMESTER UNIT

### COURSE OUTLINE

The Year 7 Music course is designed around the Victorian Curriculum strands as follows: Explore and Express Ideas, Music Practices, Present and Perform and Respond and Interpret. Personal & Social Capabilities included: Self Awareness and Management and Social Awareness and Management. This course is designed around investigating and exploring the elements of music through studying the orchestral instruments, musical styles, basic music theory and composition. Students then worked towards a performance on guitar, ukulele keyboard or vocals.

### COURSE OVERVIEW

The Year 7 Music course is based on the Victorian Curriculum Strands of Explore and Express Ideas, Music Practices, Present and Perform, Respond and Interpret.

Students explore the following subject areas:

- The elements of music
- Rhythm and composition
- Treble and Bass clef
- Keyboard and Guitar
- Instruments of the orchestra
- Musical styles
- Performance

#### ASSESSMENT TASKS

1. Rhythm composition
2. Performance on guitar keyboard or vocals

## **13. VISUAL ARTS** SEMESTER UNIT

### **COURSE OUTLINE**

The Year 7 Visual Arts course is based on the Victorian Curriculum strands of Explore and Express Ideas, Visual Arts Practices, Present and Perform. Students investigated different contemporary and traditional arts, artists, forms, and styles to develop their understanding of the concept of individual creativity. Year 7 Art was semester based, and students completed units of work based on the Elements of Art, drawing, printmaking and painting.

### **COURSE OVERVIEW**

The Year 7 Visual Arts course was based on the Victorian Curriculum strands of Explore and Express Ideas, Visual Arts Practices, Present and Perform.

Students explore the following subject areas:

- The Elements of Art
- Lino Printing
- Pop Art

#### **ASSESSMENT TASKS**

1. Lino Print
2. Pop Art Painting

## **13. VISUAL COMMUNICATION DESIGN** SEMESTER UNIT

### **COURSE OUTLINE**

The Year 7 Visual Communication Design subject was a semester-based course focused on the Victorian Curriculum strands of Explore and Represent Ideas, Visual Communication Design Practices, Present and Perform, Respond and Interpret. Students explored the potential of the design elements to respond to a design brief with focus areas on two-dimensional drawing, three-dimensional drawing, sketching and rendering, and digital design.

### **COURSE OVERVIEW**

The Year 7 Visual Communication Design course is based on the Victorian Curriculum strands of Explore and Represent Ideas, Visual Communication Design Practices, Present and Perform, Respond and Interpret. Year 7 Visual Communication Design students focused on the elements and principles of design and used the design process to explore solutions to a given brief. Throughout the semester, students have focused their skill-based learning in two-dimensional and three-dimensional sketching, instrument drawing, rendering to find visual solutions catering to the topics of iPhone Cover Design, Character Design and 3-Dimensional drawing.

#### **ASSESSMENT TASKS**

1. Character Design
2. Monograms
3. Oblique Drawing
4. iPhone over

## 15. SEMESTER ASSESSMENT CALENDAR

The calendar below is to be used as an indicative guide for the times of assessment tasks for Year 7 in Semester Two. Timings of assessment tasks are subject to change based on school activities and events.

### Term One

	Assessment Task	Assessment Task	Assessment Task	Assessment Task
Week 1				
Week 2				
Week 3	Science Warning Sign Poster			
Week 4	Italian Speaking Test			
Week 5				
Week 6	Health SunSmart Infographic	PE Fitness & Minor Games		
Week 7	Humanities Introduction to History & First Peoples Test	Italian Listening Test	English Show Don't Tell Creative Writing Task	
Week 8	Food Technology Muffin Design	Science Variables Practical Experiment	Japanese Speaking Test	Music Rhythm Composition Task
Week 9	RE Our School Our Church Booklet			

### Term Two

	Assessment Task	Assessment Task	Assessment Task	Assessment Task
Week 1	Drama Twisted Fairytales			
Week 2				
Week 3	Health Positive Mental Health	PE Athletics	Italian Reading Task	Japanese Reading Task
Week 4				
Week 5	English Analysing Argument: Inference Response	Japanese Listening Test		
Week 6	Science Separating Mixtures Practical Experiment	Science Mixtures Concept Map	Humanities Civilisations Oral Presentation	
Week 7	Food Technology Evaluation	Italian Writing Task		
Week 8	RE Our Prayers Our Liturgies Portfolio	English Presenting Argument Speech	Music Performance	
Week 9	Health Water, Road and Sport Safety Booklet	Drama Silent Films	Food Technology Test	PE Dance      Japanese Writing Test
Week 10	Humanities Entrepreneurial Minds Test			