YEAR 7 COURSE OUTLINE
SEMESTER 1

Catholic Regional College Caroline Springs
10 College Street Caroline Springs VIC 3023
Phone: 03 9217 8000 | Fax: 03 9363 8309
www.crccs.catholic.edu.au

CATHOLIC REGIONAL COLLEGE
CAROLINE SPRINGS

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

CONTENTS

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 opportnity 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 Semester One Religious Education course is based on the Religious Education Curriculum Framework strands of Knowledge and Understanding, Reasoning and Responding, and Personal and Communal Engagement. The 'Our School Our Church' unit examined the Catholic identity of the College using the school motto, mission statement and pillars. Students investigated classroom and building names, sporting house names and the significant people for which they were named. The history of the college and the Catholic Regional College Federation was discussed as well as our connection to the Catholic Church through our parish communities. In the second unit of study, 'Our Prayers Our Liturgies', students explored different types of relationships, the aspects of being in 'good' and 'bad' relationships and reflected upon their own relationship with God. Prayer types were investigated and were linked to the structure and prayers of the Mass. Students participated in liturgical ritual and different prayer styles. They identified and investigated the seasons and celebrations that comprise the Church liturgical year.

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 One Religious Education Curriculum consists of two units of study;
Our School Our Church & Our Prayers Our Liturgies

As the students 'Cross the Threshold' they will explore how as a Catholic School Gospel values are lived out throughout all areas of schooling at Catholic Regional College Caroline Springs.

- College Motto, Mission Statement and Four Pillars
- Classroom names,
- Sporting House Names
- Building Names
- Catholic Regional College Federation
- Our Parishes

In the Our Prayers Our Liturgy unit, students will explore prayer, sacraments and liturgy and how

they build and express the life of the Christian community.

- Relationships
- In Relationship with God
- Prayer
- Types of Prayer
- Celebration of Liturgy
- Celebration of the Eucharist
- Seasons of the Church

ASSESSMENT TASKS

1. Our School, Our Church Vision Board
2. Our Prayers, Our Liturgies Prayer Portfolio
3. Our Pillar Our Prayers

2. ENGLISH / ENGLISH SKILLS

COURSE OUTLINE

The Year 7 English course follows the Victorian Curriculum modes of Reading and Viewing, Writing, and Speaking and Listening. During Semester One, students gained an understanding of how language is used to position audiences to form opinions. Grammatical features were examined from news and media articles to develop their understanding of persuasion, and direct and indirect information. Students incorporated persuasive and emotive language and developed grammatical skills.

COURSE OVERVIEW

The Year 7 English course is built around the Victorian Curriculum modes of Reading and Viewing, Writing, and Speaking and Listening. The focus of Semester One is for students to gain an understanding of how language is used to position audiences to form opinions.

Unit One: Narrative Writing and Issues in the Media (18 weeks).

Students explore the following essential skills:

- Direct and Inferred information in text
- Construct a creative narrative incorporating inferred and direct information
- Understand how to use common grammatical features
- Identify an author's contention and arguments
- Understand how authors use language and evidence to support their argument.
- Develop own contention and arguments
- Construct coherent written and oral persuasive piece using evidence to support statements
- Use tone and presentation techniques to deliver a persuasive oral presentation.

ASSESSMENT TASKS

1. Narrative Writing: Show Don't Tell Story
2. Analysing Argument: Inferencing Response
3. Presenting Argument: Persuasive Speech

3. MATHEMATICS

COURSE OUTLINE

The Year 7 Mathematics course is designed around the Victorian Curriculum content strands of Number & Algebra and Statistics & Probability. In Semester One, students have further developed their understanding of the number system and place value to compare, order and make calculations with integers and fractions. As part of the Statistics unit, students have calculated the mean, mode, median and range of sets of numerical data. They have used and analysed various data displays including dot plots and stem-and-leaf plots. Students have developed their problem solving techniques and been exposed to a range of strategies that can be applied to solve worded problems. Student mathematical skills and problem solving have been developed with and without the use of digital technologies throughout the semester. Each unit provided opportunities for students to work on the 'Mathematical Proficiencies' of Understanding, Fluency, Reasoning and Problem Solving.

COURSE OVERVIEW

The Year 7 Mathematics course is designed around the Victorian Curriculum content strands of Number & Algebra, Measurement & Geometry and Statistics & Probability.

Students explore the following subject areas:

- Place Value
- Factors and multiples
- Prime Numbers and Composite
- Mean, mode, median and range of sets of numerical data
- Data displays including dot plots and stem-and-leaf plots
- Fractions, Decimals and Percentages
- Indicies

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 **Compare fractions using equivalence.** **Locate and represent positive and negative fractions and mixed numbers on a number line**
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) **Locate and represent positive and negative decimals on a number line.**
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° 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° 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

In Year 7 Health classes, students have worked through the Victorian Curriculum achievement standards of Personal, Social and Community Health. Students explored the principles of Sunsmart and the possible consequences such as skin cancer and melanoma. They experienced a range of positive mental health strategies to assist them and/or others who may need support. Students also developed an understanding of safety in the water, during sport games, and on the road.

COURSE OVERVIEW

In Year 7 Health classes, students explore the principles of Sunsmart and the possible consequences such as skin cancer and melanoma. They develop an understanding of safety in the water, during sport games, and on the road. Students experience a range of positive mental health strategies to assist them and/or others who may need support.

Students explore the following subject areas:

- the structure of the skin
- types of skin cancer
- skin cancer risk factors
- UV
- Solariums
- The 5 Sunsmart safety measures
- Defining positive mental health
- Positive mental health strategies
- Water safety at the beach, rivers, dams and swimming pools
- Road safety for pedestrians, cyclists and motor vehicle passengers
- Sport Safety

ASSESSMENT TASKS

1. Sunsmart Infographic
2. Mental Health Instructional Video
3. Safety Work Booklet

5. PHYSICAL EDUCATION

COURSE OUTLINE

Students in Year 7 worked through the Victorian Curriculum standards of Movement and Physical Activity. During Physical Education classes, students developed their understanding of fitness through participating in a variety of games and activities. Students demonstrated their athletic abilities through participating in track and field events and a 'mini-athletics' carnival. Students explored a range of dance genres, composed and performed movement sequences in small groups.

COURSE OVERVIEW

During Physical Education classes, students develop their understanding of fitness through participating in a variety of games and activities. They demonstrate their athletic abilities through track and field events and participate in a 'mini-aths' carnival. Students also explore a range of dance genres including Line dancing, Australian Bush Dance, Hip Hop, Contemporary and Australian Indigenous Dance. They develop an understanding of rhythm and timing and compose and perform movement sequences in small groups.

Students explore the following subject areas:

- Fitness and Minor Games
- Athletics
- Dance

ASSESSMENT TASKS

1. **Fitness and Minor Games** - Participation, Teamwork, Understanding Fitness
2. **Athletics** - Participation, Skill Development, Teamwork, Strategies and Tactics
3. **Dance** - Participation, Skill Development (Cultural performance), Research task

6. HUMANITIES

COURSE OUTLINE Semester One

The Year 7 Semester One Humanities course is based on the Victorian Curriculum focus areas of Economics and Business and History. Students investigated an entrepreneur, learning how businesses and individuals use enterprising behaviours to contribute to business success and to respond to opportunities within the market. They also studied History from the time of the earliest human communities, exploring a range of societies including Australia, Rome and China to understand the way people lived in ancient times.

COURSE OVERVIEW

The Year 7 Semester One Humanities course is based on the Victorian Curriculum and includes the focus areas of Economics and Business and History.

Within History, students explore the ancient world of Rome and China, looking at everyday life and rituals, key groups in society and significant individuals. Students learn how to analyse sources and the importance of a primary and secondary source.

Within Economics and Business, students learn how to make economic decisions, the importance of supply and demand, rights and responsibilities of consumers and entrepreneurial skills.

In Semester One, the Year 7 Humanities course covers the following topics;

History

- Historical concepts and skills - Source Analysis
- **Ancient History**
    - Study of Ancient Rome
    - Study of Ancient China

Economics

- Making economic decisions
- Entrepreneurial minds

ASSESSMENT TASKS

1. **History**: Historical Skills & Source Analysis
2. Citizens of Ancient Civilisations Oral Presentation
3. **Economics**: IC Pooch Assessment Task

COURSE OUTLINE Semester Two

The Year 7 Semester Two umanities course is based on the Victorian Curriculum focus areas of Civics and Citizenship and Geography as students worked towards achieving the Level 7 standard. In Term 1, students explored the origins of democracy and how citizens can participate in Australia's democratic system. Students also examined what it meant to be Australian by identifying the reasons for and the influences that shape national identity. In Term 2, students investigated water as a renewable resource. They explored the nature of water scarcity and used geographical data and conventions to present strategies to reduce water wastage. Finally, students studied the concept of liveability. They examined factors that influence liveability and how it is perceived.

COURSE OVERVIEW

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

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.

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.

The Year 7 Humanities course covers the following topics;

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

Geography

- Water scarcity in our global world

ASSESSMENT TASKS

1. **Civics and Citizenship:** Class Test
2. **Geography**: Water in the World
3. **Geography**: Place and Liveability Test

7. SCIENCE

COURSE OUTLINE

The Year 7 Science course is based on the Victorian Curriculum strands of Science Understanding and Science Inquiry Skills. In working towards the Level 7 standards, students in Semester One were introduced to Science in the 'Being a Scientist' unit. Within this unit students explored laboratory equipment, conducting fair testing and Science safety procedures and scientific report writing. The 'Mixtures' unit allowed students to focus upon different types of mixtures, alongside separation techniques.

COURSE OVERVIEW

Students will explore the following subject areas:
Being a Scientist Unit

- What is the study of Science?
- Why do we study science in secondary school?
- What is a scientist's role in society?
- How are scientists like detectives?
- Identify and safely use laboratory equipment.
- Explore laboratory safety procedures and general science safety.
- What are dependent and independent variables in practical experiments.
- Recognise the importance of scientific questioning.
- Practice and develop scientific report writing skills.
- Practice and develop Bunsen Burner license skills.

Separating Mixtures Unit

- Recall what is a solid, liquid and a gas.
- What is a mixture?
- Identify common examples of mixtures in everyday life.
- What are the types of mixtures (Colloids, Suspensions and Emulsions)?
- What is a pure substance?
- What is a solute, solvent and solution.
- What are the different techniques used to separating mixtures (chromatography, magnetics separation, filtration, evaporation, distillation, crystallisation, decanting)?

ASSESSMENT TASKS

1. Laboratory Warning Sign
2. Variables Practical Experiement
3. Separating Mixture Practical Experiment

8. PASTORAL CARE

COURSE OUTLINE

The Year 7 Pastoral Care course is predominately designed around the concepts and skills contained within the Sense & Sensibility program developed by Beyond Blue. During Semester One, students have explored strategies for effective communication and conflict resolution, both with their peers as well as interactions with others. Avenues for positive self-talk and affirmation was also covered. Finally, students were introduced to the "Smiling Minds" App that guides them through effective relaxation?meditation activities that can be utilised in times of increased stress & anxiety.

9. LANGUAGE: ITALIAN AND JAPANESE SEMESTER UNIT

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. In Semester One and Two, 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

In this Unit, students are learning:

- Greetings in casual and polite way.
- Classroom command in Japanese. (please stand up, please take a seat, please look, please listen)
- How to introduce themselves in Japanese.
- How to use honorific title
- How to ask someone's names
- How to say your age (learn to count 1-10)
- 5 adjectives to describe people.
- 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
- Typical Japanese houses (Family topic)
- Watch Ponyo
- Watch Totoro and complete worksheet (Revision of listening to family members in Japanese and identifying some differences from our lifestyle in Australia.)

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
TERM 1			
1	Digital Citizenship		• What does it mean to be a digital citizen? • Review the Digital Citizenship Agreement • Define the terms digital footprint and data mining in respect to online safety
2	Data and Information	VCDTDI036	• How is data represented in a computer system? • Bits & Bytes • What is ASCII and Unicode? • How are image files composed? • Bitmaps and Vectors
3	Introduction to Making Apps	VCDTDI039	• What is an app? • The different types of computer languages used – object orientated and general purpose • The App Development Process
4	Defining Problems for Apps	VCDTCD040	• Discussion of groupwork • Group selection of their final app idea • Research for the selected app idea
5-6	Organising and Analysing Data for Apps	VCDTDI036 VCDTDI037 VCDTDI038	• Difference between data and information • Quantitative and qualitative data • Different sources of data and information • Discussion of data currency, credibility and objectiveness • Visualising data
7	YEAR 7 RETREATS		
8	Designing Solutions with Apps (User Interface)	VCDTCD041	• Discussion of basic design principles • Design of app user interface
9	Designing Solutions with Apps (Algorithms)	VCDTCD042 VCDTCD043	• Defining an algorithm • Discussion of pseudocode and flowcharts • Use of the following control structures: sequence, selection and repetition
TERM 2			
1	School activities disrupt classes		
2	Designing Solutions with Apps (Algorithms)	VCDTCD042 VCDTCD043	• Completion of algorithm for app
3-6	Designing Solutions with Apps (Coding)	VCDTCD043	• Design of user interface • Coding of app in Scratch
7-8	Testing & Debugging / Evaluation	VCDTCD044	• Testing apps for errors • Evaluating the final design
9	Any outstanding work on app project		• Time to complete any outstanding project work
10	Review of Completed Apps & Discussion of Careers		• Review of all apps • Review of career opportunities in app development

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 One. 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 Entreprenurial Minds Test				