
Mother Teresa Catholic College

“Strong in Faith and Love”



Year 7 Curriculum Information Handbook 2018

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INTRODUCTION:

At Mother Teresa Catholic College, we aim to provide a smooth transition for our students from the Primary to Middle school setting. Our team of dedicated Year 7 teachers work collaboratively with each other and with our students to develop strong, lasting relationships, catering for individual needs and differences. We focus on connecting with, contributing to and challenging our leaders of tomorrow in a safe, supportive environment.

We are committed to providing opportunities to all learners with a contemporary curriculum targeting the 21st century learning strategies in a meaningful, engaging and professional manner. Students are given a range of learning experiences in which to create a solid foundation for their other secondary school years. There is a strong emphasis on Challenge Based Learning which continues to build and enhance our student abilities for not only secondary school, but also life in the broader community.

As the inaugural Year 7 cohort, students will have a main classroom for the majority of their subjects, moving to specialist rooms for Science, Technologies and Performing and Visual Arts. The physical environment provides for many different styles of learning. Soft and hard furnishings support both group and independent work. The use of iPads and digital technologies allows for learning to take place in a variety of contexts and settings.

It is vital that students develop sound study habits. Successful students are generally those who have made substantial efforts both inside and outside the classroom, and who maintain a healthy balance between life at school, home, and in the community(both sporting and other groups). Daily revision and study are also important skills to acquire at the beginning of high school.

Parents' interest and support is a critical ingredient in student success in their education. We encourage you to maintain an active role in your children's learning experience at Mother Teresa Catholic College. We look forward to working in a partnership to develop resilient, hard working, contributing community members, who value life-long learning and are passionate about their educational opportunities.

COURSES OF STUDY:

COMMON CORE SUBJECTS

Year 7 students will study a range of subjects which will give them a strong foundation for their remaining secondary education experience. All subjects are aligned to the Western Australian Curriculum.

The following subjects comprise the common core which students study throughout their Middle School years:

- Religious Education
- English
- Mathematics
- Science
- Humanities and Social Sciences (HASS)
- Challenged Based Learning
- Health and Physical Education

Students will participate in a variety of sports in their Health and Physical education course.

LANGUAGE AND LITERACY ENRICHMENT

Students study the Bahasa Indonesian language. Students who require greater development in literacy skills will be given opportunities to participate in Literacy Enrichment instead of studying Indonesian, in small groups.

NUMERACY ENRICHMENT

Students who require additional assistance with numeracy will be supported in a variety of ways; additional teachers and Education Assistants in classrooms, small group short-term focus sessions, problem-solving strategies and targeted workshops.

THE ARTS AND TECHNOLOGIES

During Year 7 students will have the opportunity to study a range of subjects from within The Arts and Technologies Learning Areas. These give them a sound basis from which to make an informed decision when selecting elective subjects in the following years of Middle school.

The subjects include:

- Dance
- Drama
- Food Technologies
- Textile Technologies

- T.I.D.E (Technologies, Innovation, Design and Enterprise)
- Music
- Visual Arts

CHRISTIAN SERVICE LEARNING

Christian Service Learning is a response to the Gospel message to love one another, accept differences and to serve others just as Jesus did. Each of us has a responsibility not only to assist others, but to be of service. Mother Teresa spoke often of doing small things with great love, focusing on assisting others in 'our own backyards' as a country. Through the College's Christian Service Learning program, students will be challenged to seek out ways in which they can be of service to others. An awareness of social justice issues and the principles of Christian Service will be developed and consolidated through the College curriculum. All Year 7 students must complete the requirements for Christian Service Learning which include both an active service component and reflection on their chosen active service.

WELL-BEING (HOMEROOM /PASTORAL CARE GROUPS)

Students will meet daily in Well-being, promptly at 8.30am. Teachers assigned to Well-being classes will assist with the transition process, and well-being of students in each House group. In 2019 these will become vertical groups i.e. including students from different year-levels. During daily Well-being, students will have opportunities to be informed of daily notices and upcoming events, their attendance registered and uniform standards checked. Diaries will also be reviewed and signed once a week by Well-being Teachers. We would ask that parents also sign the diary once a week to keep aware of future events and communications.

ORGANISATION AND LIFE SKILLS

We at Mother Teresa believe that students require a complex set of skills for High School from study techniques, organisation, time management skills, to stress management with the rigor of high school and the modern workplace.

These skills are not often explicitly taught. All year 7 students will have the opportunity to develop these skills through a number of different learning experiences including being assisted with, direct instruction and through investigation.

Key targeted skills include:

- Effective use of your diary,
- Time management,
- How to revise correctly,
- Note-taking, and summarisation skills,
- Correct research practices,
- How to reference,

- How to identify 'fake news',
- Effective group work skills,
- Goal setting,
- Understanding the question,
- Progress reviews,
- Conflict resolution techniques,
- Problem solving strategies,
- Effective communication,
- Critical thinking,
- Self reflection and evaluation

DAILY REVISION AND STUDY

Study has been proven to assist students in obtaining their academic goals and is an integral component of the learning process.

The purpose of daily revision and study is to:

- Consolidate knowledge and skills covered during class
- Undertake or complete work such as reading and note-taking, in preparation for future lessons e.g. pre-reading for science experiments
- Extend class work through further reading, written and practical tasks
- Increase discussion with peers and adults
- Develop skills to work independently
- Revise for assessment and practice questions
- Investigate a challenge or topic idea from class discussions

Most Year 7 students should target 15-20 mins of Humanities based subjects(English, Religious Education and HASS) and 15-20 mins of Sciences (Maths and Science) revision and study, nightly.

The recommended minimum amount of time for revision and study each day is as follows

Monday - Thursday

30 - 40mins

Weekend

40 - 45mins

Each year in High school the revision and study time should increase by 30mins.

Ideas for Revision / Study time include:

- 15-20mins reading
- 10min discussion on class topic or issue in the news
- Watching a kids TED talk
- Watching a Behind The News segment
- Athletics activity
- Word puzzles

COURSE DESCRIPTIONS

RELIGIOUS EDUCATION

Focusing on the life and service of Our Patron Saint Mother Teresa, our students and families gain a greater insight to the life and trials of the young woman who began life as Agnes Gonxha Bojaxhiu. With many of our students new to the Catholic Education environment, to assist them in understanding the practices and protocols of the Catholic Church and Faith, we will be working through a broad range of topics in Year 7 Religious Education:

- Investigating the life of Saint Mother Teresa,
- Identify experiences of knowing Jesus, the model for living our Christian mission,
- Understanding that people discover God through experiences in creation,
- Distinguishing a range of human experiences that relate to the Christian message,
- Identifying the Catholic practices that are part of Church life,
- Giving examples of how Catholics are empowered to live like Jesus the Savior
- as they draw on the power of the Holy Spirit.

In Year 7, students will study units including:

- Called to the common good
- Freed to live like Jesus
- No Greater Love
- We Wonder, We Praise
- Created individually by God
- Gifted by the Spirit
- Spirit of Truth

ENGLISH

In English, Year 7 students interact with both peers and teacher, work in small groups and individually. We continue to develop the 21st Century communication and collaboration skills. Learning experiences include, but are not limited to, engaging with a variety of text for enjoyment, evaluating text structure and how authors deliver ideas both through traditional and innovative ways. Continuing to develop face to face and online communication and protocols. Students continue to develop their responses and interpretation of text, be critical thinkers and creative writers, all whilst continuing to develop their comprehension, punctuation, grammar and spelling throughout all learning areas.

MATHEMATICS

In Mathematics in Year 7 students develop their understanding, fluency, problem-solving and reasoning techniques. The mathematics content crosses three content strands:

- Number and Algebra,
- Measurement and Geometry, and
- Statistics and Probability

Students focus on fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles, properties of algebraic terms and expressions. They also investigate best buys, measurement, area 2D and 3D Shape to name a few.

SCIENCE

Students continue to develop their Inquiry Skills and investigate Science as a Human Endeavor using real-world problems. Laboratory safety, skills, practices, processes and procedures are the key target areas. Students develop Science Inquiry Skills learn to appreciate Science as a Human Endeavour. By the end of Year 7 it is expected that students can:

- Identify questions that can be investigated scientifically
- Plan fair experimental methods, identifying variables to be changed and measured
- Select equipment that improves fairness and accuracy and describe how they considered safety
- Draw on evidence to support their conclusions
- Summarise data from different sources
- Describe trends and refer to the quality of their data when suggesting improvements to their methods
- Communicate their ideas, methods and findings using scientific language and appropriate representations
- Describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem

- Explain how the solution was viewed by, and impacted on, different groups in society

Year 7 science content areas are:

Biological Science

Students explore the diversity of our world, developing an understanding of classification of organisms and investigating their interdependent relationships.

Physical Science

Investigating unbalanced and balanced forces including gravity, motion and friction.

Earth and Space Science

Investigating the phenomena of seasons, eclipses, spring tides, renewable and non-renewable resources and the importance of Water and its cyclic movement through the environment.

Chemical Sciences

Describe techniques to separate pure substances from mixtures.

HUMANITIES AND SOCIAL SCIENCES

In Year 7, the Humanities and Social Sciences learning area is comprised of:

GEOGRAPHY

Geography is a structured way of exploring, analysing and explaining the characteristics of the places that make up our world through perspectives based on the concepts of place, space and environments. A study of geography develops students' curiosity and wonder about the diversity of the world's places and their peoples, cultures and environments. Students will learn to develop the skills of geographical inquiry through investigations and the collection and interpretation of information on which to draw conclusions. Year 7 students will study two units:

Water in the world

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways in which it is perceived and valued, its different forms as a resource, the way it connects places as it moves through the environment, its varying availability in time and across space and its scarcity. Water in the world develops the students'

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, that people value environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region and countries from West Asia and/or North Africa.

Place and liveability

Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines the factors that influence liveability and how it is perceived, the idea that places provides us with the services and facilities needed to support and enhance our lives and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

HISTORY

Year 7 History focuses on a study of history from the time of the earliest human communities to the end of the ancient period. It was a period defined by the development of cultural practices and organised societies. The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

CHALLENGE BASED LEARNING (CBL)

Challenged Based Learning has become an integral part of the 21st Century classroom where students are supported to solve open-ended problems with limited structure. They are encouraged to think critically and work collaboratively utilising high-order thinking skills with digital technology tools. This course has been developed to assist students to understand what CBL is, how to effectively achieve worthwhile results, how to set S.M.A.R.T. goals, how to be team players and thinkers in the 21st Century. Projects and challenges ore self-led and self-determined while others, in the initial phase, have a focus question or statement.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education aims to develop the cognitive, social, emotional, physical and spiritual character of all students. A variety of practical experiences will provide opportunities for students to learn and grow. Through active participation, students will further enhance their abilities and skills involving hand-eye coordination, increased general fitness, and core strength. There is a focus on the new skills for secondary school athletics and a target of improving self-confidence, healthy life style choices and the skills required in team sports.

LANGUAGE (INDONESIAN)

In Year 7, students will learn about greetings, how to describe themselves physically and define their personality traits. Learning will also focus on the Indonesian culture and traditions where the students will learn the significance of different celebrations. Through a variety of learning experiences, which will include activities, games and through the use of technology, they will explore the similarities and differences between the lives of Indonesian and Australian students.

TECHNOLOGIES AND THE ARTS

DANCE

Students will build on their understanding of improvisation and experiment with the elements of dance (BEST) using choreographic devices to communicate an idea. They will continue to improve their dance skills, with the focus on developing technical competence in body control, accuracy, posture/alignment, strength, flexibility, balance and coordination. Students will be provided with various opportunities to present to an audience.

DRAMA

Drama offers students an opportunity to plan, develop and perform using various processes, techniques and conventions. Drama performances will be improvised, or taken from appropriate published script excerpts (e.g. Australian or world drama), using selected forms and styles.

FOOD TECHNOLOGIES

This Home Economics based subject offers opportunities to learn and develop skills within the kitchen environment. Students will complete a variety of activities including recipe preparation and the safe use of a variety of knives and cooking utensils. They will be required to adhere to the Occupational Health and Safety standards at all times. Students will work independently and in small groups. The course has a breakfast focus where students will work towards developing the skills required to independently prepare, breakfast for themselves, and others.

TEXTILE TECHNOLOGIES

Textile and Technologies provides students with opportunities to learn a number of textile based skills and to research and construct a textile based project. They will investigate various materials, textiles and fabric types and explore their uses using the design process. Students will also develop hand-sewing skills and demonstrate an understanding of the importance of design and colour. They will follow a plan of action when completing technologies based tasks.

T.I.D.E TECHNOLOGIES, INNOVATION, DESIGN and ENTERPRISE

(Woodwork, 3D Printing and Drawing, Multimedia)

TIDE offers students an introduction to working with timber, plastic and 3D printing in both design and production, using the correct tools and equipment safely and efficiently. They will learn how design aspects can be used to change the form and appearance of their projects and have the opportunity to learn new technology processes while developing skills and techniques. Safety and safe working practices and procedures will be a focus with the need for clean and ordered working habits highlighted. A number of projects will be produced in practical classes enabling students to learn to manipulate materials to achieve an end product.

MUSIC

Music presents students with opportunities to apply their skills and knowledge through performance, composing and listening to music. They will develop their aural skills and memory to identify, sing, play and transcribe music, making connections between sound and notation. Students will have opportunities to experiment with the various elements of music. They will improvise and create simple compositions within given frameworks using invented and conventional notation and music terminology to record and communicate music ideas.

VISUAL ARTS

In Visual Arts, students will have opportunities to use and apply visual art language and artistic conventions in their design and production process. They will create 2D and 3D projects that encourage personal response and an understanding of compositional structure. There will be a focus on the need for safe visual art practices, and presenting their artwork for display. An awareness of cultural, social and historical contexts that are embodied in artworks and styles will be introduced.