



YEAR 7 2016



Curriculum

HANDBOOK



Mission Statement

In a supportive Christian environment, reflecting the philosophy of the Sisters of the Society of the Sacred Advent, St Margaret's Anglican Girls School aims to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by other school activities; preparing confident, compassionate and capable young women able to contribute in a global community.

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The Year 7 Curriculum

Year 7 is a pivotal time for learning. The transition to Secondary School provides fertile ground for intellectual, social and emotional development. Our curriculum is designed to foster positive attitudes to learning and promote productive strategies. As such, the focus is on balance across the range of subject disciplines. It is important that we take the opportunity at this time to engage students in conversations about what learning involves and how it is best facilitated.

Each of the subjects the girls will be studying comprises of content components and skill components. In Year 7 the focus is on the process of learning rather than the outcomes. Of course when attention is given to the way students are learning there are inevitable benefits in terms of outcomes.

We look forward to sharing the learning journey in Year 7 with you and your daughters. We welcome the triumphs and the disappointments which this will entail in the knowledge that they are part of a rich and challenging array of experiences leading to intellectual, social and emotional development.

ENGLISH

COURSE OVERVIEW

At St Margaret's Anglican Girls School, students employ imagination, creativity and their appreciation of world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities.

The Year 7 English program therefore provides our students with repeated opportunities to engage with the capabilities outlined in the Australian Curriculum. The study of English is central to the learning and development of students in Australia, and although Australia is a culturally diverse nation, the ability to communicate effectively and precisely in the English language is integral to participation in all areas of Australian life. English will therefore allow students to develop their skills and knowledge in the area of English, as ethical and thoughtful members of Australian society, and they will be presented with opportunities to engage imaginatively and critically with literature.

TOPICS OF STUDY

English at St Margaret's is organised according to the three interrelated content strands laid out by the Australian Curriculum - Language, Literature and Literacy. These strands are interrelated and their content is taught in an integrated way, and collectively they describe the skills learnt in English, as well as important areas of knowledge and understanding.

During the year, students will consider a variety of different topics, beginning the year with an exploration of the ways in which written texts offer persuasive and reflective viewpoints, as well as undertaking two separate novel studies, and finishing the year by exploring a variety of poetic forms, considering the ways in which language conveys emotive and aesthetic effects to the reader.

LEARNING EXPERIENCES

In English, students learn to speak, listen to, read, view, write and shape texts. They develop their ability to analyse how texts are constructed for particular purposes and to suit different contexts. Students are also expected to make deliberate choices when constructing their own texts in order to achieve different purposes.

The Year 7 English course also embeds the explicit teaching of spelling and grammar, with activities being completed regularly, either in-class or as homework.

ASSESSMENT

Assessment in English at St Margaret's Anglican Girls School allows for the collection of evidence of student learning over time to allow for an on-balance judgment about the quality of student achievement, as well as to assist students to achieve success in their English studies through the provision of effective feedback, careful monitoring, and a balanced coverage of the English content descriptions outlined in the Australian Curriculum.

HEALTH & PHYSICAL EDUCATION

COURSE OVERVIEW

The Year 7 Health and Physical Education program provides students with opportunities to develop the knowledge, processes, skills and attitudes necessary for making informed decisions about personal, social and community health. It also focuses on the concepts/skills for movement and physical activity. Students have three HPE lessons per week – two concentrating on practical elements and one on the theoretical components of health.

TOPICS OF STUDY

Semester	Personal, social and community health theory elements	Movement and Physical Activity practical elements
1	First Aid and CPR Personal Safety	Swimming: Lifesaving Swimming for Fitness Athletics: introduction to javelin and hurdles
2	What's the risk: drugs, personal safety and mental health issues Sport and the Media: gender stereotypes	Basketball/Volleyball and/or Orienteering/Circus Skills Rhythmic Gym Swimming: Water polo

LEARNING EXPERIENCES

Students will:

- propose strategies for how they can maintain their health, fitness and general wellbeing
- analyse different perspectives on a range of issues related to young people, such as alcohol and drug consumption and mental health issues
- explore a range of decisions they will be confronted with and analyse the factors that will influence the choices they make, such as the impact of the media on women's sport
- collaborate with peers to suggest strategies they could use in case of emergency – first aid, CPR and lifesaving skills
- analyse the impact of balance and transference of weight in athletic events – javelin and hurdles
- compose and perform a group sequence in response to music or other stimuli in rhythmic gym/circus skills
- identify and demonstrate complex movement sequences and/or perform plays and strategies in a range of physical activities – Basketball, Volleyball and/or Orienteering/Circus Skills

ASSESSMENT

On-going assessment occurs throughout each semester in all practical subjects. Students complete the following four listed assessment tasks for Health and Personal Development:

- First Aid and CPR: practical performance of CPR
- What's the risk: drugs, personal safety and mental health issues – group advertising campaign
- Sport and the Media – persuasive argument against the negative media representation of women in sport

HUMANITIES

The Year 7 Humanities course is divided into two semester units and comprises one semester of History and one semester of Geography.

The study of History this year will focus on the ancient past and will cover the period from approximately 60,000BCE to 650CE. Students will commence the year exploring the way in which historians and archaeologists investigate the past. Through their study they will research different sources of evidence used in an historical inquiry, excavation methods and conservation and restoration techniques. Australia's indigenous past will be explored in the context of human migration and ancient people's use of resources. The remainder of the semester will be used to analyse the factors that led to the development of civilisations in the Mediterranean and in Asia. Within these depth studies the roles played by significant individuals will be assessed and the effects of the society's beliefs, discoveries, conquests and legacy will be reflected upon.

Within the Geography course students will examine how people's reliance on places and environments influences their perceptions of them. They will investigate how water can both enrich and destroy life on Earth through case studies in Australia, Asia and North Africa. They will discover that the uneven distribution of the world's resources and the provision of services impacts on the lives of individuals. Students will consider various approaches to sustainability, equity and access to resources and services. The concepts of planning spaces and places to improve liveability and quality of life will be discussed with examples from Europe and across Australia.

TOPICS OF STUDY

History

- Investigating the ancient past
- The Mediterranean world (A choice from: Egypt, Greece, Rome)
- The Asian world – China

Geography

- Water in the world
- Place and liveability

LEARNING EXPERIENCES

- Developing research questions and applying appropriate methodologies and approaches to an investigation
- Collecting and recording primary and secondary evidence in a range of contexts
- Constructing and analysing tables, graphs, maps, diagrams and models
- Developing reasoned and logical arguments to support a line of questioning or a hypothesis
- Reflecting on personal values and attitudes and how these influence our responses to activities and events

ASSESSMENT

- Field trips
- Research assignments
- Response to stimulus, practical and knowledge tests

LANGUAGES – CHINESE (MANDARIN) and FRENCH

COURSE OVERVIEW

Languages are the medium through which we learn about the world and develop curiosity about new ideas, values, peoples and places. Since knowledge about social relations and cultural identity are dependent on language, the study of a language extends, diversifies and enriches our ways of thinking and stimulates an appreciation of our own language and culture. At St Margaret's, students are able to study either French or Mandarin.

Learning a language is about communication. It involves the ability to comprehend and compose, and includes the four skills of listening, speaking, reading and writing. Learners communicate with real language for genuine purposes. Students will achieve communicative ability by using various skills and strategies in culturally appropriate ways within realistic contexts.

The benefits of learning a language accrue not only to the individual but also to the nation as a whole. Our trade, cultural and tourist links with other countries are enhanced if we have a pool of varied language expertise, including Australians from both English and non-English speaking backgrounds. The ability to use a language other than English can increase students' post-school options in a country with such strong international links. Experience has shown that learning a language contributes to and enriches the educational, intellectual, personal, social and cultural development of learners and has the potential to improve the quality of their participation in a rapidly changing world. As an incentive to continue the study of Languages, some Queensland universities offer two selection rank points to any student who receives at least a Sound Achievement at the end of Year 12.

TOPICS OF STUDY

The following topics are commonly explored during the language course: getting to know you, nationality, weather, family, famous places, food, school, pets, telling time, free time, places to visit, transport, likes and dislikes, leisure activities, shopping, money, music, health and well-being, celebrations, seasons, fashion, entertainment, animals, and housing.

LEARNING EXPERIENCES

Language classes are fundamentally interactive, therefore, as a broad principle of methodology; the focus of language learning experiences is on successful communication. Learning experiences in languages are designed to encourage students to process meaningful portions of language rather than to focus on single words. The language course includes learning experiences such as: performing and viewing role plays; conducting / designing interviews; watching films and listening to radio broadcasts; reading newspaper and magazine articles, advertisements, and simple books; making lists and writing reports, articles and letters; and recording events as diary entries and simple narratives. A range of digital technologies are incorporated during many of the learning experiences in languages to allow for direct participation and engagement in the target language and culture.

ASSESSMENT

Students undertake one test for each of the macro-skills: reading, writing, listening and speaking per semester. The macro-skills are equally weighted and include unpredictable language which gives students the opportunity to respond spontaneously in unrehearsed situations.

LEARNING ENHANCEMENT – Elective

Learning Enhancement is an intensive course for students requiring literacy and numeracy support across all areas of the curriculum. Skills in the specific areas of writing, reading, speaking, listening, organisation and numeracy are developed throughout the course. The context for this program is the course work of high literacy and numeracy demand areas such as English, Mathematics, Science and Humanities. The course consolidates relevant content, coherence and standard documentation in academic writing of various types. Students are also introduced to different study skill strategies.

The course is selected as an elective for students with a diagnosed disability, an identified learning difficulties or requiring ESL support. Students can choose to attend Learning Enhancement for a semester or a full year provided they meet the eligibility standard as outlined in the Learning Enhancement Policy.

WRITING

- Writing skills – including planning, editing, scaffolding, drafting, editing, revising and self-editing

READING

- Reading, viewing and interpreting various tables, diagrams, maps and charts
- Higher order comprehension skills
- Vocabulary development

LISTENING AND SPEAKING

- Active listening
- Participate in formal and informal conversations and group discussions
- Oral language skills

NUMERACY

- Language of Mathematics - vocabulary
- Basic Mathematical skills, understanding and application
- Comprehension and strategies for problem solving

STUDY SKILLS

- Independent learning skills
- Goal setting
- Note-taking skills, paraphrasing and summarising
- Organisation
- Assistive technology
- Time management
- Research skills

MATHEMATICS

COURSE OVERVIEW

The Year 7 curriculum focuses on developing and refining mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. The content involved in this subject is organised into a number of strands, which in turn includes a number of topics. These strands are:

- (i) Number and Algebra
- (ii) Measurement and Geometry
- (iii) Statistics and Probability

Underpinning the study of Mathematics at St Margaret's are the following general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

TOPICS OF STUDY

- Whole numbers
- Angles
- Number properties and patterns
- Decimals, fractions and percentages
- Algebraic expressions
- Integers
- Statistics and probability
- Measurement

LEARNING EXPERIENCES

- Emphasis on developing and refining core skills and processes
- Introduction and use of a variety of technologies as tools for supporting learning and inquiry
- Challenging and engaging experiences which promote inquiry and the development of strategic thinking skills required for problem solving in the real world.

ASSESSMENT

Multiple opportunities will exist for the demonstration of learning outcomes with an emphasis on developing and refining core skills and processes through a system of second chance testing.

- End of term and end of semester tests
- Mastery learning quizzes
- Investigation and problem solving tasks

RELIGIOUS & VALUES EDUCATION (RVE)

COURSE OVERVIEW

Religious and Values Education introduces the students to a Christian way of life, as well as the aims and objectives of the Sisters of the Society of the Sacred Advent.

TOPICS OF STUDY

- The Sisters of the Society of the Sacred Advent
- History of St Margaret's as an Anglican School
- The School Chapel
- Christianity – The Basics
- “Big Questions” – Christian Living and The Bible
- The Liturgical year – Advent and Christmas
- Baptism and Communion
- World religions – initiation rituals

LEARNING EXPERIENCES

- Visits to the School Archives, the School Chapel, the Sisters' chapel
- Exploration of the sacraments of Baptism and Communion
- Participation in / and preparation for Chapel services

ASSESSMENT

Tasks and assessment for RVE are carried out during class time and may involve: short responses, brochure on the School Chapel and poster and power point presentations.

SCIENCE

COURSE OVERVIEW

The study of Science at St Margaret's develops the six overarching ideas of the Australian Curriculum in science: Patterns, order, and organization; Form and function; Stability and change; Systems; Scale and measurement, and Matter and energy. The curriculum at St Margaret's provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, or science's contribution to our culture and society, and its application to our lives. The curriculum supports students in gaining an understanding of science and to develop skills to make informed decisions, and to participate in science-related careers as they wish.

TOPICS OF STUDY

The topics of study in Science include separating mixtures, renewable and non-renewable earth resources, classifying and organising biological organisms, habitats and food chains, forces and motion (including flight), gravity, and the earth's seasons and other predictable phenomena.

LEARNING EXPERIENCES

Students will learn that mixtures, including solutions, contain combinations of pure substances that can be separated using a range of techniques. They will learn that some of the Earth's natural resources are renewable, but others are not, and how water cycles through the environment. Differences between types of groups of organisms will be investigated, and groups will be classified. The interactions between organisms within habitats, food webs, and the effects of human activity are explored. The concept of unbalanced forces acting on an object leading to changes in motion is investigated, with the human activity of flight used to develop scientific inquiry methods, and to appreciate science as a purely human endeavour. The seasons on Earth, as well as predictable astronomical phenomena, such as phases of the moon, tides or eclipses that depend on the relative motions of Earth and Moon are investigated. Students will also delve into a range of contemporary issues for which solutions are being sought. Science and technology will contribute to finding these solutions, and the impact of this science on society will be studied.

ASSESSMENT

The program of assessment includes both formative quizzes (assessment for learning) as well as practical experiments, assignments and tests where students will have the opportunity to demonstrate their mastery of the curriculum content. The program of work includes regular testing of baseline knowledge prior to studying a unit of work, as well as reflection writing after each unit.

SCIENCE OF LEARNING

COURSE OVERVIEW

Year 7 students study *Science of Learning* for one lesson a week. The curriculum of this subject is based on current educational research which has been adapted and packaged so that it is accessible to Year 7 learners. Essentially *Science of Learning* focuses on learning how to learn. This involves specifically fostering positive learning mindsets and promoting productive learning practices. As well as this the subject includes a unit on the development of thinking skills culminating in the introduction of the concept of metacognition.

TOPICS OF STUDY

- Academic fitness
- A growth mindset
- How the brain learns – neuroplasticity
- Academic resilience
- The Learning Cycle
- Productive practices
 - Goal Setting
 - Reflection
 - Feedback
 - Challenge
- Thinking Skills

LEARNING EXPERIENCES

Students will be involved in learning experiences, both online and classroom based, which foster their understanding of learning. These centre on a number of key concepts relating to academic fitness and its promotion. The aim is for these learning experiences to be reinforced in subject classes by subject teachers. Embedding the concepts and experiences into the content of the wider curriculum allows them to be reinforced and makes them meaningful to students. The students will be engaged in collaboration, communication and critical thinking.

ASSESSMENT

Assessment is not a focus of this subject and as such there will not be any formal tests or assignments. Students will keep a learning journal which will reflect their engagement in the subject. This will be collected and reviewed throughout the year.

THE ARTS

COURSE OVERVIEW

The Year 7 Arts elective provides experiences via the Arts strands of: Design, Drama, Music and Visual Art. Study in the Arts engages, inspires and enriches our students, exciting the imagination and encouraging them to develop their creative and expressive potential. Arts subjects will be studied by rotation.

TOPICS OF STUDY

Drama: “My New Coat”

- Dramatic action is interpreted, prepared and shaped through scenarios and scripts to include influences from their own, and other cultures and times.
- Core content: Elements of Drama, Analysis of Drama, Acting techniques, Improvisation and non-realistic Conventions

Music

- Elements of Music, listening, singing and instrumental skills (Keyboard, Guitar)
- Introduction to music technology – recording and compositional
- AMEB Theory

Visual Art

- Visual Art is built around the two interrelated strands: Making and Responding. Students use skills, techniques, processes and a range of art materials to plan, create and display Visual Art works. Practical work is underpinned by research to understand and respond to a range of art practices.
- Art media and techniques explored include: drawing and mixed media, ceramics, lantern construction

Design

- Design is built around the two interrelated strands: Knowledge and Understanding and Processes and Production. Design will extend students’ ability to think critically and creatively to devise enterprising solutions to a range of challenges. Application of the design processes and producing (making) solutions to design products and services will be explored.
- Projects may include: Re-engineered products, Urban design, Sustainable building for the future, Collaborative projects

LEARNING EXPERIENCES

In the Arts the following learning experiences will occur: acting, improvising, comedy, script writing, singing, playing musical instruments, composing, analysing music, drawing and design, painting, sculpting, printmaking processes

The Arts aims to develop students’:

- Creativity, imagination, technical ability, aesthetic appreciation, critical thinking and self confidence
- Skills in research and the use of innovative arts practices and technologies to express ideas
- Aesthetic knowledge and communication: valuing and sharing arts experiences
- Insights into local, national and global cultures and arts traditions

ASSESSMENT

- Knowledge and understanding
- Creating
- Presenting
- Responding
- Reflecting

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