

St Margaret's



YEAR 7 2018



St Margaret's



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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St Margaret's



June 2017

Dear Parents / Guardians

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.

This book outlines the subjects which your daughter will undertake in 2018. These are reflective of the Australian Curriculum and current trends in pedagogy. Students will study: English, Mathematics, Science, Humanities, The Arts (Music – full year, Drama and Visual Art – one semester each), Religious and Values Education, Health and Physical Education and Science of Learning. As well as this, your daughter will be able to choose one language from a choice of: French or Chinese (Mandarin). Students in need of learning support will participate in a modified curriculum to support literacy development through the Humanities subject. Students with English as an additional language will engage with an EAL program replacing the Humanities subject.

Each of the subjects the girls will be studying comprises of content components and skills 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.

If you have any questions in relation to the information contained in this Handbook, please contact the Dean of Studies, Mrs Nicole Devlin, or the relevant Head of Faculty. Contact numbers are recorded at the back of this Handbook.

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.

Regards

A handwritten signature in black ink, appearing to read 'Ros Curtis'.

Ros Curtis
Principal

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 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.

Throughout the year, students will consider a variety of topics which involve them exploring the ways in which texts offer persuasive and reflective viewpoints and how language can be used for emotive and aesthetic impact on readers.

Students will explore a variety of literary and non-literary texts, including:

- contemporary Australian novels such as *The ratcatcher's daughter*
- the works of William Shakespeare such as *A midsummer night's dream*
- a selection of contemporary short stories and poems
- contemporary films within the fantasy genre

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.

To complement the units on offer, the Year 7 English course embeds the explicit teaching of literacy skills through the Literacy Boost Program which focuses on spelling, punctuation, grammar and reading comprehension, with activities being completed on a weekly basis. The emphasis of the Literacy Boost program is on students mastering their ability to apply their explicit literacy learning to their own writing.

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. Over the course of the year, students will prepare a folio of persuasive and narrative writing, a short story, a dramatic group presentation and an analytical essay.

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 required for participation in movement and physical activity. Students have three HPE lessons per week – two concentrating on the practical elements and one on the theoretical component. The following table illustrates the topics and practical elements Year 7 students will participate in during the year.

TOPICS OF STUDY

Semester	Personal, social and community Health – theory elements	Movement and Physical Activity - practical elements
1	First Aid and CPR Respectful Relationship	Swimming: Lifesaving Athletics: javelin/discus, triple jump, hurdles and relay changes
2	What's the risk: drugs, personal safety and mental health issues Sport and the Media: gender stereotypes	Basketball Rhythmic Gym – ball and hoop Volleyball 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, triple jump and hurdles
- compose and perform a group sequence in response to music or other stimuli in rhythmic gym – ball and hoop
- identify and demonstrate complex movement sequences and/or perform plays and strategies in a range of physical activities – Basketball, Volleyball and Water Polo

ASSESSMENT

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

- First Aid and CPR: written exam and practical performance of CPR
- Respectful Relationships – multi modal response to case scenarios
- What's the risk: drugs, personal safety and mental health issues – advertising campaign
- Sport and the Media – persuasive argument against the negative media representation of women in sport

HUMANITIES

COURSE OVERVIEW

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 in year 7 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
- Ancient Mediterranean and Asian civilizations.

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, models and evidence.
- 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 test

Within this subject, students in need of learning support will participate in a modified curriculum with a focus on developing literacy skills in the context of the topics of study.

LANGUAGES – 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, the study of either French or Chinese is compulsory in Year 7.

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.

TOPICS OF STUDY

The following topics are explored during the Year 7 French course: Greetings, introducing yourself and others, describing friends, family and pets, asking and responding to questions, numbers 1-69.

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; reading simple authentic texts such as advertisements; making lists and writing, articles and emails. 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 three tests per semester, which cover a combination of the following macro-skills: reading, writing, listening and speaking. The macro-skills are equally weighted and include unpredictable language which gives students the opportunity to respond spontaneously in unrehearsed situations.

LANGUAGES – CHINESE (MANDARIN)

COURSE OVERVIEW

Completing the Year 7 Chinese course will put you on the path to learning a language that is spoken by approximately one quarter of the world's population. This course has been designed to cultivate a passion for learning Chinese and exploring differing cultural perspectives. Resources have been carefully selected and created to engage various types of learners and to foster each student's ability to achieve their potential in the subject. Moreover, students will be taught various strategies on how to learn the language and they will be encouraged to devise their own effective learning techniques. At St Margaret's, the study of either French or Chinese is compulsory in Year 7.

Students with experience studying Chinese and beginners will both be catered for in the Year 7 course. Those students who have already begun building their Chinese skills by completing the Year 6 Chinese course at St Margaret's will be placed in an extension class, while those students who would like to begin studying Chinese in Year 7 will be placed in a beginner class. Native Chinese speakers and students with significant Chinese speaking backgrounds are eligible to join the extension class and will be provided with enrichment opportunities.

TOPICS OF STUDY

Hobbies – Students will work towards creating a digital presentation to describe their hobbies and interests. They will describe activities that they love, like, dislike and despise! Students will also read about the hobbies of well-known figures such as Simone Biles, Malala Yousafzai, Sabre Norris to name a few. Traditional Chinese hobbies such as tai-chi, badminton and table tennis will be explored.

Daily Routine – The core skill that will be learnt in this unit is to tell the time in Chinese and to describe a typical day in your life. Students will type a description of their daily life for a group of Chinese exchange students. Listening to the daily life of typical Chinese students will also be a part of this unit.

Seasons – What activities do you like to do in winter? What activities do you like to do in summer? Hey, what's the weather like in Beijing today? These are some of the questions students will learn to answer in this unit. Students will watch regular weather updates and learn about the climates of various cities in Chinese speaking communities.

LEARNING EXPERIENCES

A wide range of teaching and learning methods will be used to cater to various types of learners, incorporating digital technologies where appropriate. Students will participate in kinaesthetic activities where they will be asked to move around the classroom such as The Whiteboard Game, Sentence Races and Around the World. Activities such as Toad Stomp, Connect Four, Rapid Recognition, Quizlet Live, Kahoot and Jeopardy will be used to help reinforce sentence structures and vocabulary. To foster confidence in speaking Chinese, students will chat with their classmates and teacher in activities such as Hot Seat, The Cube, student surveys, singing songs and Hide and Speak.

ASSESSMENT

A variety of assessment techniques will be used including both assignments and exams. Students will create digital presentations, perform plays, analyse perspectives in blog entries, social media feeds and magazine articles, evaluate information in podcasts, express their opinion in teacher-student conversations, apply their knowledge of vocabulary and grammar to construct profiles and descriptions and design simple advertisements.

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
- Christianity – The Basics
- 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, brochures, power point presentations and reflection activities.

SCIENCE

COURSE OVERVIEW

The study of Science at St Margaret's develops the six overarching ideas of the National Curriculum in science: patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy. The curriculum provides opportunities for students to develop an understanding of the important scientific concepts and processes, as well as 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 to develop the necessary skills to make informed decisions, and so to participate in science related careers if they wish.

TOPICS OF STUDY

The topics of study in Science include scientific methods and practises featured in Biology, Chemistry and Physics. Earth Science will be incorporated into one or more of the previously mentioned sections.

LEARNING EXPERIENCES

In chemistry, students will learn to use laboratory equipment safely. Theories associated with particles and phase changes will be discuss and analysed. Crystallisation will be applied to rocks (Earth Science section). Compounds and mixtures will be analysed and separation techniques will be deduced based on properties of materials. Experimental write up will focus on hypothesis, method, data collection and some analysis of this material.

The biology unit will focus on ecology with habitat and interactions in the system being a focus. Food chains, food webs, and human impacts upon the applied systems. Students will learn means of classification of organisms. Earth science will be applied to classification in discussion of Earth's resources.

The Physics unit will focus on forces (balanced and unbalanced) including gravity and friction. Astrophysics will involve understanding seasons, relative movements of moons and Earth and other effects of gravity.

ASSESSMENT

Assessment includes, test, experimental investigations and assignments where students will have the opportunity to demonstrate mastery of content. Achievement is assessed through criteria of Knowledge and Understanding and Skills. Worksheets and various activities for literacy and numeracy may be used as part of formative assessment.

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 provides experiences via the Arts strands of: 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. All students will engage in a full year study of Music and a semester each of Visual Art and Drama.

TOPICS OF STUDY

Drama:

- 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, display and reflect on Visual Art works. Practical work is underpinned by research to understand and respond to contemporary and other art works using appropriate terminology.
- Art media and techniques explored include: drawing and mixed media, ceramics, composition and construction

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

Contact Details

Dean of Pedagogy

Ms Samantha Bolton

3862 0703 / sbolton@stmargarets.qld.edu.au

Dean of Studies

Mrs Nicole Devlin

3862 0873 / ndevlin@stmargarets.qld.edu.au

Careers Counsellor

Ms Elizabeth Johnston

3862 0710 / ejohnston@stmargarets.qld.edu.au

English

Ms Alina Layton

3862 0753 / alayton@stmargarets.qld.edu.au

Health & Physical Education

Miss Desley Upton

3862 0821 / dupton@stmargarets.qld.edu.au

Sociocultural Studies

Mr Tom McCormick

3862 0756 / tmccormick@stmargarets.qld.edu.au

Global Studies

Mr Mathew Stein

3862 0714 / mstein@stmargarets.qld.edu.au

Mathematics

Ms Vicki Strid

3862 0712 / vstrid@stmargarets.qld.edu.au

Science & Technology

Ms Trish Kirkpatrick

3862 0748 / tkirkpatrick@stmargarets.qld.edu.au

Business & Pathways (Acting)

Mr John Walsh

3862 0728 / jwalsh@stmargarets.qld.edu.au

The Arts & Design

Mr John O'Sullivan Williams

3862 0755 / jwilliams@stmargarets.qld.edu.au