

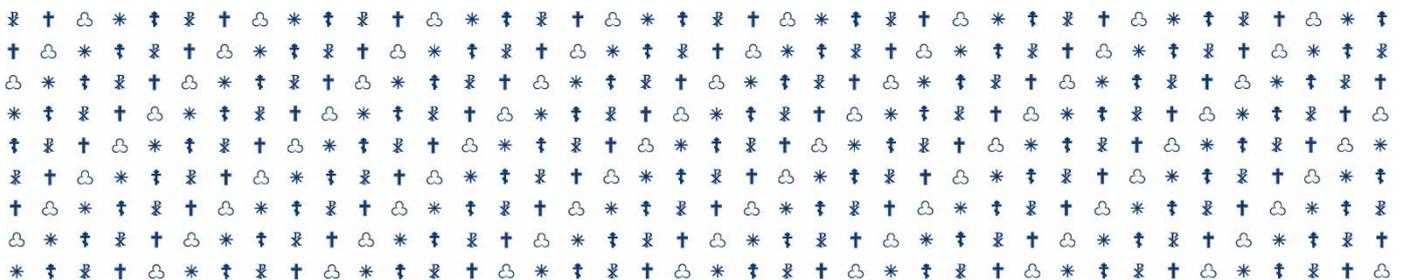
SAINT IGNATIUS' COLLEGE

Educating the whole person



CURRICULUM INFORMATION

Year 7 2018



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Subject Outlines

INTRODUCTION

Each subject offered at the College is presented in a similar format:

Length

Length of course to be taught i.e. Semester (1 unit) or Full Year (2 units).

Prerequisites

Preferred previous study or particular skills or interests which prepare the student for a subject.

Learning Outcomes

The aims or objectives which guide learning and assessment in the subject plus the knowledge, understanding, skills, and attitudes required of a student studying a specific subject.

Scope

The topics, themes, or types of learning that occur in the subject.

Assessment

The types or categories of assessment for the subject.

There are extension courses and activities for Students of High Intellectual Potential (SHIP) and support is offered to students who experience difficulties in the core subject areas of English, Mathematics and Science. These are all monitored by the Adaptive Education Department.

Please note:

This handbook identifies subjects which are initially offered to students. Some subjects may have to be cancelled due to insufficient numbers of students. If subjects are cancelled, students will be consulted in a subsequent selection. Every effort will be made to accommodate students' choice of subjects.

The Middle Years: Years 7 to 9

At Saint Ignatius' College, our aim is to help produce young men and women of competence, conscience and compassion. This requires a full and deeper formation of the human person, an educational process of formation that calls for excellence - a striving to excel, to achieve one's unique potential - and which embraces the intellectual, the academic, the physical and social, the religious and the spiritual aspects of a young person. It calls for a human excellence modelled on Christ, the One for Others. It calls for the formation of a leadership of self-reliance and a community sense which sees the giftedness of the person as a richness for the world, and for a faith in Christ that flowers in works of justice.

The concern for the individual person - *cura personalis* - is another basic characteristic of Jesuit education. The ideal is to see each student as gifted and unique, no matter the range of individual talents. Each student is encouraged to develop and accomplish objectives at a pace suited to individual ability and the characteristics of his or her own personality.

Learning in the Middle Years is supported through the College leadership structure. Curriculum Coordinators in the areas of Religious Education, English, Mathematics and Science, have responsibility for coordinating the building of skills and knowledge through learning activities appropriate to students at this age group. The Adaptive Education Coordinator – Middle Years is responsible for monitoring and organizing support for students with special needs. This structure reflects a College commitment to the value of specialised knowledge, as well as the benefits of a coordinated team approach to the management of the Middle Years Curriculum.

The emphasis of the Middle Years curriculum is on the core subjects: Religious Education, English, Mathematics, Science and History. Also compulsory across Years 7 to 9 are Drama, Art, Personal Development and Information Technology. All of these subjects focus on the arts, the intellect and the imagination which are at the core of our Ignatian ideals.

There are extension courses and activities for Students of High Intellectual Potential (SHIP) and extra support is offered to students who experience difficulties in the core subject areas of English, Mathematics and Science. These are all monitored by the Adaptive Education Department.

All students are exposed to the use of computers and other technology during their time in the Middle Years, and all the facilities of the Senior School are available to them.

The onset of adolescence and growth into emerging adulthood is a crucial period in the life of a young person. Year Directors and the Deans of Students work closely to monitor the personal development courses and to ensure adequate pastoral and co-curricular programmes to complement the academic formation of our students.

Ignatian Pedagogical Paradigm

Teaching in an Ignatian environment engages a process whereby teachers can promote the Jesuit Mission in the classes they teach and in the various other ways in which they interact with their community. The educational outcomes envisaged by Ignatian Education are the formation of students who are leaders in service, in imitation of Christ Jesus, men and women of competence, conscience and compassionate commitment.

The 33rd General Congregation of the Society of Jesus outlined an approach to Jesuit ministries to ensure an authentically Ignatian style. The General Congregation referred to the Society's traditional "way of processing", which called for a review of all the Society's ministries, both traditional and new:

Such a review includes: an attentiveness to the Word of God, an examen and reflection inspired by the Ignatian tradition; a personal and a communitarian conversation necessary in order to become "contemplatives in action"; an effort to live indifference and availability that will enable us to find God in all things; and a transformation of our habitual patterns of thought through a constant interplay of experience, reflection and action.

As we continually develop our educational structures and processes, we are reminded of the following aims written by the previous Father General, Peter Hans Kolvenbach SJ:

Jesuit education aims at joining learning and virtue and developing a faith that does justice. It means the ideal of being young men and women of competence, conscience and compassion, who know that life is only lived well when lived generously in the service of others. It means helping them to discover that what they most have to offer is who they are rather than what they have.

To do this, we recognise that the teacher's primary role is to facilitate the growing relationship of the learner with truth, particularly in the matter of the subject being studied under the guiding influence of the teacher. The teacher creates the conditions, lays the foundations and provides the opportunities for the continual interplay of the student's experience, reflection and action to occur. An Ignatian approach to teaching begins with a clear understanding of those being taught (context) and ends with a commitment to appraise the learning experience (evaluation). There is neither a beginning nor an end to the way of proceeding. It is a continual interplay between the five key elements of the Ignatian ministry of teaching: context, experience, reflection, action and evaluation.

Our aim is to ensure that teachers and students grow in their understanding of the Ignatian ideals and values.

Curriculum Chart Years 7 to 9

Year 7

Religious Education
 Art & Design/Music
 Digital Technologies
 English
 History/Geography
 Mathematics
 Personal Development
 Science

One language from

Chinese ^
 French #
 Italian #
 Latin #

Year 8

Religious Education
 Art/Drama
 Digital Technologies/Geography
 English
 History
 Mathematics
 Personal Development
 Science

Two electives from

Chinese *
 French *
 Indonesian *#
 Italian *
 Latin *
 Music

Year 9

Religious Education
 English
 History
 Mathematics
 Personal Development
 Science

Four Units from

Art (1 or 2 units)
 Chinese * (2 units)
 Digital Technologies (1 unit)
 Drama (1 unit)
 French * (2 units)
 Geography (1 unit)
 Indonesian * (2 units)
 Italian * (2 units)
 Latin * (2 units)
 Literacy and Numeracy Support + (1 or 2 units)
 Music (1 unit)

^ Students are required to have previous experience or be a background speaker.

Language course – beginner's level

* The study of at least one foreign language is compulsory until the end of Year 9 except where advised otherwise by the Faculty Director of English & LOTE and the Deputy Head - Curriculum.

+ Entry is by invitation from the Faculty Director of Specialist Learning Programs and Deputy Head – Curriculum.

Religious Education at Saint Ignatius' College has two aspects; the formal class work conducted in the classroom and the development of a sense of faith and spirituality which underpin all of the College's activities.

This development of faith and spirituality is facilitated through our pastoral care programs, our school liturgies and days of reflection, our social justice work and in our daily living of Christian ideals as they are practised in a Jesuit College. This is not something that can be measured or assessed. The goals of the Religious Education formal class work programme are as follows:

GOALS

- Students develop an awareness and understanding that Religion is a body of knowledge that adds to our understanding of the world.
- Students acquire skills to examine this body of knowledge in the areas of sacred texts, history, beliefs and practices, and cultural and social integration.
- Students develop the ability to relate Religion and Religious beliefs to cultural and social activities.
- Students examine the aspects of their Catholic Jesuit identity and heritage as it applies to their lives.
- The formal classwork deals with Religion as an observable phenomenon; and is studied under the following four strands.

Believing

This Strand explores the Church as a believing community. It enables students to explore the rich heritage of the thoughts and beliefs of the Catholic Tradition and its meaning and significance for their lives.

Living

This Strand examines the qualities of discipleship as an invitation to promote the Reign of God. It explores ethical issues, moral decision making and conscience formation in light of the ethical codes of the Gospels and Catholic Tradition.

Celebrating

This Strand reflects on the Church as a celebrating community. It explores the nature of prayer, the liturgical and sacramental life of the Church, and its relationships with other religions and their traditions.

Praying

This Strand is integrated across the three conceptual Strands and emphasises the importance of prayer across the life of the Church: in its beliefs about the nature of God and the human person, in its moral teachings, and in its liturgical life.

ASSESSMENT

The strands can be assessed at each year level in a manner appropriate to that level. Assessment tasks may include tests, examinations, assignments, projects, oral and drama presentations.

Length	Full Year
Subject classification	Studies of Society and Environment
Prerequisites	Nil

GOALS

- Students will investigate The Bible as a sacred library and explore some of the literary forms it contains.
- Students will understand how the stories of the Patriarchs, the Exodus and the Covenants that God made with the Hebrews were foundational to the religious beliefs of the man Jesus.
- Students will deepen their knowledge of Jesus: his life and ministry.
- Students will have a deeper understanding and an enriched appreciation of prayer as a means of communicating with God.
- Students will develop their understanding of prayer and ways of praying in the Catholic Church.
- Students will gain knowledge of Islam and the belief system of the Muslim people.

LEARNING OUTCOMES

- Students will explore Scripture in the light of modern methods of biblical criticism to find how Jesus is revealed in the Gospels.
- Students work collaboratively to observe, identify and describe the roles that people play in a community of believers in different times and places, assessing from an historical perspective.
- Students recognise and respect the values and virtues found across religions and cultures (e.g. honesty, loyalty, peacemaking and compassion) and consider how these values are evident in the Catholic and Jesuit tradition.

SCOPE

The Season of Lent

Lent

Ash Wednesday

Holy Week

The Church's Year

Liturgical Colours

Seasons of the Church

Symbols

Images of Advent and Christmas

The Bible

The World of the Hebrew Scriptures

How the Christian Scriptures came to be written

Some stories from the Hebrew Scriptures

Belonging to the Catholic Church

The Church – the People of God

Catholic Beliefs

Prayer

Ways of Praying

Types of Prayer

The Structure of the Celebration of the Eucharist

World Religions – Islam

Advent and Christmas

Art & Design

Length	Semester
Subject classification	The Arts
Prerequisites	Nil

Art

INTRODUCTION

Students may participate in four main areas: Drawing, Painting, Three Dimensional Studies and Printmaking.

GOALS

In the areas of creating, making and presenting, the aims of the program are to:

- develop an understanding of the visual arts;
- promote confidence in the expression of original ideas;
- develop imagination and fantasy;
- develop a sense of self through artistic experiences;
- enjoy participation in the visual arts;
- value creativity in themselves and others;
- work co-operatively with others;
- develop sensitivity to local, global, cultural and environmental issues;
- evaluate and value works of art from different cultures and times;
- share work with others in the class and elsewhere in the school.

LEARNING OUTCOMES

On the completion of Year 7 Art, students will be able to:

- develop ways to record observations and express feelings and thoughts;
- explore concepts and principles of art through the use of visual art elements;
- experiment with media and explore limitations and combinations;
- present works that demonstrate students' competence in aspects of visual arts practice;
- analyse, compare and evaluate using appropriate art terminology.

SCOPE

The main focus at Year 7 is to introduce students to the elements of Art - line, tone, colour, shape, texture and form. Students will also use a wide range of media.

ASSESSMENT

Practical

Students will keep notes and visual information on each discipline. Activities on each discipline will have sketches and final piece(s). These will be assessed according to the level of skills demonstrated, evidence of ideas developed and the quality of final work.

Assessment is continual and based on work samples, assignments, practical projects, and homework tasks.

Art & Design

Design

INTRODUCTION

Design is introduced as part of the Art course enabling students to utilise practical skills and techniques for functional purposes.

GOALS

In the areas of creating, making and presenting, the aims of the program are to:

- understand the difference between Art, Design and Craft;
- make, design, invent structures, images or forms and design works for a specific audience or purpose;
- develop problem solving and lateral thinking skills;
- develop skills in verbal, graphic and written communication;
- develop skills in designing, making and appraising through working with a range of materials;
- develop an understanding of the impact Design has on society.
- evaluate and value works and products of design from different cultures and times.

LEARNING OUTCOMES

On the completion of Year 7 Design, students will be able to:

- apply the DESIGN, MAKE and APPRAISE method to plan and construct projects from design briefs;
- distinguish between Graphics, Product and Environmental design;
- apply manual drawing techniques to communicate ideas, e.g. rendering, perspective etc.;
- use appropriate design terminology;
- experiment with design media and explore limitations and combinations;
- analyse, compare and evaluate using appropriate art terminology.

SCOPE

The main focus at Year 7 is the understanding and application of the design process. Students will learn a range of design terms and practices as they are introduced; symbols, logos, drawing techniques and package design.

ASSESSMENT

Assessment is continual and based on work samples, assignments, practical projects, and homework tasks.

Length	Semester
Subject classification	Technology
Prerequisites	Nil

GOALS

- To build the confidence and motivation of students when using computers and associated technology.
- To ensure that students develop a positive attitude towards using Digital Technologies.
- To make students aware of various aspects of digital communications in today's world.
- To enable students to use digital devices as a powerful tool to solve various problems.
- To enable students to gain the necessary skills needed to use computer technology in order to meet their specific needs now and in the future.
- To ensure students gain baseline skills that will enable them to learn and confidently use a wide variety of computer devices and associated software.
- To enable students to gain an understanding of the relationship between technology and society.
- To provide students necessary skills to navigate online safely and ethically.
- To develop students' capabilities in areas such as time management, organisational skills and creativity.

SCOPE

Applications

File Management

Office365 Skills and Management

Image Editing and Manipulation, Digital cameras, scanning and Internet graphics.

Introduction to HTML5 and CSS3

Introduction to Programming

Issue Tasks

- Digital communication use and ethics
- Online safety

When appropriate, students undertake a project using the Investigate, Plan, Production, and Evaluation process.

ASSESSMENT

Assessment tasks include:

Skills tests

Classroom-based assignments

Class presentations

Social issues reports

Folder presentations

Tests

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year 7 students communicate with peers, teachers, individuals, groups and experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, as well as literary analyses and transformations of texts.

English

Length	Full Year
Subject classification	English
Prerequisites	Nil

GOALS

English involves using speaking and listening, reading and viewing, and writing to:

- learn about texts;
- learn about and use language strategies;
- apply this knowledge and understanding to a range of contexts, purposes and audiences.

English is therefore organised through three strands:

Texts and Contexts
Language
Strategies

LEARNING OUTCOMES

This subject aims to develop in all students the ability to:

- support a point of view about themes and issues in texts by distinguishing between a plot and theme, and identifying major point of conflict and resolution within texts;
- discuss topical items published in media such as magazines, local papers, current affair programs and relate these critically to their own experience;
- write sustained narratives on familiar, possibly self chosen, topics with attention to time order, characterisation, consistent narrative point of view and development of a conclusion;
- write informative texts for familiar but wide audiences, providing more than an exclusively personal perspective;
- develop written arguments about ideas and issues for a general audience, stating and justifying a personal viewpoint, and providing more than one argument;
- analyse and evaluate features of written and visual images when reading and viewing;
- control and adjust most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues.

English

SCOPE

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Each strand interacts with and enriches the other strands in creative and flexible ways, the fabric of the curriculum being strengthened by the threads within each sub-strand.

Together, the three strands form an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10. The three strands are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literary texts
- **Literacy:** expanding the repertoire of English usage

ASSESSMENT

Continuous assessment is based on the three strands through a variety of forms including:

- formal and informal talk
- individual and group oral presentations
- formal and informal responses to reading and viewing
- a variety of writing experiences including creative response to literature and analytical response to text
- end of year examination

Geography

Length	Semester
Subject classification	Humanities and Social Sciences
Prerequisites	Nil

The Australian Curriculum: Geography has themes for each stage of schooling. Year 7 includes two themes.

The first theme is 'Water in the world' which focuses on how water is used and valued as a renewable environmental resource. The interaction and interconnections between the environment and people is explored.

The theme may include studies of one or more of the following aspects:

1. The classification of environmental resources and the forms that water takes as a resource (ACHGK037)
2. The ways that flows of water connect places as it moves through the environment and the way this affects places (ACHGK038)
3. The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039)
4. The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)
5. The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)
6. The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)

The second theme is 'Place and liveability' which focuses on the concept of liveability by looking at how it is perceived and measured, and the responsibilities and impacts of people on the sustainability of liveable places.

The theme may include studies of one or more of the following aspects:

1. The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)
2. The influence of accessibility to services and facilities on the liveability of places (ACHGK044)
3. The influence of environmental quality on the liveability of places (ACHGK045)
4. The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (ACHGK046)
5. The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)

Assessment may include a selection from:

- Journal Work
- Individual and paired assignments
- Extended Writing
- Problem Solving
- Fieldtrips
- Common Assessment Tasks

History

Length	Semester
Subject classification	Humanities and Social Sciences
Prerequisites	Nil

The Ancient World

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period (approximately 60,000 BCE – c.650 CE).

Key inquiry questions for the year level

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Key concepts

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

Overview

Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

- the theory that people moved out of Africa around 60,000 BCE and migrated to other parts of the world, including Australia
- the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)
- key features of ancient societies (farming, trade, social classes, religion, rule of law)

SCOPE

The depth studies for this year level include:

1. Investigating the Ancient Past
2. The Mediterranean World (Egypt)
3. The Asian World (China)

ASSESSMENT

Continuous assessment including:

Journal work
Assignments on an individual, partnered or group basis
Model making
Extended writing
Problem solving

The study of a language commences in Year 7 where students must select one language from Chinese, French, Italian and Latin. French, Italian and Latin are offered as beginner courses, but Chinese can only be selected if students have previous experience with the language or are a background speaker or first language speaker.

In Year 8 Indonesian is offered as a beginner course and is available to students who have no previous language experience or to those students who wish to study a second foreign language. The study of one foreign language is compulsory until the end of Year 9.

The study of languages is very much a part of the tradition of Jesuit education. The training of the memory, the adaptation to new styles of expression, the intelligent challenge from a different cultural approach, the appreciation of one's own tongue, and an ever-shrinking world are all reasons why we place such emphasis on the compulsory study of a language. The College policy, stated above, is based on the academic nature of our curriculum and the recognition that the study of a language develops higher-order thinking as well as improving competency in the student's first language.

Length	Semester
Subject classification	Languages Other Than English
Prerequisites	Other than Chinese where students must have previous experience or be a background speaker or first language speaker, there are no prerequisites for the study of French, Italian or Latin.

GOALS

- To promote students' interest in awareness of a language, which, in terms of vocabulary, syntax, and structure, provides the basis for much of our own language.
- To develop students' understanding of the culture and ways of life in Roman, European and Asian societies.
- To develop students' understanding of language as a system.
- To assist students to acquire transferable cognitive, social and learning skills.
- To extend students' general knowledge and literacy.

SCOPE

- An introduction to the origin of each language.
- An introduction to the geography and culture of the relevant countries.
- Writing systems and pronunciation of each language.
- Basic vocabulary for greetings and social interaction.

ASSESSMENT

Students are assessed on a continuous basis by means of short vocabulary tests, oral presentations and other written tasks.

Mathematics

Length	Full Year
Subject classification	Mathematics
Prerequisites	Nil

GOALS

- To foster an interest in Mathematics and an awareness of the impact and relevance of Mathematics in everyday life.
- To develop a solid understanding of number concepts and processes.
- To develop investigative methods and an ability to clearly communicate mathematical thinking.
- To develop students' grasp of space, measurement and algebra, and to enhance their confidence in using Mathematics to interpret information and make decisions.
- To foster the use of appropriate technology as a problem solving tool, although emphasis continues on efficient use of mental methods of calculations.
- To inspire students to engage in Mathematical study needed for further education and careers.
- To provide students with the opportunity to fully develop their potential, eg provision for special extension programmes.
- To provide support and remediation for students who experience difficulties with the Mathematics programme.

SCOPE

Number and Algebra

- Number and place value, Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships

Measurement and Geometry

- Using units of measurement, Shape, Location and transformation, Geometric Reasoning

Statistics and Probability

- Chance, Data representation and interpretation

ASSESSMENT

Continuous assessment based on:

Group tasks

Problem solving

Folio tasks

Common topic tests

Mathletics

Examination

Bookwork

OTHER INFORMATION

Throughout the year, students have the opportunity to participate in various enrichment activities including the Australian Mathematics Competition and SA Schools Mathematics Competition. Students also use Mathletics – an on-line Mathematics resource.

A scientific calculator is required for some topics, as well as the Australia-wide National Assessment Program for Literacy and Numeracy (NAPLAN) testing.

Music

Length	Semester
Subject classification	The Arts
Prerequisites	Nil

GOALS

- To engage students in the creation, presentation and manipulation of music through practically based activities.
- To stimulate interest and encourage students in the mastery of percussion and other instruments.
- To develop students' ensemble and singing skills.
- To develop students' awareness and appreciation of different families of musical instruments.

SCOPE

Students study in four areas:

Percussion

Students will participate in class tuition on a variety of Percussion instruments, including Latin-American instruments, African djembes and drum kit.

Musical Instruments

Students will learn about the families of instruments in orchestras, bands and music of other cultures. Students will design and build simple musical instruments using everyday objects from home, then devise and perform group compositions using these instruments.

Musicianship

Students will learn about different types of musical style, genre, instrumentation, and theoretical notions. Students will also develop their aural acuity and musical notation skills.

Singing

Students will actively participate in class singing, leading to a performance at the end of the Semester.

ASSESSMENT

Assessment is predominantly based on participation. There will be formally assessed tasks based on tests, assignments and class participation.

Personal Development

Length	Full Year
Subject classification	Health and Physical Education
Prerequisites	Nil

GOALS

- Expand students' knowledge, understanding, and skills that help them achieve successful outcomes in classroom, leisure, social, movement, and online situations.
- Investigate how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships, and the factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours, and actions.
- Support students to refine a range of specialised knowledge, understanding, and skills in relation to their health, safety, wellbeing and movement competence and confidence.
- Demonstrate a range of help seeking strategies that support them to access and evaluate health and physical activity information and services.
- Develop more complex skills and understanding in a range of physical activity settings.
- Analyse how body control and coordination influence movement composition and performance, and learn to transfer skills and concepts across a variety of movement contexts.
- Explore the important role that games and sports play in shaping cultures and identities.
- Reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Personal Development at Year 7 involves both practical and theory lessons. The curriculum aims to contribute significantly to the "total development of each individual person" in accordance with Jesuit Educational Philosophy.

The Personal Development Curriculum aims to enable students to:

- Investigate and analyse various social and emotional changes they experience as they transition through life, how these changes impact themselves and others, and identify strategies to manage them.
- Examine and evaluate personal, environmental and social factors that can influence people about their physical and mental health and well-being, including the benefits to a diverse array of communities.
- Investigate and develop skills which will assist in the development of relationships, health and well-being, and how they can use these skills to assist and support others within the community.
- Recognize the influence particular people (and groups of people) can have on their behaviours, beliefs, decisions and actions and how this can impact on others within the community.
- Using external sources, students investigate and plan how they can support and/or contribute to the health and well-being of the wider community, including how to build a sense of connection within communities.

Personal Development

- Develop, refine and/or transfer movement and performance skills by responding to feedback, progressing to more complex movements; which displays a range of ways to alter force and speed.
- Select, design and apply rules, procedures and scoring systems to participate safely, fairly and ethically; which also enhance team cohesion and success.
- Select, implement and maintain physical activity routines to enhance personal and community fitness, health and well-being.
- Identify and discuss the cultural and/or historical significance of a range of physical activities.
- Engage in problem solving skills to develop and apply strategies when working in groups and teams; demonstrating leadership, effective communication and positive movement outcomes.

SCOPE

Theory

Positive Relationships and Decision Making

Major concepts include: Communication skills; decision making, assertiveness, bullying and harassment, personal needs, goal setting, peer influences.

Made in the Image of God

Major concepts include: Relationships; male and female reproductive systems; life creation; personal values.

Issues in Sport

Major concepts include: Contemporary issues in a range of sports; good sportsmanship; knowledge of rules.

Sport & Culture

Investigate the influence sport has on a variety of cultures and how it contributes to the identity of those cultures and society as a whole.

Practical

Fundamental Movement and Athletics

Sport Education

Movement and Strength

Invasion Games – Field (Ultimate Frisbee & Flag Vortex)

Invasion Games – Court (Netball & Basketball)

Net/Wall Games (Table Tennis & Bat Tennis)

Cultural Games

Personal Development

ASSESSMENT

Theory 40%

Homework tasks
Tests and Assignments
Common Assessment Tasks
Classroom participation

Practical 60%

Students should:

- ♦ participate in all lessons in correct College PE uniform
- ♦ display satisfactory skill development
- ♦ display a satisfactory knowledge of rules, tactics and movement patterns
- ♦ be able to work successfully with peers, showing respect and care for others and for equipment

Science

7 to 9 Overview

GOALS

At the end of Middle Years Science courses, students should demonstrate:

- an ability to explain everyday phenomena and solve practical problems;
- development of communication and co-operation;
- knowledge of key ideas of Science;
- recognition of the coherence of Science;
- knowledge of interactions between science, technology and society;
- awareness of interactions between people and their environment;
- scientific literacy (i.e. the ability to understand popular scientific reports).

In any overall Science program there is a continual development and reinforcing of student interests and skills. Of these skills, some are indirectly acquired whilst others are deliberately planned. Some of the skills include:

Problem solving skills
Experimental design skills
Data collection and processing skills
Data recording and processing skills
Data interpretation skills
Communication skills

Science

Length	Full Year
Subject classification	Science
Prerequisites	Nil

GOALS

Science aims to develop in all students the capacity to use, develop and apply scientific knowledge by:

- investigating, explaining and predicting events, and devising solutions in their everyday endeavours in their physical, social and biological worlds;
- communicating scientifically to different audiences for a range of purposes;
- using science to link with, and across, other subjects, with lifelong learning, work and community ideas;
- a positive attitude towards science which involves being open to new ideas and being intellectually honest and rigorous;
- showing commitment to scientific reasoning and striving for objectivity;
- pursuing and respecting evidence to confirm or challenge current interpretations;
- an appreciation that science is evolutionary in nature.

Science

These Goals can be addressed by considering the National Curriculum Aims throughout the Science curriculum. The aims frame the knowledge, capabilities and dispositions that the students develop. They are the overarching qualities that continue to be developed in increasingly complex ways and include questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

LEARNING OUTCOMES

During Year 7, students will develop the following:

- an ability to explain simple everyday phenomena using basic scientific terms;
- communication and cooperative skills through laboratory group work;
- basic ideas of scientific methodology;
- an ability to design and carry out simple experiments;
- an ability to collect and display data in an appropriate way;
- an ability to apply the design, construct and evaluate approach to plan and construct projects;
- an ability to be a competent, creative and critical user of information communication technologies.

TOPICS

Working Scientifically
Mixtures
Forces and Simple Machines
Habitats and Interactions
Classification
Earth Resources
Earth in Space

ASSESSMENT

Written tests
Projects
Posters
Oral presentations
Laboratory work
Practical reports
End of year examination

