

## **TABLE OF CONTENTS:**

Year 7 Information

Personal Development

Sport

### **CORE SUBJECTS**

Religious Education

English

Mathematics

Languages

Music

Health and Physical Education

Science

Humanities

### **ELECTIVE SUBJECTS**

Art

Media

Dance

Drama

# Year 7 Information

## Year 7 Curriculum

This booklet is designed to inform students and parents about the academic program offered at Year 7. It also provides an overview of the Year 7 subjects.

Lessons are organised differently to Primary school. At Loyola College we run five 62 minute periods per day. Year 7 students will study eight core subjects and four elective subjects. They will also participate in the Year 7 Personal Development program and Sport.

The core subjects are; Religious Education, English, Humanities, Mathematics, Languages, Health and Physical Education, Music and Science. Year 7 students will study two of the three Languages on offer; Italian, Indonesian and French.

The Year 7 elective program allows students to study a varied program from the faculties of Visual Arts, and Performing Arts. You will study four compulsory elective subjects during the year, two per semester; Art, Dance, Drama and Media.

Year 7 students will use an iPad to support their learning. The majority of text books will be eBooks. Parents will be provided more information regarding this program in Term 3 and 4.

## Reporting and Assessment

Student feedback is an important aspect of improving student learning. At Loyola College, we provide many opportunities for students and parents to offer such feedback. Formal reporting takes place four times a year. Parents will receive an Interim report in each semester, as well as an end of semester report. In 2015, we introduced a different style of Parent Student Teacher interviews reflecting out Ignatian values and commitment to student improvement by housing on student learning and parental engagement. All students work with one Academic Companion (a teaching member of staff) who meets with the student and parent four times a year to discuss the student's academic goals and their ongoing learning.

## Pastoral Care

A vertical pastoral care system operates at Loyola College. Within this system our students from Years 7 to 12 belong to one of six Houses. The Head of House maintains an overview of all welfare matters.

Within the House, students are assigned a Mentor Teacher who takes a personal interest in each student and is the first point of contact with parents and guardians. It is this relationship with parents and guardians which is pivotal in fostering a successful partnership between parents, staff and students. The Mentor teacher will usually be directly involved in issues concerning his/her students.

Within Mentor groups, students participate in activities which enhance wellbeing, resilience and connectedness, as well as assist in the development of self-esteem, conflict resolution, and other aspects of personal growth. These activities compliment and support the student's formal studies.

Loyola College adopts the philosophy of Restorative Practices, which underpins our Pastoral Care policies and procedures. Restorative Practices embraces a philosophy that encompasses clear expectations, limits and consequences, responsibility and accountability for one's actions, as well as a high degree of support and nurturing.

## Personal Development

Students in Personal Development learn about specific issues that are affecting them at their year level. At the Year 7 level the Personal Development Program is presented via a scheduled fortnightly period which includes small group discussions and activities, class group circle gatherings and year level activities incorporating guest speakers, dramatic performances and multi-media presentations.

At Year 7, the following key issues may be explored:

- Transition into Year 7
- Healthy relationships
- Goal Setting and developing Life Skills
- Organisational tools and study skills to maximise learning
- Leadership and teamwork
- Cyber Safety and responsible use of technology

## Sport

The Association of Coeducational Schools (ACS) Interschool competition is a comprehensive program that demands its member schools to make a significant commitment in terms of finance, resources and student/staff participation.

Sport is compulsory for Year 7 students. Every student will have the opportunity to be part of a team, travel with the team and experience interschool sport.

All students are provided with the opportunity to represent the school in the following teams.

### Summer Sports

Girls – Soccer, Softball, Tennis and Volleyball

Boys – Basketball, Cricket, Hockey, Softball and Table Tennis

### Winter Sports

Girls – Basketball, Hockey, Netball and Table Tennis

Boys – Football, Soccer, Volleyball and Tennis

All Year 7 ACS matches are on Tuesdays and training will be on Thursdays after school.

The students must show ability in the sports or a willingness to train and develop competency in their chosen sport.

Those students who do not compete in the ACS competition will be involved in Loyola Championship Sport (LCS). LCS sports may vary according to numbers and facilities. The LCS program runs parallel to the ACS with games running at the same times.

The ACS competition is based on the following principles:

- To bring together similar sized schools, that are coeducational and hold similar philosophies and commitment to sport.
- A commitment to the agreed list of teams and sports at all year levels.
- A commitment to a high standard of competition, appearance, punctuality and sportspersonship.
- A comprehensive program that includes traditional sports as well as other popular sports.
- A program that would involve a large number of students and maximise participation.
- Finding a balance between participation and a higher level of competition.
- A commitment to make it work, to fulfil fixtures and minimise intrusion into school time.
- To provide equal sporting opportunities and access to sport for boys and girls in all year levels.
- To provide opportunity for students to play sport who would not play at all otherwise.

## Religious Education

The Year 7 Religious Education course provides students the opportunity to improve their knowledge and understanding of key practices and beliefs of Christian communities both past and present. They are involved in regular prayer, class liturgies and explore and respond to social justice issues.

Specific areas of study include Belonging - Our School Community, Lent – Easter, Scripture, Prayer, the Liturgical Year, the Eucharist, people who worked for justice in the Bible and Advent. Assessment takes a variety of forms with students working both individually and in groups.

Meaningful prayer and engaging liturgy is integral to Religious Education. At Year 7, students are involved in a Reflection Day program that focuses on belonging and community, attending a year level Mass and a class Mass. Each class has other opportunities for prayer and reflection.

## English

In semester one, English provides students with an introduction to the Victorian Curriculum as they undertake their transition into the College. The emphasis is on both written and spoken communications. Students will conceive, plan, compose, edit and publish fiction and non-fiction texts. They will develop skills in using appropriate language for particular purposes and audiences to represent and reflect on ideas, events, experiences, characters, emotions and information. Students will develop knowledge, skills and behaviours to co-operate with others and to contribute to the achievement of group goals. Students will also develop the ability to listen, view and respond with respect to content and context, displaying an understanding of communication and presentation conventions.

The focus of the semester two unit is to read and comprehend both the literal and implied meanings in the prescribed texts, novels and films studied. Activities will assist students to explore the similarities and differences between different characters; identify and explore themes and issues; identify and justify different interpretations using evidence from the texts; and recognise the purpose, audience and context of the text and how this influences the reader. In the debating unit, students will debate a current issue, learning the speaker roles, how to rebut and how to speak in front of an audience. The poetry topic will focus on exposing students to a variety of poems and their structures, developing students' ability to understand and use language in a controlled, deliberate way.

## Mathematics

There is a need for students to have a complete command of the mathematical language at the level they are studying at, and in order for this to occur each unit will have a literacy component. This involves glossaries, word concept comprehension and the use of visual aids to support this.

Students will be consolidated and strengthened in their ability to work with numbers and number patterns. Other concepts to be introduced are angles and bearings, chance and data although with the introduction and development of algebra. This course is based on the Victorian Curriculum.

Students will be required to take part in the Australian Mathematics Competition.

## Languages

### French

The students are introduced to the French language, culture and lifestyle via the Accelerated Immersion Method (AIM). Students will learn and communicate only in French and focus on learning the language necessary to communicate, as a child would naturally learn their first language. This language is learnt via the use of gestures. They study greetings, commonly used verbs and nouns and learn how to put these into a context. Once this basic language (paired down language) is learnt, students learn the story of the Three Little Pigs and participate in activities to concrete their knowledge of the language.

### Indonesian

Students are introduced to the Indonesian language, culture and geography and will explore the many diverse islands that make up Indonesia. Students cover a range of greetings and questions that are used when getting to know someone, including formal and informal language. The course also teaches numbers, days of the week, dates and how to ask for prices and barter. The unit on family focuses on how to introduce and describe themselves and other family members. The students also study a topic on school and the classroom including classroom instructions. Colours and parts of the body are also studied so that students can enjoy special games and activities.

### Italian

Students cover a range of greetings and questions that are used when getting to know someone. They are taught how to greet one another, how to address adults and children, ask people how they feel and introduce or identify someone. The students are introduced to Italian school life and the Italian education system. They also learn how to give and follow classroom instructions. The students discover how to find out another person's name and how to use adjectives to describe people. The course also teaches numbers, days of the week and months of the year.

## Music

The Year 7 general classroom music program is designed to introduce a mixed ability class to the fundamentals of music. These include a Western theoretical and aural unit, a performance strand focusing on vocal and keyboard techniques, world music with units centred upon traditional practices of both African and Indian cultures and ICT within music, with particular focus on composition and notational programs such as *Sibelius 5*. The year long program is intended to give students a broad whilst rich introduction to music within a 21<sup>st</sup> Century context. Year 7 music allows students to pursue more specific ensemble/performance interests or perhaps more general historical and industry based learning in the Year 8 programs.

## Health and Physical Education

Students undertake a program designed to develop fundamental motor skills, teamwork and participation through a variety of sports including minor games, Racquet sports, Netball, Softball, Cricket and ACHPER Fitness Testing and Profiling. Students will receive vital health education on topics such as building positive relationships, healthy eating and meeting the National Physical Activity Guidelines.

## Science

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events.

## Humanities

### **Semester One:**

In this semester, students will be introduced to the study of Geography. The two main units of study during this semester are water in the world and place and place and liveability. Students will investigate their place in the world, the relevance and importance of resources and how humans use and manage resources for the future. They will be introduced to geographical inquiry, including planning, undertaking and evaluating research, collecting and recording relevant data, evaluating sources of information for reliability and drawing conclusions from data and research.

### **Semester Two:**

In this semester, students are introduced to the study of History. Students will also explore methods of investigating the past and interrogate how we can know what happened in the past. They will study the period from 60,000 BC to 650 CE through depth studies of Ancient Australia, the European and Mediterranean world and China. In these contexts students will look into the physical features of each country of study, values and beliefs, the role of groups and individuals within the society and their contacts and conflicts with other civilisations that may have brought about change for the society of study.

## Year 7 Elective Subject Descriptions

All Year 7 students will study the following elective subjects, two per semester:

- Art
- Media
- Dance
- Drama

### Art

In this unit, students explore and use a variety of sources for inspiration and ideas in a broad range of art forms, drawing upon experiences, direct observation and imagination. They make two and three dimensional art works combining and manipulating art elements and art principles. They use a variety of media and techniques to express ideas and produce a folio of experiments and trials using a variety of mediums and techniques. The students also study artworks from different art movements such as cubism, impressionism, pop art and contemporary art to gain inspiration for their own work.

### Media

In this unit students learn the production techniques involved in film narrative, including visual composition, sound, special effects and editing. To further their appreciation of story-telling, students will develop skills in film, sound and print software by creating their own narratives.

### Dance

The first unit, 'An Introduction to Dance' gives students a chance to understand the basics of Dance ~ The Dance Elements (space, shape, time, dynamics, relationships etc) are explored and small group dance works are created and shown in class. Students will build in confidence, strength and flexibility as they learn new skills in movement.

The second unit in Dance is 'Tribal Dance' which has students exploring dance history. The unit introduces sacred dance, symbolism and storytelling through dance using Aboriginal and African dance styles. The students engage in an African Dance Workshop and build their own group 'Tribal' Dance works.

### Drama

Students study Improvisation, Mime, and Storytelling through the "Horror" genre. They begin to learn about Expressive Skills, Dramatic Elements and Stagecraft Elements. Students also focus on teamwork, cooperation and the collaborative process. They are assessed through performance tasks, a reflective journal, and a written assessment task on "Horror".