



**MAZENOD
COLLEGE**



Year 7

Curriculum Handbook

2020

Introduction	3
Contacts	4
The Lower School Curriculum	5
Learning Diversity	6
Religious Education	9
Arts	10
Design & Technology	12
Digital Technologies	13
English	14
Health & Physical Education	15
Humanities & Social Sciences	16
Italian	17
Mathematics	18
Science	19

Introduction

The Mazenod Journey Begins

Mazenod College provides a holistic education for each of its students, enriching their intellectual, social, emotional and their spiritual development. These elements cannot be separated by subject; rather, every moment of learning is developing the whole person.

I hope that you find this Year 7 Curriculum Handbook useful in helping you to see the rich array of learning opportunities for your son. Entering secondary school is a whole new adventure for a boy, so it is important to have an understanding of what the learning looks like in your son's Mazenod Journey. His transition into secondary education will be handled professionally, with empathy for the various emotions that our students will be experiencing.

While Year 7 is in many ways a year of transition from primary school, it is also a year of important progress for each student. By the end of the year, each young man will be ready to take his next step on his journey. He will be organised in managing his school work, his homework and his extra-curricular life. The Mazenod Journey helps our

young men to make a difference in the world when they exit at the end of Year 12.

Alongside our curricular offerings, I urge you to support your son's engagement in the wide array of co-curricular learning opportunities and the College. These include sport, dance, Young Vinnies, debating, music, games clubs at much more. The full range of offerings can be found in the [Co-Curricular Booklet](#) on the College website.

As parents and adults, we can support boys' learning through staying active and engaged in what they are doing in their courses. Listening to draft presentations, helping quiz their knowledge in preparation for examinations and showing interest in their current learning topics are just a few ways to support academic progress.

To conclude, I welcome you to the Mazenod College community, and I look forward to a strong partnership in your son's learning.



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The Lower School Curriculum

Mazenod College delivers the Western Australian Curriculum in all learning areas. Learning from Years 7 to 9 is characterised by increasing choice and autonomy for students as they begin to explore their own interests and take greater control over their learning.



7

The five core learning areas are Religious Education, English, Humanities & Social Sciences, Mathematics and Science. In addition to these, students study Health & Physical Education, the Arts, Italian, Design & Technology, and Digital Technologies.

There are no electives in Year 7, but students get an experience of some of the elective offerings that will be available to them in Year 8. These are:

Italian	Drama	Music
Visual Art	Design & Technology	Digital Technologies



8

In Year 8, streaming is introduced in Mathematics, with the grouping of students into Standard and Extended classes. Additionally, Modified Maths and English classes are introduced for students who cannot access the standard content of those courses. Literacy support also takes place during English and Maths.

In Year 8, students select 8 elective courses, each for a semester. From these, students must select one each from Digital Technologies, Design & Technology, Visual Arts and Performing Arts subject areas. There is a wide selection of courses and these can be found in this handbook.



9

In Year 9, streaming is introduced in English, with the grouping of students into Standard and Extended classes. Additionally, Modified Science is introduced alongside the equivalent Maths and English classes for students who cannot access the standard content of those courses.

In Year 9, students select 6 elective courses, each for a semester. Students can select whichever courses they choose. There is a wide selection of courses and these can be found in the Year 9 Curriculum Handbook.

In Term Three, Year 9 students do 90 minute exams in Religious Education, Mathematics, Humanities & Social Sciences, and Science.

Learning Diversity

Isn't it amazing that we are all made in God's image, and yet there is so much diversity among his people?

- Desmond Tutu

Mazenod enrolls 150 new students each year, and among these are a rich tapestry of individual gifts, experiences and needs.

Most of that diversity is catered for in the everyday work of the classroom and in the pastoral leadership of the College staff. Through differentiated Success Criteria and extra help, our aim is for all students to make progress academically, socially and spiritually.

Some students, however, need further support to meet their learning needs. To help meet the needs of all learners, Mazenod dedicates resources to three areas for learning diversity: Learning Support, Gifted & Talented, and Aboriginal Education.

Learning Support

The Learning Support Team consists of teachers, education assistants and school psychologists. These staff members support students with particular educational and social-emotional needs.

Students with particular learning needs will typically be on some kind of documented plan. These plans include:

Curriculum Adjustment Plan (CAP)

Students on CAPs will usually have a diagnosed learning or social-emotional difficulty. The CAP serves as a guide for teachers to make adjustments to the instruction, the environment or the assessment of learning for these students. A student on a CAP will still be taught and assessed against the year-level curriculum. These students may also receive extra support from the Learning Support Team.

Individual Education Plan (IEP)

Students on IEPs usually need significant learning support and are often supported by an Education Assistant.

In all cases where a documented plan is in place, parents, carers and the students themselves will be part of the process.

Gifted & Talented

Among our students are those with learning needs that demand that they go beyond the curriculum. These students may not necessarily be achieving the highest grades, but other indicators might suggest that they have cognitive needs that are not being met by the curriculum.

Gifted and talented students are identified through classroom achievement, teacher observation and testing.

In Year 7, gifted students will have opportunities to engage in extra-curricular activities to support their curiosity and their competitiveness. These include the Da Vinci Decathlon, the Have Sum Fun competition, the Ethics Olympiad and the Euler Mathematics program.

In Year 8 and 9, the opportunities for these students expand to include the RiOT Gifted and Talented elective and the Explore Science elective as well as the Specialist Band Program.

Aboriginal Education

While Mazenod is located in Whadjuk Noongar country, it draws Aboriginal students from across the state in addition to the metropolitan area.

Mazenod is committed to supporting the learning ambitions of its Indigenous students while acknowledging and celebrating Aboriginal culture and history.

Aboriginal students are supported by our Aboriginal Education Coordinator. All Aboriginal students in the College will be on **Personalised Learning Plans (PLP)**. These documented plans will focus on the following four key questions for the student:

1. Where is the student now?
2. Where should the student be?
3. How will they get to where they should be?
4. How will we know when they get there?

Transition

All learning activities, whether they be class activities, homework, or assessment aim to give the engaged learner guidance on the following questions:

Form

In Year 7, it is likely that students will be taught by their Form teachers over two subjects. The aim is for each child to be well known by his teachers and his peers in this significant time of transition.

Also, students go to all of their core subject classes as a Form group. From Year 8 onwards, this no longer happens in courses that are streamed.

LEAP

LEAP (LEarning For Academic Performance) is a program that has been part of Mazenod for over a decade, aiming to support the transition in the first year of secondary school.

Three times a cycle, students have lessons that support their organisation, thinking skills and use of ICT.

Peer Support

In order to assist our Year 7 students in the transition from primary to secondary school, a Peer Support program matches small groups of Year 7 boys with two Year 11 students. During the course of Term One, the Year 11 students take their Year 7 group through a range of activities designed to help the younger students settle into the College while giving them a more senior student to approach with any questions or concerns they might have. The Year 11 students are selected according to a range of criteria and take part in a training program to prepare them for this role.

Digital Learning

Much of the learning material for students is

OneNote

OneNote is a digital notebook that connects the students and the teachers in their learning. Learning materials are synchronised from the teacher's notebook to the students - this content can be accessed from home without an internet connection. Additionally, students' own class notebooks are connected to the teacher, who can then see the student work from their own machine.

Online Classroom

Content that is not on OneNote can be accessed via the [Online Classroom](#). While most of the content is kept from public view, course outlines can be accessed by parents using their portal logins.

Maths Pathway

Maths Pathway is an online service that is used to deliver the Mathematics curriculum to students at a variety of levels. The teacher combines direct instruction with facilitation to challenge each student at their level of knowledge, skill and understanding. For more information, see the [Mathematics](#) section of this handbook.

Keyboarding Skills

To support the development of good keyboarding skills, students have access to Typing Tournament, an online game that helps users develop good technique.

The value of effective keyboarding skills isn't simply about typing speed; rather, it is about reducing the thinking load for students as they try to get their ideas down without hunting for the keys.

Learning, Homework & Assessment

All learning activities, whether they be class activities, homework, or assessment aim to give the engaged learner guidance on the following questions:

Homework

Homework is an essential part of the learning. Homework tasks allow for students to consolidate their learning, practise a skill, or come to class with prior knowledge for the next lesson.

Year 7 students can expect about 60 minutes of homework each night. In the transition in Term One, homework will be phased in slowly, understanding that a number of students might come from backgrounds where homework did not feature in their learning.



School Assessment

Throughout the year, students do assessments that provide feedback to the students and teachers about their learning.

The Mazenod College [Assessment Policy](#) is available on the College website and in the students' diaries.

Assessments can take many forms and may be modified to meet the needs of individual students.

Feedback

Feedback on student learning takes on several forms: written feedback on tasks, peer feedback, verbal feedback during a lesson.

The key to the feedback is the engagement of the student in using the feedback for his improvement.

External Testing

Each year, we test our students against national standards to gain a deeper understanding of the skills of our students and to track their progress.

The value of this type of testing is that it can reveal patterns in student learning that are not visible in school assessment alone.

The tests we use in Year 7 are below:

eWrite

The eWrite assessment measures functional writing skills in areas such as spelling, syntax, grammar and punctuation.

PAT Reading

The Progressive Achievement Test (Reading) allows us to gain insights into the reading skills of our students.

PAT Numeracy

The Progressive Achievement Test (Numeracy) allows us to gain insights into the mathematical skills of our students.

AGAT (Australian General Aptitude Test)

The AGAT test allows us to get insight into the general ability of students. This, along with other pieces of information help us to identify students who might be gifted & talented as well as those who might need support.

Students are tested at the start and end of Year 7 and at the end of Years 8 and 9.

Parent Engagement

Along with reports and other information, parents are able to access assessment marks through iGloo, which is accessible from the Portal link at the top of the College website. You will need to use your login details provided by the College.

Religious Education

Rationale

Religious Education is the first learning area for all Catholic Schools. It is in this course that our students come to understand the teachings, beliefs and values of the Catholic Church.

The Religious Education course is an academic program that is compulsory for all students through to Year 12. In Senior School, the course can be studied as an ATAR subject towards university entry.

The Religious Education program explores the interplay between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. As students develop the knowledge, understanding, values and skills of this course, they understand ways to interact and communicate with people about the diversity of religious beliefs and practices.

The study of Religious Education at Mazenod will help our students to appreciate their role in sustaining a socially just world in which all are created in the eyes of God.

Course Outline

TERM ONE: CELEBRATING JESUS

The content is built around the following areas: Living in Community, Learning about Jesus, Christians celebrate Lent and Easter, Celebrating the Eucharist, Sacraments lay the foundation of Christian life. Students will study the life of St Eugene de Mazenod, founder of the Oblates of Mary Immaculate, as part of the topic 'Living in Community'. Students also do a Bible study ongoing throughout the term using text 'The Catholic Youth Bible' NRSV Catholic Edition (Second International Edition).

TERM TWO: LIVING AS CHURCH

The content is built around the following areas: God created people to be responsible, Jesus modelled human ideals, The Church is the Body of Christ, The Spirit guides the Church, Christians express their faith through the Church.

TERM THREE: CELEBRATING LIFE

The content is built around the areas: People grow and develop, Growth and development lead to a deeper expression of love, People are called to reflect God by respecting human life, Through Jesus, God gives people new life, New life through Baptism, Reconciliation strengthens life, Participating in this new life is a call to Social Justice.

TERM FOUR: LIVING IN GOD'S LOVE

This unit explores what it means to live in God's love. The content is built around the following areas: God has given people the gift of love; Jesus came to show God's love; Scripture helps people to share God's love; the gift of prayer; Developing Charity; Charity and the common good; People are called to promote the common good; and, Advent brings hope for the common good.



Arts



Arts subjects are studied across the whole year twice per fortnightly cycle.

These course serve as an introduction for students, giving them an opportunity to experience a wide range of learning before they begin to choose these as electives in Years 8-10 before potentially specialising in Senior School. These offerings expand to include Media, the Specialist Band Program and co-curricular Dance.

For information about the pathways that these subjects can lead to, please download the Year 8 and 9 Curriculum Handbooks from the College website.

Year 7 Achievement Standard

DRAMA

At Standard, students make use of processes, including improvisation and role preparation, and some elements of drama to create devised or scripted drama. They demonstrate, on occasion, awareness in performance of a selected drama performance style and/or spaces of performance to present dramatic meaning.

Students use specified reflective processes to outline links between choices made in performance and dramatic meaning or audience responses. They use generalised drama terminology.

Course Outline

DRAMA

This course is all about getting comfortable in your own skin. Drama is an opportunity for students to engage in a practical course that is all about feeling confident, trusting in your abilities and working with others.

Students will explore Pantomime through costume designs and comedy performances, as well as Ritual Theatre that explores the Greek Gods through chorus work and chanting. The improvised nature of this course encourages students to be spontaneous and creative while introducing them to the world of theatre and future course offerings in Drama.

Year 7 Achievement Standard

MUSIC

At Standard, students identify, sing, play, notate and apply pitch and rhythm patterns, scales, intervals and triads, with some inconsistencies. They improvise and create musical ideas within a given framework that show some development, and incorporate some suitable dynamics. Students sing or play performance activities and practised repertoire with developing technique and some expression. With guidance, they endeavour to adjust tone and volume to blend and balance when rehearsing and performing within an ensemble.

Students identify, analyse and describe the use of specific elements of music in mainly generalised responses, using some appropriate music terminology. They identify and describe some musical characteristics associated with different cultures, contexts and styles.

Year 7 Achievement Standard

VISUAL ART

At Standard, students develop ideas related to a given theme. They select and explore media and materials, and briefly document their results. Students use elements and principles when developing artwork and make decisions about composition. They write annotations and comment about design intentions. They explore and experiment with techniques and processes and, with guidance, use a selected process to create and present a finished artwork. Students use equipment and materials in a safe manner. They reflect on their own artwork and discuss possible improvements.

In responding to artwork, students use art terminology, identify obvious key features and provide personal opinions. They provide a description of an artwork and discuss the use of elements and principles. Students make comments about meaning, based on personal interpretations.

Course Outline

MUSIC

The Year 7 Music course requires no previous experience and covers basic notation and an introduction to the musical elements of 'pitch', 'rhythm' and 'timbre'. Working with music editing software like 'Mixcraft' and 'Crescendo', the students will compose their own tunes demonstrating a basic understanding of song form and structure. Analysing popular contemporary music the students will reflect on a chosen arrangement in terms of rhythm, composition and structure.

Students who show an aptitude for Music will be encouraged to apply for the "Specialist Band Scholarship Program" in Year 8.

Course Outline

VISUAL ART

The Year 7 Visual Art course is an introductory program designed to foster enjoyment and appreciation of the visual arts. Participation is the main focus with practical projects that include drawing, painting, graphics, sculpture and printmaking. These studio areas promote engagement and involvement, encouraging the boys to be creative whilst developing confidence with some basic skills.

Almost completely practical by nature the emphasis throughout the year is in 'doing' and 'making', with relevant theoretical content being embedded in each of the projects and reinforced both in the classroom and at home with extension drawing projects. Aimed at preliminary levels those students with natural ability will excel in this Art course.

Design & Technology



Design & Technology is studied across the whole year twice per fortnightly cycle.

The course serves as an introduction for students, giving them an opportunity to experience a wide range of learning before they begin to choose these as electives in Years 8-10 before potentially specialising in Senior School. These offerings expand to include Electronic Engineering, Design, Woodwork and Metalwork.

For information about the pathways that these subjects can lead to, please download the Year 8 and 9 Curriculum Handbooks from the College website.

Year 7 Achievement Standard

At Standard, students outline ways in which products, services and environments evolve locally, regionally and globally and recognise competing factors, including social, ethical and sustainability in the development of technologies. In engineering principles and systems, students identify the use of motion, force and energy to manipulate and to control electromechanical and mechanical systems. In materials and technologies specialisations, students identify how the selection of material and technology process is influenced by the combination of materials, systems, components, tools and equipment.

With all Design and Technology contexts, students develop solutions and identify the purpose for a given task by considering constraints and components/resources. Students use a range of techniques, appropriate technical terms and technologies to design, develop, review and communicate design ideas, plans and processes. They follow sequenced steps to a problem-solving plan. Students apply safe procedures to make solutions, using a range of components, equipment and techniques. They apply given contextual criteria to independently evaluate design processes and solutions. Students work independently, and collaboratively, to plan, develop and communicate ideas and information, when using management processes.

Course Outline

Learning in this course is designed around four projects to be completed through the year. Particular attention is given in Year 7 to supporting students to develop and maintain the highest standards of safety when working in the Provence Design & Technology Centre.

TASK ONE: CHEESEBOARD

Students will design and construct a cheese board from a length of pine given to them. Workshop skills that will be learned include marking out, hand sawing, drilling, and finishing.

TASK TWO: SPINNING TOP

Students will construct a spinning top from a length of Pine. Students will be required to complete and submit the assignment sheet that accompanies this project which investigates the sustainability considerations of the material they are using.

TASK THREE: KEY TAG

Students will be required to design a Key Tag / Dog Tag following the design process given to them. Students will then be required to make and evaluate their design.

TASK FOUR: RING

Students will be required to make a Metal Ring. Before commencement students will be required to complete and submit the assignment sheet that accompanies this project

Digital Technologies

Digital Technologies subjects are studied across the whole year twice per fortnightly cycle.

These courses serve as an introduction for students, giving them an opportunity to experience a wide range of learning before they begin to choose these as electives in Year 8-10 before potentially specialising in Senior School. These offerings expand to include robotics, web design, game development and programming.

For information about the pathways that these subjects can lead to, please download the Year 8 and 9 Curriculum Handbooks from the College website.



Year 7 Achievement Standard

At Standard, students identify types of networks, including wired, wireless and mobile networks and the hardware components of a network. They identify ways digital systems represent text, image and audio data. Students use a range of digital sources to explore how to acquire data. They create information using relevant software, and create data to model objects and/or events. Students create digital solutions considering the user experience of a digital system that allows for choices to be made within a user interface. They work collaboratively online to create and communicate information, with consideration for social contexts.

In digital technologies, students develop solutions and identify the purpose for a given digital task by considering constraints and components/resources. Students use a range of techniques, appropriate digital technical terms and technologies to design, develop, review and communicate design ideas, plans and processes. They follow sequenced steps to a problem-solving plan. Students apply safe procedures to make solutions, using a range of components, equipment and techniques. They apply given contextual criteria to independently evaluate design processes and solutions. Students work independently, and collaboratively, to plan, develop and communicate ideas and information, when using management processes.

Course Outline

TERM ONE

In this course, students identify types of networks, including wired, wireless and mobile networks and the hardware components of a network. They identify ways digital systems represent text, image and audio data. Students use a range of digital sources to explore how to acquire data.

Students explore the concept of digital citizenship and cybersafe behaviours. Presenting researched information using appropriate software and online collaboration tools.

TERM TWO

In Term Two Digital Technologies focuses on further developing understanding and skills in computational thinking. Students will define problems, identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically through the use of Python coding language.

Students create digital solutions considering the user experience of a digital system that allows for choices to be made within a user interface. They work collaboratively online to create and communicate information, with consideration for social contexts.

English

Year 7 Achievement Standard

Reading and Viewing

At Standard, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, drawing on supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Writing and Creating

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Speaking and Listening

Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. Students understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience.

Course Outline

TERM ONE: READING COMPREHENSION

Reading is a key skill in English and this term will explicitly teach students the skills needed to be an effective reader in high school. They will have the opportunity to learn about how we read and interpret texts and to learn about what the brain does when we read and develop the skills that good readers need. This unit also allows students to develop inference and questioning skills. They will also learn how to summarise and synthesise information that are encountered in texts. By the end of this unit students will be equipped with all the skills needed to be an amazing reader.

TERM TWO: NOVEL STUDY

In Term Two, students will learn how to use images to communicate meaning to an audience. They will also become immersed in the magical world of 1930s Paris when they read the novel, *The Invention of Hugo Cabret*. The novel study will allow students to analyse how the author has used images and language to construct the text.

TERM THREE: POETRY & NARRATIVE

This term students look more closely at figurative language and how authors use language to create imagery and mood in a variety of text types. Through the study of poetry they will learn how to use and analyse a range of figurative language techniques. They will even have the chance to produce their own multimodal poetry presentation. In the second half of the term students will apply their understanding of figurative language in order to write their own narrative based on a stimulus image.

TERM FOUR: CONTEXT & DEBATING

Now that the students have developed their English skills over three terms at Mazenod, they are ready for some more advanced work! In Term 4 they will read the novel *Boy Overboard* and focus on their personal response to the text and how their own context has affected their understanding of the ideas presented. They will build on their work from Term Three and learn how to construct an argument and use persuasive techniques to convince an audience to agree with their point of view. The focus will be on debating and students will have the opportunity to hone their public speaking skills and participate in a class debate at the end of term.

Health & Physical Education

Year 7 Achievement Standard

Health Education

At Standard, students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify the health and social benefits of physical activity and associate the importance of physical activity as a preventive health strategy.

Students apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing.

Physical Education

At Standard, students perform movement skills and sequences in selected sport or physical activity contexts with improving accuracy and efficiency. They implement simple tactics in order to achieve the intended outcome in competitive contexts.

Students describe how physical activity can improve elements of health and fitness. When participating in a variety of sports or physical activities, they demonstrate ethical behaviour and communicate to assist team cohesion and the achievement of an intended outcome.

Course Outline

TERM ONE

PRACTICAL: The practical focus areas in Term One are swimming and minor games. Swimming technique in freestyle and breaststroke are covered, and pool safety is investigated. Students then focus on movement skills and sequences within different physical activity contexts and settings.

HEALTH: Students explore their own relationship in the Relating Skills unit. There is a focus on the importance of developing strong relationships and its link to mental health and wellbeing.

TERM TWO

Practical: Whilst continuing to focus on movement skills and sequences within different physical activity contexts and settings in minor games, students are also introduced to the importance of communication skills to support and enhance team cohesion. Key skills and safety are covered in the Athletics unit, where track and field events are introduced and developed.

Health: Students explore their personal development, physical, emotional and social changes. This unit covers the various challenges through the human lifespan in their growth and development as individuals.

TERM THREE

Practical: In Term Three students cover strategic and tactical skills used to create, use and defend space. The unit requires students to begin to gain an understanding of the defensive skills used to gain control and retain possession, again in a variety of sporting contexts.

Health: The health unit is Bullying. Students explore the impact of bullying on mental health and relationships, and the importance of interacting in a positive way with their peers.

TERM FOUR

Practical: Students take part in the Sports Management Program. The focus is on communication skills that support and enhance team cohesion, such as body language and listening skills. They explore the importance of ethical behaviour and fair play in the team based games, whilst managing and running the participation-based competition.

Health: The focus during health lessons is participating in sport using appropriate rules and strategies, as well as developing leadership and teamwork.



Humanities & Social Sciences

Year 7 Achievement Standard

At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

Students describe how democracy in Australia is shaped by the Commonwealth constitution. They describe the operation of Australia's federal structure of government and the role of parliament,

within the Westminster system. Students identify rights and responsibilities of being a participant in the legal system and describe how the legal system aims to provide justice.

Students describe how the price of goods and services results from interactions between consumers and businesses, as a consequence of making choices. They describe how the specialisation of workers and businesses, including entrepreneurial behaviour, provides benefits to individuals and the wider community.

Students describe the changes caused by interconnections between people, places and natural environments, and the alternative strategies used to manage the changes. They describe the features of liveable places, and how and/or why places are perceived and valued differently.

Students describe the role of groups and the significance of particular individuals in ancient society, and suggest reasons for change and continuity over time. They identify past events and developments that have been interpreted in different ways. Students describe events and developments from the perspective of different people who lived at the time.

Course Outline

TERM ONE: ECONOMICS

In this term students will learn about the concepts of making choices and resource allocation. This will provide the context to focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work.

TERM TWO: HISTORY

Students will develop their understanding of History through the key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts will be investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.

TERM THREE: GEOGRAPHY

In this topic the concepts of place, space, environment, interconnection, sustainability and change continue to be studied as they inquire into the nature of water as a natural resource. The concept of place will be expanded through students' investigation of the liveability of their own place. They will apply this understanding to a wide range of places and environments at the full range of scales.

TERM FOUR: CIVICS & CITIZENSHIP

In this topic students will study the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped by the Australian Constitution. The concepts of justice, rights and responsibilities will be studied with a focus on Australia's legal system.

Italian

Year 7 Achievement Standard

At standard, students initiate and participate in spoken and written interactions in Italian with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use rehearsed descriptive and expressive language to talk about, give some opinions and share thoughts and feelings, such as *Mi piace il mio amico perché è buffissimo*. Students engage in the planning of Italian events or activities by considering options, negotiating arrangements and participating in transactions. They identify and provide most key information, and some supporting details, from texts related to aspects of their personal and social worlds and they present information and ideas on texts using rehearsed descriptive and expressive language. They select modes of presentation to suit audiences or contexts. Students express simple opinions on and describe some of the themes and key ideas, values and techniques in imaginative texts. They create and present their own or shared simple imaginative texts with imagined characters, places and experiences, to entertain peers and younger audiences. They translate texts, with some inaccuracies, and compare their own translation to their peers', noticing when it is difficult to transfer meaning from one language to the other. They notice how aspects of culture may affect communication, and how their own culture impacts on language use. Students also consider how their biography influences their identity and communication.

Students begin to notice and apply, with a satisfactory level of accuracy, differences in the pronunciation of consonants and vowel combinations. They generate written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements and some less familiar elements, with a satisfactory level of accuracy. Students use regular and irregular nouns, subject pronouns for emphasis, adverbs to qualify verbs and conjunctions to connect or elaborate clauses, such as *Mi piace il mio amico perché è buffissimo*. They use verbs, both regular and some irregular, in the present and perfect tenses, such as *Imparo l'italiano da tre anni*. They begin to use articulated prepositions, verbs to express action in time and the imperfect tense in formulaic expressions, such as *Il festival era divertentissimo!* Students describe how the Italian language works, using some relevant metalanguage to organise learning

resources. They consider and frequently apply the structures, conventions and purposes associated with a range of texts created for information exchange or social interaction. They identify some features of Italian that vary according to audience, context and purpose, some ways in which language use reflects cultural expression, assumption and perspective, and consider how Italian continues to change due global and cultural influences.

Italian is studied across the whole year twice per fortnightly cycle.

This course serves as an introduction for students, giving them an opportunity to experience a wide range of learning before they begin to choose these as electives in Year 8-10 before potentially specialising in Senior School. This subject can be studied through to Year 9, depending on student selections.

Course Outline

Year 7 Italian is an introduction to the language for most of our students, although some might have studied it at some level in primary school.

Students will learn key phrases and expressions in Italian and will develop their understanding through speaking, listening, reading and writing activities.



Mathematics

Year 7 Achievement Standard

Number and Algebra

At Standard, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. Students assign ordered pairs to given points on the Cartesian plane. They interpret simple linear representations and model authentic information. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution.

Measurement and Geometry

Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. Students solve simple numerical problems involving angles formed by a transversal crossing two lines. They use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel lines.

Statistics and probability

Students identify issues involving the collection of continuous data. They construct stem-and-leaf plots and dot plots. Students describe the relationship between the median and mean in data displays. They calculate mean, mode, median and range for data sets. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes.

Maths Pathway



The Year 7 Mathematics Curriculum is delivered through the online learning environment of [Maths Pathway](#).

What is Maths Pathway?

Maths Pathway is a research-driven Learning and Teaching Model that is re-imagining the way mathematics is taught in schools.

Maths Pathway combines a range of teaching methods and classroom practices with an online learning environment to support individualised learning for each student. With Maths Pathway, teachers have the tools and the time to address each student's individual learning needs. This includes developing their problem solving, independent learning, and group work skills, and helping students develop a growth mindset towards their mathematics learning.

What does it look like day-to-day?

In your new Maths Pathway classroom, students will first be tested on their current levels of understanding across the entirety of the Western Australian Curriculum: Mathematics, levels 1-10A. This is done so that the system can pinpoint exactly where each student's strengths and weaknesses are.

Once we have this overall picture of a student's current capacities, students can access and learn new content at a level that is appropriate for them. They access this work in the form of modules on their own online Learning Map.

In class, the students and teacher work together in regular learning cycles. Generally around two weeks long, each cycle ends with a short test and reflection. Lessons in each learning cycle fall into three broad categories: rich lessons, personalised learning lessons, and test lessons.

Over the course of a term, a class will usually complete four of these cycles, and spend a week on a large rich project at the end of term. Terms run this way give the student variety in what they're learning, allow students to develop a range of learning skills and give the teacher the opportunity to make sure that all the students' learning needs are being met.

Science

Year 7 Achievement Standard

Science Understanding

At Standard, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. Students explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. Students classify and organise diverse organisms based on observable differences and predict the effect of human and environmental changes on interactions between organisms.

Science as a Human Endeavour

Students describe situations where scientific knowledge has been used to solve a real-world problem.

Science Inquiry Skills

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. Students select equipment that improves fairness and accuracy and describe how they considered safety. They draw on evidence to support their conclusions. Students summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

Course Outline

TERM ONE: SCIENCE INQUIRY & CHEMICAL SCIENCES

This term students will develop their understanding of the world through chemistry concepts. They learn that mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. In their practical work students will learn to develop fair tests and develop skills to measure and control variables, and to select and use scientific equipment with accuracy appropriate to the task.

TERM TWO: PHYSICAL SCIENCES

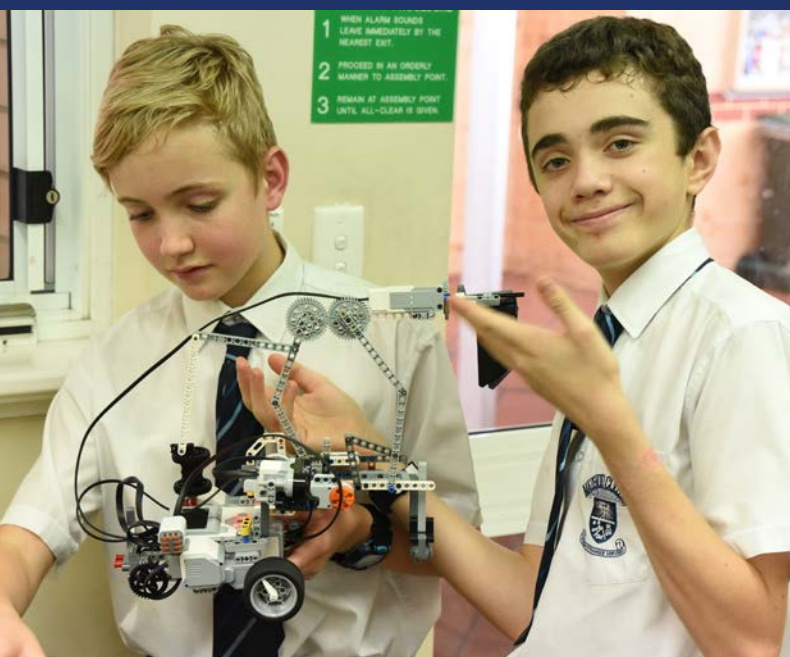
In this topic students will investigate machines and how forces are related. Specifically students will learn to identify and investigate simple machines such as levers, inclined planes, screws, pulleys, wheels and gears. Students will also consider how Indigenous Australians designed and used a range of machines in the form of weapons and tools. In astronomy, they will consider how gravity keeps planets in orbit around the Sun

TERM THREE: EARTH & SPACE SCIENCES

This term students will learn about the ways that predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon. They will also learn that some of Earth's resources are renewable but others are non-renewable and how water is an important resource that cycles through the environment

TERM FOUR: BIOLOGICAL SCIENCES

In the Biological Science unit students will learn that there are differences within and between groups of organisms and that classification helps organise this diversity. They will study how interactions between organisms can be described in terms of food chains and food webs and how human activity can affect these interactions. In the Physics unit students will learn how change to an object's motion is caused by unbalanced forces acting on the object. They will investigate the effects of applying different forces to familiar objects, investigate common situations where forces are balanced and unbalanced, and finally investigate a simple machine such as levers or pulley systems.





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