



CATHOLIC REGIONAL COLLEGE
CAROLINE SPRINGS

YEAR 7 COURSE HANDBOOK



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

This handbook has been created in accordance with guidelines set by the Victorian Curriculum and Assessment Authority.

Catholic Regional College Caroline Springs reserves the right to make changes to this document when they are found to be necessary. In such instances, the College undertakes to keep students and parents informed about the changes that have been made.

Please Note:

The College does not endorse or encourage taking students out of school for holidays as our experience suggests that there is always an impact on student learning when a student misses classes as most learning is sequential. We do, of course, respect your right to make decisions regarding your child's attendance.



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CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Welcome and Overview

This Course Handbook provides an overview of the learning and teaching programs offered for Year 7 students at Catholic Regional College Caroline Springs. At Catholic Regional College Caroline Springs, we have five 60-minute periods per day, across a ten-day cycle.

In Year 7 students complete nine Year-Long subjects and eight Semester-Long subjects. The year-long subjects are; Religious Education, English, Mathematics, Science, STEM, Humanities, Health, Physical Education and Pastoral Care. Year 7 students will also study one Semester each of; Languages: Italian, Languages: Japanese, Digital Technology, Food Technology, Drama, Music, Art and Visual Communication Design.

At Catholic Regional College Caroline Springs, we provide a formal report four times a year; an Interim Report at the end of Term 1 and 3, and a Semester Report at the end of Term 2 and 4. In addition to this, parents/carers are also kept up-to-date with student progress across the course of the year on the College's Learning Management System, SEQTA.

Jamie Madigan

Principal





CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Vision

At Catholic Regional College Caroline Springs, we aim to provide a curriculum which:

- is rigorous, creative, meaningful and purposeful
- cultivates a learning and teaching culture of innovation, responsibility awareness and independence
- is developed with respect for the learner at its centre and
- aims to provide our students the opportunity to critically engage in a dialogue with the Catholic tradition and the world around them.

Mission

Catholic Regional College Caroline Springs commits us to learning in all forms, styles and situations: formal and informal, mutual and collegial.

Underpinning all that we do is the education and wellbeing of our students.

We have an obligation to provide educational experiences that ensure that:

- students have engaging and meaningful learning experiences
- students achieve to the highest of their learning potential.

Values

In striving to live fully and act justly, we commit ourselves to being a community which builds on four pillars:

- *Learning* in all forms, styles and situations, formal and informal, mutual and collegial
- *Stewardship* of all in and of God's creation: self, others and the world
- *Compassion* which, guided by respect, moves us to action
- *Prayer* as a way of living and knowing.



Religious Education

Course Type: Core Subject

Course Length: Year Long

Periods per Fortnight: 5

Course Overview

The Year 7 *Religious Education* course is based around the Melbourne Archdiocese of Catholic Schools (MACS) curriculum standards of Knowledge and Understanding, Reasoning and Responding, and Personal and Communal Engagement. In Semester One there are two units of study: 'Belonging' and 'Prayer.' In our 'Belonging' unit, students will explore how our Catholic College is a small part of the universal Catholic Church. In the 'Prayer' unit, students will grow in a deep understanding of prayer and the Holy Mass and how they build our relationship of filiation with God. In Semester Two there are two units of study: 'Scripture' and 'The Life of Jesus.' In the 'Scripture' unit, students are introduced to the study of Sacred Scripture, considering how to read and understand Sacred Scripture, and how God communicates with us through Scripture. Students will study the book of Exodus in more depth. In the 'Life of Jesus' unit, students will investigate the geography, the daily life, religious and political situation of First Century Palestine to better understand the four biographies of Jesus Christ: the Gospels.

MACS Curriculum Standards

- Knowledge and Understanding
 - Church and Community
 - Prayer, Liturgy and Sacrament
 - Scripture and Jesus
- Reasoning and Responding
 - Church and Community
 - Prayer, Liturgy and Sacrament
 - Scripture and Jesus
- Personal and Communal Engagement
 - Prayer, Liturgy and Sacrament
 - Church and Community
 - Scripture and Jesus



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Assessment Tasks – Semester One

- Belonging Assessment Task
- Prayer – Written Test

Assessment Tasks – Semester Two

- Exodus Analysis
- People of First Century Palestine Research Task



English

Course Type: Core Subject

Course Length: Year Long

Periods per Fortnight: 7

Course Overview

The Year 7 *English* course enables students to interact with various text types, visual literacy and persuasive speaking outcomes. Underpinned by the Victorian Curriculum modes of Reading and Viewing, Writing, and Speaking and Listening, each semester is constructed to provide continuity of learning and the building of literacy skills. In Semester One, students explore direct and inferred information through images, pictures, poetry, short stories and lyrics to gain an understanding of language features. Building on this skill, students study the film 'Maleficent' to view and interpret the messages that are created through aural and visual information. Students learn how to respond to analytical prompts by exploring the essay writing process. Students learn the skills of presenting through a persuasive speech oral presentation to end the unit. In Semester Two, the Year 7 *English* course introduces a novel study, whereby students read the novel 'Wonder' by R.J Palacio. Through the investigation of themes and messages, students further enhance their writing skills to produce a creative and analytical writing assessments that examine how characters represent themes are present in the text.

Victorian Curriculum Standards

- Reading and Viewing
 - Text Structure and Organisation
 - Expressing and Developing Ideas
 - Language for Interaction
 - Examining Literature
 - Responding to Literature
 - Texts in Context
 - Interpreting, Analysing, Evaluating
- Writing
 - Text Structure and Organisation
 - Expressing and Developing Ideas
 - Phonics and Word Knowledge
 - Creating Literature
 - Creating Texts
- Speaking and Listening
 - Language Variation and Change
 - Literature and Context
 - Responding to Literature
 - Interacting with Others



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Assessment Tasks – Semester One

- 'Maleficent' TEEEL Paragraph Writing
- Presenting Argument – Persuasive Speech

Assessment Tasks – Semester Two

- 'Wonder' Creative Writing Assessment
- 'Wonder' Analytical Essay



English As An Additional Language (EAL)

Course Type: Core Subject

Course Length: Year Long

Periods per Fortnight: 7

Course Overview

The Year 7 *EAL* course is structured in a way that provides each individual student a pathway that will help them make a smooth transition into the mainstream curriculum. The different levels within Pathway C allow students to develop their literacy skills based on their varied English-language experiences. The specialised Year 7 *EAL* class immerses language learners in various experiences taking into account the time they have been in Australia and any formal previous education. The focus for Semester One is for students to gain an understanding of text structures and features, with a focus on direct and inferred information and how language is used to position audiences to form opinions. Students explore inferences in a range of multimodal texts, including the film 'Maleficent'. Students will identify and understand how film techniques are used to convey messages to an audience and how these techniques can be used as evidence in analytical writing. Students are also introduced to persuasive writing where they explore and analyse a range of arguments and persuasive language techniques before writing and presenting their own persuasive speech. Within the *EAL* classroom, students have the opportunity to refer to visuals and digital resources to help develop their literacy skills. In Semester Two, students explore the text 'Wonder' written by R. J. Palacio to identify and understand relevant themes and how authors create meaning in texts through characterisation. In doing so, students can employ a range of creative devices to write a creative response. Through the exploration of themes, students will be able to write an analytical response. Throughout the year, students participate in the *EAL* Reading Program to support and develop their comprehension skills.

Victorian Curriculum Standards

- Reading and Viewing
 - Communication
 - Cultural and Plurilingual Awareness
 - Linguistic Structures and Features
- Writing
 - Communication
 - Cultural and Plurilingual Awareness
 - Linguistic Structures and Features
- Speaking and Listening
 - Communication
 - Cultural Understandings



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Assessment Tasks – Semester One

- Analytical Response: 'Maleficent'
- Persuasive Speech

Assessment Tasks – Semester Two

- Creative Response: The World of 'Wonder'
- Analytical Response: Themes in 'Wonder'



Mathematics

Course Type: Core Subject

Course Length: Year Long

Periods per Fortnight: 7

Course Overview

The Year 7 *Mathematics* course is designed around the Victorian Curriculum content strands for Mathematics and the associated proficiency standards. In Semester One, students consolidate their understanding of the number system and learn about the index notation and square roots. Students work on sum of angles in triangles and quadrilaterals and use angle properties to solve problems using reasoning. In the unit of Chance, they discuss single-step experiments and assign probabilities to outcomes of events. Students revisit their knowledge of operations with fractions and solve problems involving fractions. Throughout the semester, students develop their problem solving techniques using a range of strategies that can be applied to solve worded problems with and without technology. In Semester Two, students move on the Decimals and Percentages, making the connections to Fractions and carry out simple conversions. In Statistics, students collect various data and look at a range of data displays. They calculate measures of centre and interpret these statistics in the context of the data. Students are introduced to Algebra through the use of pronumerals, simple algebraic expressions to evaluate and simple linear equations to solve. Given a set of coordinates, students learn to plot and read points on a cartesian plane and perform transformations of basic shapes.

Victorian Curriculum Standards

- Number and Algebra
 - Number and Place Value
 - Real Numbers
 - Linear and Non-linear Relationships
- Measurement and Geometry
 - Geometric Reasoning
 - Location and Transformation
- Statistics and Probability
 - Chance
 - Data Representation and Interpretation



Assessment Tasks – Semester One

- Number Test
- Geometric Reasoning Test
- Chance Test
- Real Numbers Test – Part 1

Assessment Tasks – Semester Two

- Real Numbers Test – Part 2
- Statistics Test
- Patterns and Algebra Test
- Location and Transformation Assessment Task



Maths Skills

Course Type: Core Subject

Course Length: Year Long

Periods per Fortnight: 2

Course Overview

The Year 7 *Maths Skills* program is based on the GRIN (Getting Ready In Numeracy) model. Students are selected to participate in this program by using the data available, such as PAT-M data. A set of skills from the Year 7 curriculum is introduced by the Maths Skills teacher through flipped learning to a small group of selected students from each class. These skills are based on the topic being thought at that time in the Mathematics lessons. Through this targeted teaching, students should improve their confidence in Mathematics and therefore can reach their full potential and ultimately achieve better results. This small group of selected students attend the Maths Skills sessions once a week for a whole Semester.

Victorian Curriculum Standards

- Number and Algebra
 - Number and Place Value
 - Real Numbers
 - Linear and Non-linear Relationships
- Measurement and Geometry
 - Geometric Reasoning
 - Location and Transformation
- Statistics and Probability
 - Chance
 - Data Representation and Interpretation



Science

Course Type: Core Subject

Course Length: Year Long

Periods per Fortnight: 5

Course Overview

The Year 7 *Science* course is based on the Victorian Curriculum standards of Science Understanding and Science Inquiry Skills. In Semester One students are introduced to Science exploring laboratory equipment, conducting fair testing and Science safety procedures and scientific report writing. The Mixtures unit allows students to focus upon different types of mixtures, including solutions, containing a combination of pure substances that can be separated using a range of techniques. In Semester Two students build their understanding of constructing and interpreting food chains and food webs to show relationships between organisms in an environment. This is also explored through researching examples of human impacts on specific ecosystems. Following this, students begin to enhance their physical Science skills being able to investigate the effects of applying different forces to familiar objects and common situations where forces are balanced and unbalanced. A self-designed project is undertaken, where they design and create a Rube-Goldberg Machine based on the forces explored. Students learn the predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the Sun, Earth and the Moon.

Victorian Curriculum Standards

- Science Understanding
 - Chemical Sciences
 - Earth and Space Sciences
 - Biological Sciences
 - Physical Sciences
- Science Inquiry Skills
 - Questioning and Predicting
 - Recording and Processing
 - Analysing and Evaluating
 - Communicating
- Critical & Creative Thinking
 - Questions and Possibilities



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Assessment Tasks – Semester One

- Introduction to Science Topic Test
- Separating Mixtures Practical Report
- Separating Mixtures Concept Map

Assessment Tasks – Semester Two

- Classification Concept Map
- Human Impact – Plastic Oceans Interactive Activity
- Forces Practical Report
- Rube-Goldberg Machine Design



STEM

Course Type: Core Subject

Course Length: Year Long

Periods per Fortnight: 2

Course Overview

The Year 7 *STEM* course is based on the Victorian Curriculum standards of Science Understanding, Science Inquiry Skills, Measurement & Geometry, Technologies Contexts, Creating Designed Solutions and Critical & Creative Thinking. In Semester One students learn coding techniques as they code a scaled model of the solar system, develop critical thinking skills to solve problems linked to planetary orbits and about the improvements in society as a result of the space race and development and use of the International Space Station. In Semester Two students learn about states of matter, physical and chemical change, chemical reactions, and quadrilateral shapes as they assess the impact of different fuel and fin types on rocket launch distances. Students also learn about different methods of heat transfer as they develop a heat shield to bring astronauts home from space.

Victorian Curriculum Standards

- Science Understanding
 - Earth and Space Sciences
 - Physical Sciences
 - Science As A Human Endeavour
- Science Inquiry Skills
 - Questioning and Predicting
 - Recording and Processing
 - Analysing and Evaluating
 - Communicating
- Measurement & Geometry
 - Using Units of Measurement
- Technologies Contexts
 - Engineering Principles & Systems
- Creating Designed Solutions
 - Evaluating
- Critical & Creative Thinking
 - Questions and Possibilities



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Assessment Tasks – Semester One

- Planetary Orbits Practical Report
- Space Spinoff Presentation
- Engineering Marvels Reflection

Assessment Tasks – Semester Two

- Film Canister Rocket Practical Investigation
- Designing A Heat Shield Practical Report



Humanities

Course Type: Core Subject

Course Length: Year Long

Periods per Fortnight: 5

Course Overview

The Year 7 *Humanities* course is based on the Victorian Curriculum standards of Geography, Business & Economics, History and Civics & Citizenship. In Semester One, students explore water as an example of a renewable environmental resource. They develop an understanding of the concept of water as an environment, including that as an environment it is a product of a variety of processes, supports and enriches life but also has specific hazards. Students also focus on the concept of place through an investigation of liveability. They examine factors that influence liveability and how it is perceived, the idea that places provide services and facilities needed to support and enhance human lives and that spaces are planned and managed by people. Students participate in a field work excursion as part of their assessment of this unit. Students learn how to make economic decisions, the importance of supply and demand and the rights and responsibilities of consumers. They investigate how businesses and individuals use enterprising behaviours and capabilities through the completion of a research task. In Semester Two, students explore the concept of national identity in Australia and the factors that contribute to people's sense of belonging through a study of early Australia, with a focus on Aboriginal and Torres Strait Islander peoples and cultures as well as modern Australia. Students examine the ancient worlds of Rome and China, considering key groups and significant individuals in both societies. They understand different perspectives of people living in ancient Rome and China through an investigation into their everyday life, rituals, beliefs and laws.

Victorian Curriculum Standards

- Geographical Concepts and Skills
 - Place, Space and Interconnection
 - Data and Information
- Geographical Knowledge
 - Water in the World
 - Place and Liveability
- Economics and Business
 - Resource Allocation and Making Choices
 - Consumer and Financial Literacy
 - The Business Environment
 - Enterprising Behaviours and Capabilities



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

- Historical Concepts and Skills
 - Chronology
 - Historical Sources as Evidence
 - Continuity and Change
 - Historical Significance
- Historical Knowledge
 - Aboriginal and Torres Strait Islander Peoples and Cultures
 - Ancient World and Early Civilisations
- Civics and Citizenship
 - Citizenship, Diversity and Identity

Assessment Tasks – Semester One

- Water in the World – ‘The Water Times’ Newspaper Front Page
- Place and Liveability Field Work Report
- Entrepreneurial Minds Research Task

Assessment Tasks – Semester Two

- Source Analysis
- Ancient Civilisations Oral Presentation



Health

Course Type: Core Subject

Course Length: Year Long

Periods per Fortnight: 2

Course Overview

The Year 7 *Health* course is based on the Victorian Curriculum standard of Personal, Social and Community Health. In Semester One, students explore the principles of SunSmart and the possible consequences such as skin cancer and melanoma. Students experience a range of positive mental health strategies to assist them and/or others who may need support. Students develop an understanding of the vast benefits of physical activity and plan an event to promote inclusion and diversity in sport and physical activity. Students explore the following subject areas, skin structure, types of skin cancer, skin cancer risk factors, UV, solariums, SunSmart safety measures, positive mental health, benefits of physical activity, influences on physical activity levels and preventative health. In Semester Two, students explore the physical, social and emotional changes that occur during puberty and the impact of these on their relationships with family, peers and teachers. They develop an understanding of the risks of smoking and explore harm minimisation strategies to minimise risks. They develop an understanding of safety in the water, during sport games, and on the road. Areas of study include: physical, social and emotional changes for males and females during puberty, the menstrual cycle, influences and physical effects of smoking, chemicals found in cigarettes, anti-smoking adverts analysis, water safety at the beach, rivers, dams and swimming pools, road safety for pedestrians, cyclists and motor vehicle passengers and sport safety.

Victorian Curriculum Standards

- Personal, Social and Community Health
 - Being healthy, safe and active
 - Communicating and interacting
 - Contributing to healthy and active communities for health and wellbeing



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Assessment Tasks – Semester One

- SunSmart Infographic
- Mental Health Instructional Video
- Sport Inclusion Promotion

Assessment Tasks – Semester Two

- Puberty Survival Guide Resource
- Anti-Smoking Advertisement
- Safety Work Booklet



Physical Education

Course Type: Core Subject

Course Length: Year Long

Periods per Fortnight: 3

Course Overview

The Year 7 *Physical Education* course is based on the Victorian Curriculum standard of Movement and Physical Activity. In Semester One, students develop their understanding of fitness through participating in a variety of games and activities. They demonstrate their athletic abilities through track and field events and participate in a 'mini-athletics' carnival. Students also explore a range of dance genres including Line dancing, Australian Bush Dance, Hip Hop, Contemporary and Australian Indigenous Dance. They develop an understanding of rhythm and timing and compose and perform movement sequences in small groups. In Semester Two, students develop their understanding of fitness through participating in fitness tests and a variety of games and activities. Students have the opportunity to participate and enhance their skills and tactics in the games of soccer, netball and cricket. Students participate in soccer tournaments that require them to work in teams as well as undertake roles and responsibilities of their choice, such as refereeing, coaching, keeping score and statistics, promotions, managing and organising a competition. They develop further fitness, ball skills, teamwork and leadership through participation and involvement in netball and cricket.

Victorian Curriculum Standards

- Movement and Physical Activity
 - Moving the body
 - Understanding movement
 - Learning through movement

Assessment Tasks – Semester One

- Fitness and Minor Games
- Athletics
- Dance

Assessment Tasks – Semester Two

- SEPEP Soccer
- Netball
- Cricket



Pastoral Care

Course Type: Core Subject

Course Length: Year Long

Periods per Fortnight: 1

Course Overview

The Year 7 *Pastoral Care* course is built around the Victorian Curriculum Personal and Social Capabilities. In Semester One, students explore the College pillar of Prayer along with the concepts of identity and diversity, highlighting the importance of embracing our differences amongst the community. Students engage in the respectful relationships program and look to cover topics such as emotional literacy, support seeking, character traits and stress management. In Semester Two, students explore the topic of 'bullying' and create an Anti-Bullying campaign which highlights the types of bullying there are, the effect of bullying and how to combat bullying. They also actively participated in working on their Video Time Capsules which will be reflected upon in Year 10 Pastoral Care.

Victorian Curriculum Standards

- Personal and Social Capability
 - Self-Awareness and Management
 - Social-Awareness and Management



Languages: Italian

Course Type: Core Subject

Course Length: Semester Long

Periods per Fortnight: 4

Course Overview

The Year 7 *Italian* course is based on Victorian Curriculum standards of Communicating and Understanding. Students study the following topics: greetings, family and animals. In this unit students develop their Italian communication skills, and are assessed in the areas of writing, reading, listening and speaking.

Victorian Curriculum Standards

- Communicating
 - Socialising
 - Informing
 - Creating
 - Translating
 - Reflecting
- Understanding
 - Systems of language
 - Language variation and change
 - Role of language and culture

Assessment Tasks

- Speaking Assessment - Una Conversazione a Scuola
- Listening Assessment - Greetings
- Reading Assessment - La Famiglia
- Writing Assessment - Gli Animali



Languages: Japanese

Course Type: Core Subject

Course Length: Semester Long

Periods per Fortnight: 4

Course Overview

The Year 7 *Japanese* course is based on Victorian Curriculum standards of Communicating and Understanding. Students study the following topics: greetings, self-introductions, family and Japanese food. In this unit students develop their Japanese communication skills, and are assessed in the areas of writing, reading, listening and speaking.

Victorian Curriculum Standards

- Communicating
 - Socialising
 - Informing
 - Creating
 - Translating
 - Reflecting
- Understanding
 - Systems of language
 - Language variation and change
 - Role of language and culture

Assessment Tasks

- Speaking Assessment – Introducing yourself and your friends
- Listening Assessment – Classroom language and greetings
- Reading Assessment Recognition of Hiragana characters
- Writing Assessment – Making and presenting a menu



Digital Technology

Course Type: Core Subject

Course Length: Semester Long

Periods per Fortnight: 3

Course Overview

The Year 7 *Digital Technologies* course is based on the Victorian Curriculum standards of Data and Information and Creating Digital Solutions. The curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs. The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking. The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

Victorian Curriculum Standards

- Data and Information
- Creating Digital Solutions

Assessment Tasks

- Creating a Document – Format and Structure
- Interactive Kiosk – Research and Design
- Interactive Kiosk – Development



Food Technology

Course Type: Core Subject

Course Length: Semester Long

Periods per Fortnight: 3

Course Overview

The Year 7 *Food Technology* course is based on the Victorian Curriculum standards of Technologies and Society, Technologies Contexts: Food Specialisations and Creating Designed Solutions: Investigating, Generating, Producing, Evaluating and Planning and Managing. Students study food safety and hygiene, appropriate use of equipment in the food technology kitchen, cooking methods and processes and the design process in food production. Through cooking and eating, students discover many ways to prepare and creatively present a range of recipes while learning to eat well for the future.

Victorian Curriculum Standards

- Technologies and Society
- Technologies Contexts
 - Food Specifications
- Creating Designed Solutions
 - Investigating
 - Generating
 - Producing
 - Evaluating
 - Planning and Managing

Assessment Tasks

- Create a Burger
- Evaluation Folio
- Food Technology Knowledge Test



Drama

Course Type: Core Subject

Course Length: Semester Long

Periods per Fortnight: 3

Course Overview

The Year 7 *Drama* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Drama Practices, Present and Perform and Respond and Interpret. Students explore elements of Introduction into Drama, role-play, stereotypes, theatre conventions, creating performances, scriptwriting, and teamwork. Students examine the following subject areas: Introduction to Drama, introduction to Expressive Skills and Improvisation, dreamtime stories, fairytales, introduction to Mime, elements of Mime, analysing silent movie.

Victorian Curriculum Standards

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret
- Personal and Social Capability
 - Self-Awareness and Management
 - Social-Awareness and Management

Assessment Tasks

- Twisted Fairytale Task
- Silent Film Task



Music

Course Type: Core Subject

Course Length: Semester Long

Periods per Fortnight: 3

Course Overview

The Year 7 *Music* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Music Practices, Present and Perform and Respond and Interpret. The course is designed around investigating and exploring the elements of music through studying Instruments of the Orchestra, Music Theory, Music Technology and Composition. Music Performance is also a key part of this course.

Victorian Curriculum Standards

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret
- Personal and Social Capability
 - Self-Awareness and Management
 - Social-Awareness and Management

Assessment Tasks

- Rhythmic Composition
- Music Performance
- GarageBand Composition



Visual Art

Course Type: Core Subject

Course Length: Semester Long

Periods per Fortnight: 3

Course Overview

The Year 7 *Visual Arts* course is based on the Victorian Curriculum strands of Explore and Express Ideas, Visual Arts Practices, Present and Perform. Students explore the following subject areas: The Elements of Art, Pop Art and Printmaking. In the Elements of Art unit students learn about and apply the elements of art in small artworks. In the Pop Art unit students examine the Pop Art movement of the 1950's and 1960's, using the style and techniques of a pop artist to paint their own design based on an iconic Australian image. In the Printmaking unit, students investigate the art of Vincent Van Gogh, then apply a design from one of his paintings into a foam print.

Victorian Curriculum Standards

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Critical and Creative Thinking
 - Questions and Possibilities

Assessment Tasks

- Foam Print
- Pop Art Canvas Painting



Visual Communication Design

Course Type: Core Subject

Course Length: Semester Long

Periods per Fortnight: 3

Course Overview

The Year 7 *Visual Communication Design* course is based on the Victorian Curriculum standards of Explore and Express Ideas, Visual Communication Design Practices, Present and Perform and Respond and Interpret. Students explore the potential of the design elements to respond to a design brief with focus areas on two-dimensional drawing, three-dimensional drawing, sketching and rendering, and digital design. Students explore the following subject areas: design brief, design process, digital art, two and three dimensional drawing.

Victorian Curriculum Standards

- Explore and Express Ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

Assessment Tasks

- iPhone Cover
- Character Development



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Assessment Calendar

The calendar below is to be used as an indicative guide for the times of Assessment Tasks for Year 7 across the year. Timings and types of Assessment Tasks are subject to change based on school activities and events and curriculum directions.

Term 1

| | Assessment Task | Assessment Task | Assessment Task | Assessment Task | Assessment Task | Assessment Task |
|---------|--|--|---|--|------------------------------------|----------------------------------|
| Week 1 | | | | | | |
| Week 2 | Food Technology: Folio Assessment | | | | | |
| Week 3 | | | | | | |
| Week 4 | | | | | | |
| Week 5 | Health: SunSmart Infographic | Physical Education: Athletics | | | | |
| Week 6 | Religious Education: Belonging Assessment Task | Maths: Number Test | Italian: Speaking Assessment | | | |
| Week 7 | Science: Introduction to Science Topic Test | Italian: Listening Assessment | | | | |
| Week 8 | Humanities: Water in the World Assessment | Music: Rhythmic Composition | VCD: iPhone Cover | | | |
| Week 9 | Maths: Reasoning Test | Japanese: Speaking Assessment | Digital Technology: Information App & Portfolio | Food Technology: Design A Burger | Drama: Twisted Fairytale | Visual Art: Foam Print |
| Week 10 | STEM: Planetary Orbits Practical Report | English: TEEEL Paragraph Writing | Science: Separating Mixtures Concept Map | | | |



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Term 2

| | Assessment Task | Assessment Task | Assessment Task | Assessment Task | Assessment Task | Assessment Task |
|--------|---|---|---|--|--|---|
| Week 1 | Food Technology: Burger Design | | | | | |
| Week 2 | Humanities: Place and Liveability Assessment | Health: Positive Mental Health Video | Physical Education: Fitness and Minor Games | | | |
| Week 3 | Maths: Chance Test | Music: GarageBand Composition | | | | |
| Week 4 | STEM: Space Spinoffs Presentation | Italian: Reading Assessment | | | | |
| Week 5 | Japanese: Listening Assessment | | | | | |
| Week 6 | Religious Education: Prayer – Written Test | Japanese: Reading Assessment | Food Technology: Topic Test | STEM: Engineering Marvels Reflection | | |
| Week 7 | Science: Separating Mixtures Practical Report | Humanities: Entrepreneurial Minds Assessment Task | Italian: Writing Assessment | Visual Art: Pop Art Painting | VCD: Character Design | Music: Performance |
| Week 8 | English: Persuasive Speech | Health: Physical Activity Booklet | Physical Education: Dance | Japanese: Writing Assessment | Digital Technology: Game App and Portfolio | Drama: Silent Film Assessment |
| Week 9 | Maths: Real Numbers Test (Part 1) | | | | | |



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Term 3

| | Assessment Task | Assessment Task | Assessment Task | Assessment Task | Assessment Task | Assessment Task |
|---------|---|---|---|---|----------------------------------|-----------------|
| Week 1 | Science: Classification Concept Map | | | | | |
| Week 2 | Food Technology: Folio Assessment (Ongoing) | | | | | |
| Week 3 | | | | | | |
| Week 4 | Humanities: Human Impact Activity | | | | | |
| Week 5 | | | | | | |
| Week 6 | Maths: Real Numbers Test (Part 2) | Health: Puberty Assessment | Physical Education: Soccer | Italian: Speaking Assessment | | |
| Week 7 | Religious Education: Exodus Analysis | Science: Forces Practical Report | Italian: Listening Assessment | | | |
| Week 8 | Food Technology: Design A Burger | Music: Rhythmic Composition | | | | |
| Week 9 | English: 'Wonder' Creative Writing | Japanese: Speaking Assessment | Digital Technology: Information App & Portfolio | Drama: Twisted Fairytale | Visual Art: Foam Print | |
| Week 10 | Maths: Statistics Test | STEM: Film Canister Rockets Practical Report | VCD: iPhone Cover | | | |



CATHOLIC REGIONAL COLLEGE CAROLINE SPRINGS

Term 4

| | Assessment Task | Assessment Task | Assessment Task | Assessment Task | Assessment Task | Assessment Task |
|--------|--|---|---------------------------------------|--|--|---------------------------------|
| Week 1 | | | | | | |
| Week 2 | Humanities: Source Analysis Test | | | | | |
| Week 3 | Health: Anti-Smoking Ad | Physical Education: Netball | | | | |
| Week 4 | Science: Rube-Goldberg Machine | Music: GarageBand Composition | | | | |
| Week 5 | Maths: Patterns and Algebra Test | Italian: Reading Assessment | | | | |
| Week 6 | Japanese: Listening Assessment | | | | | |
| Week 7 | Religious Education: People of First Century Palestine Research Task | Japanese: Reading Assessment | Food Technology: Topic Test | Music: Performance | | |
| Week 8 | English: 'Wonder' Analytical Essay | Humanities: Ancient Civilisations Oral Presentation | Italian: Writing Assessment | Visual Art: Pop Art Painting | STEM: Designing A Heat Shield Practical Report | |
| Week 9 | Maths: Location and Transformation Test | Health: Water Road and Sport Safety Task | Physical Education: Cricket | Japanese: Writing Assessment | Drama: Silent Film Assessment | VCD: Character Design |