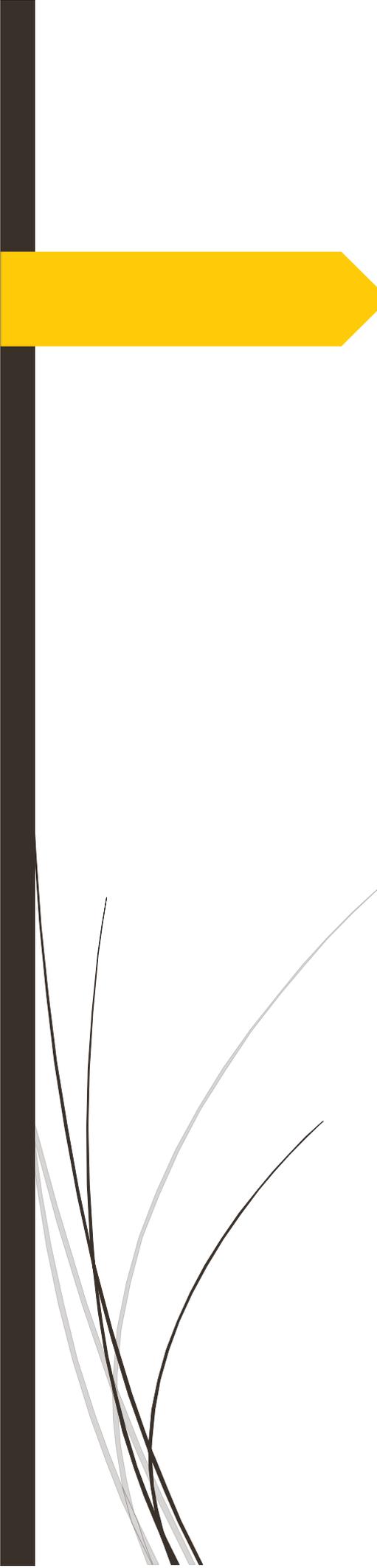




Year 7 Curriculum Guide

2020



OLIVET CHRISTIAN COLLEGE

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ENGLISH

Course Description

Studying the English language underpins the learning and development of all students at Olivet. Students are encouraged to listen to, read, view, speak and write on a range of different texts, including written and multimodal. Each year level builds upon the skills of the previous year with students refining their abilities in creative and critical thinking and communicating ideas. Students in Year 7 study different texts and learn to analyse the language, style, themes, and structure of texts. They practise their speaking and listening skills, creative writing and learn to craft text responses and other written tasks that relate to the novels studied in class. Through this, students also gain a broader appreciation of the audiences they are writing for. Students are also encouraged to be involved in both poetry and short story writing competitions and take part in the local Newshound program run annually by the Castlemaine Mail.

Aims

- To develop an appreciation of literature
- Improve reading skills
- Practise writing, using a range of different text types, including, persuasive, creative, and informative writing
- Develop knowledge through wider reading
- Develop inquiry -based learning skills
- Practise speaking and presentation skills

Topics

- Study of class novels: War Horse and Boy Overboard
- Creative writing
- Persuasive writing
- Introduction to essay writing
- Poetry
- Public speaking
- Newspaper articles/ issues that affect society

Time Allocation

- 4 periods per week

Assessment

- Class participation
- Grammar and punctuation tasks
- Comprehension-based responses
- Writing: informative, persuasive, and creative pieces
- Oral presentations
- Reading and studying texts

MATHS

Course Description

Mathematics incorporates skills practice, standard applications, extended problem solving, project work and testing. Students are generally expected to complete the coursework designated for their year level; however, although students should utilise their talents faithfully, they have been given different levels of gifting by God. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program designed to develop a deeper understanding of set topics. Modified work also provides opportunity for students to extend their ability, and to provide access to more complex applications.

Aims

- To develop each student to their fullest potential according to their unique God-given talent
- To appreciate the way in which mathematics reflects the order in God's Creation
- To appreciate the historical development of Mathematical concepts
- To develop the students' understanding of the concepts of number, space and their inter-relationship
- To deepen the students' awareness and understanding of mathematics as a functional tool in solving everyday problems

Topics

- Algebra
- Geometry
- Chance and Data
- Decimals
- Equations
- Fractions
- Measurement
- Problem Solving
- Percentages
- Whole Numbers

Time Allocation

- 4 periods per week

Assessment

- Assignments / Projects
- Classwork
- Topic Tests

Formal written assessments

SCIENCE

Course Description

Science seeks to develop the students' abilities to ask questions and to find answers about aspects of God's creation. The laws which govern Creation have many applications in our daily lives. Students will learn to use different laboratory equipment and develop skills in inferring, predicting, measuring and experimenting within a laboratory setting. They will also learn about forces in the world around us such as friction, gravity and magnetism. Students undertake a study of the five kingdoms that all living things are categorized into and learn about the properties of substances.

Aims

- To retain awe and wonder when contemplating God's marvellous Creation
- To foster and develop curiosity about all aspects of the earth and the universe
- To emphasise both the potential of science as well as its limits
- To help students co-discover many facts, laws and principles that have been previously discovered by earlier investigators of nature and the cosmos
- To increase students' powers of observation
- To develop skills to design and carry out experiments and analyse the resultant data
- To develop skills to evaluate evidence and solve problems

Topics

- Properties of Substances
- Forces
- Earth and Space
- Habitats and Classification
- Mixtures
- Earth Resources
- Practical Skills
- Science Skills
- Writing Reports

Time Allocation

- 4 periods per week

Assessment

- Unit tests
- Workbook and assignments
- Practical investigations and reports
- Formal written unit assessments

CIVICS & CITIZENSHIP

Course Outline

The Year 7 Civics & Citizenship class provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. Students discover how the rights of individuals are protected through the justice system. They also explore how Australia's secular system of government supports a diverse society which endeavours to find shared values. Students work both individually and collaboratively and develop the skills of web-based research. Students explore their rights and responsibilities as citizens and the positive ways that Christians can contribute to civic life. Students begin to form a foundational understanding of the role of the three arms of Government in addition to the three levels of Government.

Aims

- To explain features of Australia's Constitution, including the process for constitutional change
- To understand how Australia's legal system is based on the principle of justice
- To explore the diverse nature of Australian society and identify the importance of shared values in promoting a cohesive society
- To develop a range of research questions and gather and analyse information from different sources to investigate Australia's political and legal systems
- To consider different points of view on civics and citizenship issues
- To develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts
- To identify how they can be active and informed citizens

Areas of Study

- The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way.

Time Allocation

- 3 periods per week

Assessment

- Class project work
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)
- Tests, quizzes and short tasks

ECONOMICS & BUSINESS

Course Description

The Year 7 Economics & Business class gives students the opportunity to develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market. Students plan for a hypothetical business, investigate the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to success. By setting goals and planning to achieve these goals, students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events. Students work both individually and collaboratively and develop the skills of Inquiry based research. Students enjoy participating in our simulated class economy, where they apply for jobs, conduct and attend an interview, buy and sell goods at auctions and keep transaction records on an Excel Spreadsheet. Additionally, students engage in Schools ASX trading game, where they buy and sell stock.

Aims

- To describe the interdependence of consumers and producers in the market
- To explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used
- To describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success
- To identify the reasons that people choose to work and describe the various sources of income that exist
- To develop research questions and gather data and information from different sources to investigate an economic or business issue
- To interpret data to identify trends
- To propose alternative responses to an issue and assess the costs and benefits of each alternative
- To apply economics and business knowledge, skills and concepts to familiar problems
- To develop and present conclusions using appropriate texts, terms and concepts

Topics

- The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and are taught in an integrated way, raising contemporary issues, events and/or case studies.

Time Allocation

3 periods per week

Assessment

- Class project work
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)
- Tests, quizzes and short tasks

GEOGRAPHY

Course Description

There are two units of study in the Year 7/8 Geography composite class, one unit is taken from each of Year level: 'Water in the world' (7) and 'Landforms and Landscapes' (8). The first unit examines the uses of water, its cultural value, its different forms as a resource, the ways it connects places as it moves through the environment, and its scarcity. Students explore the water cycle and consider the movement of water as precipitation, groundwater, soil moisture, and surface water in dams, rivers and lakes, as saltwater, freshwater ice or water vapour. Students compare the availability of potable water and approaches to overcoming water scarcity in desert regions. They examine the quantity and variability of Australia's water resources with other continents and learn about the local water catchment system and engineering that provides us with potable water.

In the second unit: Landforms and Landscapes, students explore different types of landscapes and their distinctive landform features. Students consider geomorphic processes that change landforms. Students investigate competing geomorphic theories. Students explore the geological, aesthetic and cultural significance of landforms for indigenous and non-indigenous citizens. Students express opinions regarding the conservation of significant landscapes and explore mitigation strategies to address the degradation of landscapes caused by overgrazing and deforestation. Students work both individually and collaboratively and develop the skills of Inquiry based research.

Aims

- To develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- To develop a geographical knowledge of their own locality, Australia, the Asia region and the world
- To develop the ability to think geographically, using geographical concepts
- To develop the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- To develop as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world

Topics

- Geography is organised in two related strands: geographical knowledge and understanding, and geographical inquiry and skills. Geographical knowledge refers to the facts, generalisations, principles, theories and models developed in Geography. Geographical understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It includes the ability to apply this knowledge to new situations or to solve new problems. In Years 7–10, students build on their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Time Allocation:

- 3 periods per week

Assessment:

- Project work, quizzes and written reports
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)

HISTORY

Course Description

This Year 7 class provides a study of history from the time of the earliest human communities to the end of the ancient period. Students gain an understanding of chronology and investigate civilizations in depth. They complete a timeline scroll, combining artistic, creative and historical skills in major project. In this class students learn about the role and limitations of archaeologists and historians in bringing the past to life in a range of places including Australia, Egypt, Greece and Rome. Students draw from many historical sources, including the bible and they investigate archaeological discoveries supported by the biblical record. Students distinguish between primary and secondary sources and consider the role of historians in interpreting evidence from the past. Students work both individually and collaboratively and develop the skills of evidence- based research.

Aims

- To suggest reasons for change and continuity over time
- To describe the effects of change on societies, individuals and groups
- To describe events and developments from the perspective of different people who lived at the time
- To explain the role of groups and the significance of individuals in society
- To identify past events and developments that have been interpreted in different ways
- To sequence events and developments within a chronological framework, using dating conventions to represent and measure time
- To develop research questions to frame a historical inquiry
- To identify and select a range of sources and locate, compare and use information to answer inquiry questions
- To examine sources to explain points of view
- To interpret sources by identify their origin and purpose
- To develop texts, using historical terms and concepts, incorporating relevant sources, and acknowledging these sources appropriately.

Topics

- The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

Time Allocation

- 3 periods per week

Assessment

- Hands on inquiry task making a physical replica of an historical artefact
- Oral reports
- Assignments and assessments through an individualised interactive textbook (Jacplus Learn on)

MUSIC

Course Description

Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They sing and play independent parts against contrasting parts and understand their role within an ensemble. Students control tone and volume and perform with expression and technical control. They draw on music from a range of cultures, times and locations as they experience music and build on their understanding of the roles of artists and audiences as they engage with more diverse music.

Aims

- Identify and analyse how the elements of music are used and apply this knowledge in their performances and compositions
- Evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.
- Manipulate the elements of music and stylistic conventions to compose music
- Interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills
- Use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose

Topics

- Theory
- Elements of Music
- Composing
- Singing (choir and small group)
- Music Analysis
- Instrumentals (small group and ensemble)
- Handbells

Time Allocation

- 1 period per week

Assessment

- Choir Performance
- Musical Compositions
- Projects
- Theory Tests
- Instrumental Performances
- Participation
- Classroom activities

VISUAL ART

Course Description

In Year 7 Visual Arts, students undertake units of work which investigate a range of art media and techniques. This usually includes working with a selection from an array of potential subject matter in the disciplines of visualisation, observation and perspective drawing using pencils, felt-tip markers and pen and ink. Students then progress to painting with both watercolours and acrylics. Within a 2-year cycle, they may at times diversify into sculpture and basic printmaking.

Students explore processes and make decisions to select and apply various techniques to their work as they develop their knowledge, understanding and skills. They develop practical and critical understanding of how artists use artworks to engage audiences and communicate meaning. They also learn to identify stylistic features of other cultures and art movements and they explain how art conventions, concepts, styles, cultures and viewpoints are represented in both their own and others' artworks.

Aims

Students:

- have opportunities to explore a variety of art media and develop their skills
- learn to communicate their ideas through visual representations
- can identify stylistic features of other cultures and art movements
- consider the viewpoints of others and how these ideas can influence their own work
- develop their own personal style of artwork and the connection to their own uniquely created identity
- discuss the artistic intentions behind their own work and respond to content and ideas in the work of others
- develop problem solving and critical thinking skills as they seek to improve their work practices
- use a range of presentation skills to plan and display their work
- understand that artwork can be seen everywhere in the wonder and beauty of God's creation and this can inspire us to enjoy creating our own artworks
- recognise and develop their own God-given ability to be creative

Topics

- Visualisation Drawing, Observational Drawing and Perspective Drawing
- Watercolour Painting
- Acrylic Painting
- Sculpture
- Printmaking

Time Allocation

- Approximately 100 minutes per week

Assessment

General observation, formative and summative assessment modes are applied to the areas of:

- Knowledge of practices, visual conventions, viewpoints and the critical evaluation of their own work
- Skills, techniques and processes in using art materials and the representation and refinement of finished artworks

Students also demonstrate both their knowledge and skills through the communication of ideas and meaning in their work, the exploration and documentation processes they use, the representations of their unique creative thoughts and development of personal style

TECHNOLOGY DESIGN

Course Description

In Year 7 Design Technology, students undertake units of work which investigate the characteristics and properties of a range of materials, systems and components, as well as the tools and equipment they use. Students aim to develop individual and creative project plans and consider the appropriate use of resources when making designed solutions. An example of a product which can be fabricated by Years 7 and 8 students is the wind chimes project. These individually designed wind chimes centre on the use of mild steel bar and rod stock which students shape and manipulate, as well as tubular aluminium for the chimes. Students add free choice materials such as acrylic, resin, polymer clay, wire and wood to assemble unique products. Another project which students may explore is a fan-powered model car, which students design and build, then race them to test their performance. Currently, students are constructing gliders using a range of new and re-purposed materials including thin sheet aluminium harvested from empty soft drink cans.

Students also investigate the client needs that drive demand for their products and learn to work within design briefs as they generate their ideas, produce designed solutions and evaluate the success of their work.

Aims

Students:

- learn to use the design process through research, drawing and planning
- develop critical and creative thinking skills
- identify design constraints and considerations
- articulate their understanding of design solutions through participation in classroom discussions
- understand safe workshop practices
- develop knowledge of and skills with workshop hand tools.
- understand the properties of a range of materials, both natural and synthetic
- complete a product evaluation
- consider that just as all products are designed and produced to fulfil a specific need, we too are designed and created for a purpose
- realise that their choices and actions can impact others and the environment
- develop awareness of sustainability and material repurposing

Topics

May include:

- Wind chimes from mild steel, aluminium and suitable free choice materials
- Fan-powered cars
- Gliders

Time Allocation

- 2 periods per week

Assessment

- General observation, formative and summative assessment modes are applied to the areas of Knowledge and Skills.

TECHNOLOGY DIGITAL

Course Description

As students become more adept at using the internet, they're encouraged to learn about responsible digital citizenship and how to protect their personal information. As creators of digital content, students are also encouraged to learn about the importance of digital copyright and how to protect the integrity of their work. In creating web-based information to meet specific needs, students also learn the basics of webpage design and in collaboration with an economics unit, they create a webpage either based on promoting a charity or business model. Students are also encouraged to develop their use of media technology and are presented with the opportunity work with a small group to create an original Claymation production using a stop-motion app.

Aims

- To encourage students to be aware of behaving responsibly and using appropriate protocols when communicating and collaborating online
- To encourage higher thinking regarding ethics and morals
- To learn about the importance of copyright and how to protect the integrity of their work
- To assist students with developing their thinking, problem-solving, collaboration, and creative skills in working together to create a Claymation project.
- To create a digitally based project that involves interactive information

Topics

- Learning about and creating a short Claymation film
- An introduction to webpage design
- Importance of digital citizenship
- Learning to navigate social media

Time Allocation

2 periods per week

Assessment

- Group Claymation project
- Webpage design task
- Class participation
- Written responses

TECHNOLOGY FOOD

Course Description

Food Technology is part of the Technologies learning area and as such is provided to all secondary school students on a semester basis. All students are introduced to basic food preparation, kitchen safety and hygiene. Activities include safe and hygienic handling techniques; characteristics and properties of food; food preparation techniques; design and presentation of food; nutrition; following a brief; and the evaluation of a product. Students are also encouraged to think about where their food is sourced, investigating ethical and sustainable issues, and evaluating various preparation and preservation techniques.

Aims

- To grow in confidence when reading recipes, working with other students in a kitchen environment and handling various equipment used in meal preparation
- To develop an appreciation of food
- To be aware of food handling procedures and safety in the kitchen
- To develop skills in preparing and cooking
- To consider ethical and sustainability issues regarding food choices

Topics

- Kitchen awareness
- Safety and hygiene
- Tools and equipment
- Cookery terms
- Nutrition
- Reading recipes

Time Allocation

- 2 periods per week

Assessment

- Teamwork and participation
- Practical work
- Written work, including design briefs

LOTE - AUSLAN

Course Description

In Year 7, students explore the sign language used by the Australian Deaf (Auslan), through signed texts and personal interaction, developing a deeper appreciation of the life and experiences of the Deaf community in Australia. They reflect on personal experiences and observations by using and learning sign language, in familiar contexts. They use Auslan for self-expression, to access new information and to share their knowledge and experiences with others. They learn the Auslan Alphabet, General Greetings, Numbers and how to introduce a friend or family member in Auslan.

Aims

- To introduce the students to the nature of visual communication
- To lay a foundation for the use of Auslan to describe more complex and abstract thoughts, feelings and topics
- To give the students an understanding of the Deaf community in Australia including its history, traditions and values
- To encourage the students to develop a competence in the use of Auslan to both give, and receive information relating to familiar topics

Topics

- Greetings
- Family signs
- Descriptive language and classifiers
- Causes of hearing loss
- Deaf culture

Time Allocation

- 1 period per week

Assessment

- Participation in visual communication activities
- Completion of topic related crafts
- Participation in classroom activities
- Ability to understand and follow basic visual instructions
- Formative assessment and observation

HEALTH

Course Description

Students in Years 7-10 are encouraged to adopt a healthy lifestyle by learning about their own and others' health, safety, and wellbeing. Students alternate between learning about social and community health and movement and physical activity. Students also partake in the Beep test and other skill testing to improve their fitness. An outdoor education camp is held biannually where students can grow, learn, and consolidate their skills.

Aims

- To regularly be active and participate in movement-based learning experiences
- To understand the importance of healthy and positive relationships
- To gain a sense of identity, and importantly, their identity in Christ
- To evaluate movement skills and concepts, and be able to transfer these skills to appropriate settings and events
- To manage emotions and make positive life choices
- To value the importance of positive relationships
- To learn and improve on specialised movement skills in sport
- To understand the importance of social, health, and skill-related benefits of physical activity

Time Allocation

- 2 periods per week

Assessment

- Participation, both individually and team-based
- Written responses

PHYSICAL EDUCATION

Course Description

Students will explore a range of activities that will enhance the development of previously learnt skills, improve physical fitness and promote a healthy lifestyle. They investigate a number of different strategies using a 'game sense' approach, where the focus is on the development of tactics and decision-making as well as technical skill proficiency. It involves the use of small-sided games to develop skills. Practice games involve players or students making choices. Through involvement in the small-sized games, students develop a Christian perspective towards competition with a view to promoting sportsmanship and cooperative teamwork.

Aims

- To improve skill level under competitive pressure
- To improve transfer of skills across games
- To improve decision-making
- To improve use of space in games
- To develop teamwork and cooperation
- To develop leadership
- To maximize participation
- To increase fun, enjoyment and motivation

Topics

- Athletics
- Badminton
- Fitness
- Netball
- Soccer
- Volleyball
- Swimming
- Football,
- Basketball
- Tennis
- Cricket
- Table tennis

Time Allocation

- 2 periods per week

BIBLE

Course Description

This course of study undertakes a practical, in-depth Bible course in the book of Proverbs. Many Bible stories are also used to illustrate the truths of Proverbs along with the Successful Living workbook.

Aims

- To gain a deeper understanding and knowledge of living a successful life

Topics

- Attitudes toward authority
- How to be successful
- Handling money
- Resolving conflicts
- Developing good relationships
- Choosing friends wisely
- Facing life's temptations
- Making right choices
- Establishing priorities

Time Allocation

- 1 period per week

Assessment

- Unit check-ups and end of unit tests
- Classwork/bookworkn their work