YEAR 7 PROGRAM
2011

COURSE OUTLINES
YEAR 7 PROGRAM

YEAR 7 RELIGIOUS EDUCATION

Course Description
The topics covered in the Year 7 syllabus are: Belonging to a Faith Community; Prayer, Liturgy and Sacrament with a focus on Easter; Hebrew Stories; Sin, Conscience and Values; Mary in Scripture and Art; and Creation and Eco-Justice. The students are encouraged to get to know one another, the background of the College and religious tradition in which they belong. This is aided by a Reflection Day held during the year. Each unit offers a variety of learning environments and methods for students to reach specific outcomes.

Rationale
Religious Education is one of a number of initiatives offered at the Academy of Mary Immaculate to develop the full person. Its primary focus is the development of faith in a Christian context and Roman Catholic tradition. Enriched by the charism of the Sisters of Mercy, in Religious Education students study various elements of Scripture and Jesus; Church and Community; God, People and Religion; Prayer, Liturgy and Sacraments; and Morality and Justice. It encourages belief and nourishment of the spiritual and communal life of the individual and College. The Catholic school and the Religious Education class is a forum for learning about and taking on Jesus’ values of mercy, compassion, forgiveness, respect for the dignity of the individual, honesty, justice, equality and hope.

Outcomes
These are taken from the Guidelines for Religious Education of Students in the Archdiocese of Melbourne. A selection of what are desired outcomes includes:

• To understand what it means to belong.
• To sense belonging through understanding of others and friendship.
• To identify symbols, rules, customs and beliefs of groups.
• To share stories, customs and experiences of student’s own life.
• To gain an understanding of the history of the Sisters of Mercy and the Academy of Mary Immaculate.
• To know about the Church’s calendar and special days and rituals.
• To show an appreciation of the Seasons of Lent and Easter.
• To explore different forms of prayer.
• To understand the meaning of prayer.
• To experience and reflect on prayer and liturgical celebrations.
• To know what a sacrament is and their place and meaning in the tradition.
• To know about the basics of the Bible such as referencing, stories and characters.
• To understand and know key Hebrew Scripture stories and characters and their place within the Christian tradition.
• Deepen the understanding of Mary as the Mother of Jesus.
• Analyse and recite various Marian prayer forms such as the Rosary.
• To understand Creation stories across cultures and our personal and communal responsibility to care for creation and the environment.

Assessment Tasks
1. Folio work on Belonging
2. A Role Play of Holy Week
3. Visual depiction of one of the Hebrew Bible Stories
4. Folio of work on Conscience and Decision Making
5. Folio of work on Mary in Art and Scripture
6. Multimedia Presentation on Eco Justice

Resources
The RE class utilises a number of different resources. The two principal resources include:
The Bible and The Archdiocesan text titled To Know, Worship and Love Yr 7 (Student Textbook).
YEAR 7  ENGLISH

Course Description

The Year 7 English course aims to provide a wide variety of activities and learning experiences for students so that interest in and enthusiasm for English is established and maintained. The students study the novel Hitler’s Daughter, as well as the anthology Classic Myths to Read Aloud, edited by William Russell. In addition, reading for pleasure is encouraged through regular time in the Fiction Library. Students learn about language and grammar, with regular tests, including spelling tests, conducted to gauge progress in this area.

Outcomes

Students are encouraged to:

- Discuss and present challenging ideas and issues using a variety of text types.
- Discuss critically the spoken language use of others and select, prepare and present spoken texts for specified purposes and audiences.
- Experiment with some linguistic structures and features that enable speakers to influence audiences.
- Identify strategies that speakers use to influence an audience, and use these appropriately.
- Read texts that present challenging themes and issues, and construct interpretive responses to them.
- Identify how texts are constructed for particular purposes and position audiences in particular ways.
- Explain how specific techniques of language use affect readers’ understanding.
- Purposefully find and record information.
- Use different text types effectively to present challenging ideas and information.
- Adjust writing to present ideas and information effectively.
- Control the linguistic structures and features of texts of some length and complexity.
- Use a range of strategies to plan, compose, revise, and edit texts that present challenging ideas and information.

Semester 1
Assessment Tasks
1. Writing Folio
   Students submit a folio of writing in both the creative and descriptive modes.
2. Text Response
   Students write an analysis of characters or themes in Hitler’s Daughter, as well as Classic Myths.
3. Oral Communication
   An oral presentation based on the selected Classic Myth.
4. Language Study
   Regular spelling and vocabulary tests, as well as selected units from Successful English, Book 1.

Semester 2
Assessment Tasks
1. Writing Folio
   Students submit a folio of writing in both the persuasive and imaginative modes.
2. Text Response
   Analysis of a character or theme from the film Shrek, and an analytical response to poetry.
3. Oral Communication
   Students present a dramatic presentation based on their study of classic fairytales.
4. Language Study
   Regular spelling and vocabulary tests, as well as selected units from Successful English, Book 1.
**YEAR 7 MATHEMATICS**

**Course Description**
The units provide a transition from primary school to secondary school mathematics study. Number concepts and skills studied previously are reviewed and consolidated, and new areas of study are introduced. In particular, the Patterns and Rules unit provides an introduction to the study of Algebra. Students are encouraged and taught to use their scientific calculators wherever appropriate, and are introduced to the mathematical software package. A practical approach is taken to measurement using a variety of equipment. Students are exposed to a variety of problem solving strategies including Maths 300 tasks and a Home Lending Kit.

**Enrichment Mathematics** is available for capable Year 7 students who are enthusiastic, motivated and seeking challenging activities. Enrichment Mathematics is additional to the timetables classes and interested students can apply at the commencement of each semester. These students will be involved in a range of mathematics competitions.

**Rationale**
The study of mathematics enables students to acquire the mathematical knowledge, ways of thinking and confidence to use mathematics to:
- conduct everyday affairs, eg. monetary exchange, planning and organising events and measuring,
- make informed decisions at the personal, community and vocational level,
- engage in the mathematical study needed for further education and employment.

All mathematics units from years 7 to 10 involve practical activities, problem solving, investigations and skills exercises designed to enhance the students' understanding of concepts and develop skills in the following areas of study: Space, Number, Measurement, Chance and Data, Algebra. As a result of completing these tasks, students should:
- realise that mathematics is relevant to them,
- gain an appreciation of the development and power of mathematics,
- realise that mathematics is an activity requiring the observation, representation and application of patterns.

**The major topics are as follows:**

**Semester One**
1. Statistical Data (4 weeks)
2. Whole Number Review (2 weeks)
3. Triangles, Quadrilaterals and Constructions (3 weeks)
4. Whole Number Patterns (4 weeks)
5. Fractions (4 weeks)
6. Number Patterns and Symbols (4 weeks)
7. Mathematics Problem Solving (within topics)

**Semester Two**
1. Expression, Symbols and Rules (4 weeks)
2. Decimals (4 weeks)
3. Polygons and Polyhedra (4 weeks)
4. Length, Mass and Time (3 weeks)
5. Equations (3 weeks)
6. Mathematics Problem Solving (within topics)

**Assessment Tasks**
In each semester students are assessed in:
**Skills Tests**
- Three or four skills tests each semester
Investigations
• Investigations requiring the selection and utilisation of appropriate mathematical processes.
• Homework Activities
Problem Solving
• Numerous tasks that require students to develop a strategies and then provide solutions to specific problem solving tasks.
YEAR 7: SCIENCE

Semester One

Course Description
This unit consists of four topics that comprehensively address the Level 5 standards of the Victorian Essential Learning Standards. The four topics are:

- **Working Scientifically** - Identification of safe laboratory techniques; identification and use of scientific equipment; writing practical reports; famous scientists.
- **Understanding Matter** - Investigation of the three states of matter: solid, liquid and gas; use of the particle model to explain the properties of each of the states of matter; identification of changes of state.
- **Cells for Life** - Investigation of cells as the basic unit of living things and how the structure and function of cells are related to their function. Observations of living things in terms of obtaining, transporting and using nutrients are explained.
- **Mysterious Attractions** - Investigation into the existence, properties, behaviour and uses of magnets. The phenomenon of charged particles and static electricity.

Rationale
Science education develops students' abilities to pose questions and provide answers about the physical, chemical and biological world. Science education actively investigates science in society and the environment to provide students with a link between science and technology. It provides students with an understanding of the way scientists work in the community and safety issues that need to be considered.

Learning Focus
As students work towards the achievement of Level 5 standards in Science, they will:

- Demonstrate safe, technical uses of a range of instruments and chemicals.
- Use a simple particle model to explain the structure and properties of matter, chemical reactions and factors that influence r
- Relate the structure and organisation of different cells to their function and how different cells work together.
- Describe simple magnetic and electrostatic effects in terms of a field model.

Assessment Tasks
1. **Practical Activities** - Students are to complete a series of experiments and submit standard reports.
2. **Interpretation and Evaluation** - Students are to complete problem solving activities related to data presented in graphs, tables and text.
3. **Independent Investigations** – Research based task that will consist of Information and Learning Technology.
4. **Topic Tests** - Short quizzes and topic tests.

Resources
Student Text: Heinemann Science Links 1 (VELS Edition)

Semester Two

Course Description
This unit consists of four topics that comprehensively address the Level 5 standards of the Victorian Essential Learning Standards. The four topics are:

- **Mixing and Separating** - Investigating the range of different methods used for separating pure substances from mixtures and the applications of these techniques in industry and medicine. Distinguishing between colloids, emulsions and aqueous solutions by examining their properties.
- **Electric circuits** - Explaining the meaning of current, voltage and electric circuits recognize and draw symbols for common components of a circuit. Understand the difference between conductors and
insulators and the conversion of electrical energy into other forms of energy in a circuit. Recognise the difference between series and parallel circuits and the relationship between current and voltage in a series circuit.

- **Classification** - Investigate the biological basis of classification of organisms into major groups and touch briefly on the interactions between living things and their non-living surroundings.
- **Our Place in Space** - Investigation of the major features of the solar system; movement of the Earth in space; phases of the Moon; tides and the lunar cycle; solar and lunar eclipses.

**Rationale**
Science education develops students’ abilities to pose questions and provide answers about the physical, chemical and biological world. Science education actively investigates science in society and the environment to provide students with a link between science and technology. It provides students with an understanding of the way scientists work in the community and safety issues that need to be considered.

**Learning Focus**
As students work towards the achievement of Level 5 standards in Science, they will:
- Describe how the positions of the planets, moon, sun and stars affect natural phenomena.
- Use time scales to explain the changing Earth and its place in space.
- Explain how the observed characteristics of living things are used to establish a classification system.
- Describe the interactions between living things and their non-living surroundings.
- Describe the operation of direct current (DC) series and parallel circuits in terms of current and voltage.
- Relate simple procedures for identifying, preparing and separating mixtures and solutions.

**Assessment Tasks**
1. **Practical Activities** - Students are to complete a series of experiments and submit standard reports.
2. **Interpretation and Evaluation** - Students are to complete problem solving activities related to data presented in graphs, tables and text.
3. **Independent Investigations** - Research based task that will consist of Information and Learning Technology.
4. **Topic Tests** - Short quizzes and topic tests.

**Resources:**
- **Student Text**: Heinemann Science Links 1 (VELS Edition)
YEAR 7 HUMANITIES

GEOGRAPHY

Course Description
This course focuses on students developing their geospatial skills in the study and interpretation of these maps in detail. The fundamentals of BOLTSS are explored in exercises specific to orientation, legend, title, scale and source. Students explore the use of their atlas and learn to appreciate the various types of maps. Latitude and Longitude help pinpoint places with great accuracy so students develop skills in locating cities and other significant places of interest. Finally the layers of the earth are studied with specific emphasis on the causes and effects of earthquakes and volcanic eruptions.

Rationale
Maps play a significant role in our everyday life. We use maps to communicate information effectively and they help us locate places and explore different parts of the earth’s surface. Reading a Melways, understanding the where and what of significant regions of Australia and the rest of the world lay the foundations of a variety of studies.

Learning Focus
• Different ways of viewing landscapes.
• Applying geospatial tools such as scale, direction and grid references.
• Interpret maps, photographs, satellite images and graphs.
• New ways of recording and representing data.

Assessment Tasks
1. Folio work (class activities)
2. Test on mapping skills
3. Natural Disasters Assignment

HISTORY

Course Description
History is the study of people and societies of the past. To understand our society, one must have knowledge of the past and of the origins of civilisation. History, at Year 7 introduces the students to foundation skills such as inquiry and research. Students focus on an exploration of the history and contribution of ancient civilisations such as Egypt and Greece.

Learning Focus
During this unit of work students:
• Sequence events and develop timelines
• Investigate and use a variety of primary and secondary sources
• Analyse and describe key aspects of life in ancient societies.
• Compare ancient societies with contemporary societies

Assessment Tasks
1. Folio: A series of activities in a range of topics such as tests (timelines), mapping work, written work.
2. Research Project: A written or oral presentation on an aspect of an ancient civilisation.

Resources
CIVICS AND CITIZENSHIP

Course Description
Government concerns all people. Often people feel distant or removed from a political process which seems dominated by politicians. However, as citizens of a democracy, we can participate in certain aspects of government. Australian citizens aged 18 or over have an obligation to vote to select the political party they would like to govern Australia. The aim of this unit is to analyse the key features of Australia’s political system at local, state and federal levels and to highlight how as citizens in a democracy, students can participate in aspects of government and the representative process.

Learning Focus
- Explain the origins and features of representative government
- Compare representative government with other forms of government
- Explain the importance of political rights and describe how they were achieved in Australia
- Identify and question the features and values of Australia’s political system
- Use a range of sources for inquiries, including the mass media, and present viewpoints based on evidence

Assessment Tasks
- Folio on the 3 levels of government and class activities / library skills (assessed independently and via group work)
- Local Government Project

Resources
- Relevant educational videos/ DVD /internet sites /software
- Discovering Democracy kit
- Humanities Alive 1&2 - Jacaranda, Maggy Salais, Peter Van Noorden, Jo Lamont, 2005

ECONOMICS

Course Description
Economics is the study of the allocation of our scarce resources in the most efficient way possible to best satisfy our needs/wants. This course examines the daily decisions we make such as what we buy, where to go on holidays, where to live, what career to follow, how much money we can earn and how much we can spend and save. Students examine these decisions in detail and begin to appreciate the role of government and the workings of the economy and how it operates.

Rationale
Economics is essential to the ability to make educated decisions in our daily lives. An understanding of the fundamental concepts of Demand and Supply are pivotal to the notion of the free market system and consumer choice.

Learning Focus
1. Understanding the definition of economics.
2. The role of consumers, producers and government.
3. Types of business structures in Australia.
4. The concept of demand, supply and scarcity.
5. The role of money in society.

Assessment
1. Folio of work
2. Assignment: Economics media articles Assignment
YEAR 7 PHYSICAL EDUCATION & HEALTH

Course Description
Physical Education is composed of two 50 minute periods (double period) and Health is one single 50 minute period. Throughout this year students will develop the knowledge and skills to make informed decisions. They will also plan strategies, implement and evaluate actions that promote growth and development, fitness, effective relationships and the safety and health of individuals and groups. They will participate in a variety of physical activities.

Semester One PE
Swimming
Athletics
Gymnastics
Ball Skills

Semester Two PE
Skipping
Indoor Hockey
Netball
Softball (Indoor/Outdoor)

Semester 1 Health
Outdoor Recreation and Adventure
Nutrition “You Are What You Eat”

Semester 2 Health
Bullying and Bouncing Back
Growth and Development

Rationale
This study focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence. Through their participation in health classes, students will be able to acknowledge and record concepts of nutrition, safety, fitness, growth and development. Students will also explore usages of healthy people and develop their own health goals.

Outcomes

Links to Essential Standards:
The study addresses standards from two domains of the Physical Social and Personal Learning Strand

- **Health and Physical Education Domain**
  - Dimension: Health Promotion and Knowledge
    - Students:
      - Describe the physical, social, emotional and mental health and personal development across various stages of the lifespan.
      - Describe the physical, social and emotional changes that occur as a result of the adolescent stage of development of the lifespan and the factors that affect their own development.
      - Describe the health resources, products and services available for young people and consider how they could be used to improve health.
      - Describe the influence of family and community on shaping personal identity and values.
      - Analyse a range of influences on personal and family food selection.
      - Identify major nutritional needs for growth and activity.
  
  - Dimension: Movement and Physical Activity
    - Perform complex movement and manipulative skills
    - Measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active
    - Maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their own level of involvement in physical activity
    - Combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance
Interpersonal Development Domain

- Dimension: Working in teams
  - Accept responsibility as a team member and support, share information with and work cooperatively with others to achieve a shared purpose
  - Reflect on individual and team outcomes to act to improve their own and the team’s performance

- Dimension: Building Social Relationships
  - Recognise and describe peer influence on their behaviour.
  - Describe appropriate strategies to effectively manage individual conflict and assist others in resolution processes.

Assessment Tasks
1. Swimming Assessment
2. Skill Acquisition in selected sports
3. Gymnastics Routine
4. Written Tests in selected sports
5. Sunsmart Investigation
6. Nutrition Theory Test
7. Test on Muscular and Skeletal Systems
8. School-Based Bullying Awareness Campaign
9. Role Play

Resources

Student Text
Braford, Davis, Dawe “Health and Physical Education 1”

College Resources
Additional resources as provided by staff
Access to relevant Internet sites
YEAR 7 VISUAL ART

Learning Focus:
As students work towards the achievement of Level 5 standards in the Arts, they use a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas. Students work both independently and collaboratively to develop creative and effective ways of combining and manipulating arts elements, principles and/or conventions when designing, making and presenting arts works for particular purposes and audiences.

Areas of Study:

Course Description
The areas of study in this unit include:
(i) Creating and Making: ideas, skills, techniques and processes
(ii) Exploring and Responding: criticism, research, aesthetics and contexts.

The Topics of Drawing, Painting, Printmaking, Pottery and Textiles are focus areas in the Creating and Making component. A range of themes and topics such as portraiture, still life, and natural objects will be explored to draw out the individuality and interest areas of each student as she learns new skills in each medium. Students will respond to the Arts, in written and oral form by critically reviewing their own and others’ art works, reviewing artworks and reflecting on their own developmental and finished work through written annotations, diagrams and descriptions of skills, processes and ideas.

Assessment Tasks:
Creating and Making: Folio
Students produce four finished artworks in the following media, supported by developmental design and exploratory work.

1. Print making
   A monotone lino print (window mounted)
2. Ceramics
   A 3-dimensional sculpture using the pinch pot technique
3. Textiles
   A 3-dimensional soft sculpture that utilises felt and textile techniques
4. Painting
   An acrylic painting that demonstrates an understanding of colour theory

Exploring and Responding: (Completed each semester)

1. Research Report: A written research report based on a study of Australian Aboriginal art from the Ian Potter Centre

Student Resources
Art Is Making, Creating, and Appreciating, Sandra Jane/Max Darby, Jacaranda 1998

Teacher Resources
Brushstrokes of the Artist
Video Ceramics-Syllabus for Beginners Part 1
Make It in Clay by Speight & Toki
Australian Printmaking in the 1990’s by Sasha Grishin
YEAR 7  DANCE

Semester Unit
Course Description
This unit introduces dance as an art form. Students are required to explore movement ideas from a range of stimuli and to structure their dances using the elements of dance making. Students learn to apply knowledge of the safe use and care of the body in the development of their physical skills and body actions.

Rationale
This unit introduces students to another form of communication-dance. Students will participate in individual and group activities exploring the elements of dance, using themes, props, sound and music. Students will use processes such as exploring, developing, selecting, rehearsing, preparing and presenting dance works.

Outcomes
Students will be able to:
- Improvise movements in a group work to convey an idea
- Express emotions by abstracting movement and linking shapes to make a dance sequence
- Respond to stimuli and move appropriately
- Develop coordination and elements of dance making
- Plan and present dance works
- Appreciate a dance performance and describe aspects of the presentation

Assessment Tasks
- Create and perform a warm up routine
- In small groups, choreograph a dance using a variety of dance elements
- Written assignment on a particular aspect of dance

Resources
Student Requirements: A4 sized exercise book. Uniform for dance – Please refer to the Academy of Mary Immaculate College Dairy.

College Resources:
A range of musical styles introduced via CDs
Choreography, a Basic Approach Using Improvisation  S. Cerny Minton

YEAR 7  DRAMA

- Students will Year Seven Drama introduces the students to the skills of mime, sound and improvisation.
- Students explore and develop these skills in a series of workshops that culminate in the presentation of polished performance pieces.
- Students will use a range of stimulus from a range of cultures as well as personal experience.
- Self analysis and the analysis of professionals are completed in written form.
- The course also focuses on developing students; self confidence and group work skills.

Assessment
1. Performance tasks
   Students develop and present performance tasks which focus on the key skills taught in the unit.

2. Journal
   Students maintain a journal of class activities, including reflections, script ideas and research. Students also complete self analysis of performances and processes within this journal

3. Performance Analysis
Students present a written analysis of a performance.

Resources:
- Burton, B. *Making Drama*
  - *We’re going on a Bear Hunt*
- *Theatresports Down Under*
  - Musical instruments and objects
- Banjo Patterson – Mulga Bill’s Bicycle

**YEAR 7  MUSIC AND INSTRUMENTAL MUSIC**

**Course Description: Music**
Students explore the qualities of sound by improvising, composing, interpreting and performing music in a range of styles and forms. They use vocal and instrumental, acoustic and electronic sound sources. They develop their aural perception and sensitivity in making choices about the nature of the elements of music in the works they create and perform. Students will study the fundamentals of music and will be able to demonstrate an understanding of the ways in which music is made in particular cultural and historical contexts.

**Course Description: Instrumental Music**
This is an introduction to the basic skills of playing an instrument. Students will attend weekly lessons and be responsible for regular practice. Students will also be required to research aspects of their chosen instrument. Students will study the fundamentals of music and demonstrate this knowledge through various solo and group activities.

**Objectives:**

Upon completion of Year 7 Music, students will be able to:
- Use starting points such as observation, experiences and research to express and present ideas and feelings when making and presenting music.
- Demonstrate a range of skills, techniques and processes in organising music elements to structure music.
- Describe how the organisation of music communicates ideas and feelings.
- Demonstrate an understanding of the ways in which music is made in particular cultural and historical contexts.
- Play either the Flute Clarinet Trumpet Trombone or Violin for a Semester.

**Assessment Tasks:**

**Semester Unit Music**
1. Theory Skills and Aural Skills test
2. Instruments of the Orchestra

**Semester Unit Instrumental Music**
1. Performance (Individual)
2. Instruments Research Project

**References:**
- About Music – Third Edition – Lindsay Hutchinson
- Standard of Excellent – Bruce Pearson (Instrumental Program)
**YEAR 7 ITALIAN**

Term Unit

Rationale
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Course Description
In this unit, students are introduced to the systematic study of Italian language forms and experience the pleasures of language learning through the communicative approach. The course encourages student oral participation in dialogues and group role plays. Students begin to develop the basic communication skills required for situations such as introductions, expressing likes and dislikes, and describing people in speech and writing.

Outcomes
At the end of this unit, students should be able to:
- Listen to teacher, peers and others exchanging personal or factual information, opinions, directions and instructions, as well as listening to simple stories, dramatic episodes, films or videos.
- Demonstrate comprehension by contributing turns in role-plays, making choices, classifying, sequencing, creating captions or making simple evaluative remarks.
- Participate in short interactive exchanges, role-plays or short presentations.
- Read a simple story, skit or dramatic episode, and identify a sequence of events and express preferences.
- Read short and simple texts and respond by identifying main ideas.
- Write descriptions and short narratives.

Assessment Tasks
- Listening Comprehension - Questions answered in writing in relation to an aural recording.
- Dialogue Presentation - Memorisation and re-enactment of a dialogue or oral presentation.
- Reading Comprehension - Questions answered in response to a written passage.
- Written Exercises – Production of short writing passages
- Linguistic Elements - Vocabulary and language tests on each unit.

Resources
Hire of text *Ecco Uno* from the College

College Resources
Teacher-generated worksheets and handouts provided

**YEAR 7 FRENCH**

Term Unit

Rationale
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities, which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Course Description
In this unit, students learn how to introduce themselves and others in French. They learn how to give their names, nationalities and ages, to say what languages they speak and where they live. They learn to talk about
their family, pets and colours. They also learn how to give this information about other people. They learn the
alphabet in French and the numbers 1-100. This language is reinforced through dialogue and role plays. They
are also introduced to elements of French culture.

Outcomes
At the end of this unit, students should be able to:
• Listen to teacher, peers and others exchanging personal or factual information, opinions, directions and
instructions, as well as listening to simple stories, dramatic episodes, films or videos.
• Demonstrate comprehension by contributing turns in role-play, making choices, classifying, sequencing,
creating captions or making simple evaluative remarks.
• Participate in short interactive exchanges, role-plays or short presentations to talk about self, family,
friends, school and social activities.
• Read a simple story, skit or dramatic episode, and identify a sequence of events and express preferences.
• Present information in a simple text to accompany graphics, photos or illustrations (e.g. a poster with
captions).

Assessment Tasks
• Listening Comprehension - Questions answered in writing in relation to an aural recording.
• Dialogue Presentation - Memorisation and re-enactment of a dialogue.
• Reading Comprehension - Questions answered in response to a written passage.
• Written Exercises - Practical application of language elements studied.

Resources
Touché 1! - Workbook. Comley

College Resources
Teacher generated worksheets and handouts provided.

YEAR 7 JAPANESE

Semester Unit

Rationale
The study of a language other than English contributes to the overall education of students, most particularly
in the area of communication, but also in the areas of cross cultural understanding, cognitive development,
literacy and general knowledge. It provides access to the culture of communities, which use the language, and
promotes understanding of different attitudes and values within the wider Australian community and beyond.

Course Description
The Year 7 Japanese course begins with the study of Japan’s geography. Students are then introduced to the
basic Japanese script, hiragana, and some basic kanji. Students learn to count to 100, introduce themselves
and communicate using a variety of daily expressions.

Outcomes
At the end of this unit, students should be able to:
• Listen to teacher, peers and others exchanging personal or factual information, opinions, directions and
instructions, as well as listening to simple stories, dramatic episodes, films or videos.
• Demonstrate comprehension by contributing turns in role-play, making choices, classifying, sequencing,
creating captions or making simple evaluative remarks.
• Participate in short interactive exchanges, role-plays or short presentations to talk about self, family,
friends, school and social activities.
• Read a simple story, skit or dramatic episode, and identify a sequence of events and express preferences.
• Present information in a simple text to accompany graphics, photos or illustrations (e.g. a poster with captions).

Assessment Tasks
• Listening Comprehension - Questions answered in writing in relation to an aural recording.
• Speaking Exercises – Giving a self-introduction and answering questions in relation to personal information.
• Reading Comprehension - Questions answered in response to a written passage.
• Written Exercises – Hiragana script tests

Resources
Student Text
Student Hiragana Workbook
College Resources
Hiragana in 48 Minutes
YEAR 7 TECHNOLOGY

Semester Unit: Information Technology

Course Description
The course aims to develop students processing skills through work in the areas of word processing, spreadsheets and presentation software. Throughout the semester students will study a variety of settings with different audiences and different document styles using Windows based PCs. Students will be encouraged to work at their own ability level with exposure to more challenging exercises for those who have completed the basic work in skill development. The emphasis will be on skills that can be used across the curriculum.

Rationale
Our students come from different primary schools and different levels of computer knowledge/awareness and hence it is important at this entry level that students are given the opportunity to become familiar and comfortable with the technology that they will use throughout their studies at the Academy of Mary Immaculate. The course will focus upon correct operation of a personal computer, incorporating health and safety aspects, layout formats and conventions of published documents.

Outcomes
- To develop appropriate file management techniques
- To use various design tools to propose a solution to an information problem
- To apply software skills to produce a solution to an information problem
- To evaluate the successfulness of the solution to the problem

Assessment Tasks
1. Resource File - a display folder containing final production pieces of work that demonstrate the acquisition of skills.
2. Problem Solving Project – design, create and evaluate a restaurant promotional flyer and menu.
3. Application Task – Students use organisational tools, including spreadsheets, to convert data into information then report on their findings using PowerPoint software.

Resources
MS Office 2003 software
YEAR 7 IRC

INFORMATION SKILLS PROGRAM
As the amount of information available, both in printed and electronic format, is increasing at an astounding rate, it is important that students are given the opportunity to develop skills which will assist them in accessing, evaluating and processing this information in order to meet their information needs. The teacher librarian will work with the teachers of Year 7 Humanities to incorporate the teaching of information skills within the Year 7 Humanities curriculum. One lesson per week will be allocated to this program, during which the students will be provided with opportunities to gain competency in defining their information needs, locating and selecting resources, organising and presenting the information and finally evaluating their success as information users, while making connections between the process of learning and curriculum content.

AIMS:
Students will be given the opportunity to:

• Develop the capacity to recognise a need for information, to know how and where to find it from a range of sources, and how to select, organise and communicate it to others.
• Acquire the skills required to analyse, interpret, synthesise and organise as well as the language and communication skills of reading, writing, speaking and listening.
• Develop as critical thinkers and creative problem solvers while building a dynamic view of themselves as confident and discerning information users.
• Extend their cultural understandings and their information competencies in increasingly complex contexts, using a range of information sources, formats and technologies as an integral part of their learning.
• Use resources including literature, to further their personal growth.

(Learning for the future: Developing information services in Australian schools. Carlton: Curriculum Corporation, 1993, p.10)